

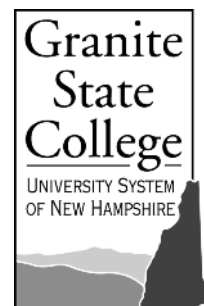
## **Mission Statement**

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

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

## **Accreditation**

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



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**Catalog Limitations**

This catalog describes policies, programs and procedures of Granite State College that are in effect at the time of its preparation, June 2010.

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

**Affirmative Action Statement**

Granite State College is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, sexual orientation, veteran's status, disability, or marital status in admission or access to, or treatment or employment in, its programs or activities.

This catalog is true and correct in content and policy.

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# General Information

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## Welcome to Granite State College

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

### Mission and History

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

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

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 learners 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.

### Vision Statement and Values

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

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

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

### Accreditation

Granite State College is accredited by the New England Association of Schools and Colleges (NEASC) and offers a variety of bachelor's and associate degrees.

### Outcomes-Based Learning

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

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

- provide standards to be met in demonstrating competence
- form a base from which to design and pursue learning activities
- foster the ability to demonstrate self-directed learning

### 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. Granite State College offers eleven accredited online degrees plus a wide variety of courses. Students have access to an online community of faculty, course materials, library resources, and fellow students. Technical assistance is available for all students (see p. 59).

#### *The following degrees are available online:*

- A.A. in General Studies
- A.S. in Behavioral Science
- A.S. in Business
- A.S. in Early Childhood Education
- B.A. in Individualized Studies
- B.S. in Applied Studies
- B.S. in Behavioral Science
- B.S. in Business Management
- B.S. in Criminal Justice
  - Option in Criminal Justice Administration
- B.S. in Early Childhood Education
- B.S. in Individualized Studies

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

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

### **Education and Training Partnership**

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

### **Osher Lifelong Learning Institute**

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

### **Community College System of New Hampshire**

Transfer articulation agreements between USNH and the Community College System of New Hampshire (CCSNH) have created a virtually seamless transfer process between degree programs. Many bachelors programs at Granite State College are designed to build on the educational foundation of the CCSNH associate degree. Visit [www.nhtransfer.org](http://www.nhtransfer.org) for more information.

# Degrees and Programs of Study

## Academic Programs at Granite State College

### Associate in Arts

- General Studies

### Associate in Science

- Behavioral Science
- Business
- Early Childhood Education

### Bachelor of Arts

- Individualized Studies
- Individualized Studies in English Language Arts

### Bachelor of Science

- Applied Studies
  - Option in Allied Health Services
  - Option in Education and Training
  - Option in Management
- Behavioral Science
- Business Management
- Criminal Justice
  - Option in Criminal Justice Administration
- Early Childhood Education
- Individualized Studies
  - Elementary Education Double Major

### Minors

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

### Post-Baccalaureate Teacher Certification Program

- Early Childhood Special Education
- General Special Education and Elementary Education
- General Special Education
- Reading and Writing Specialist
- Advanced Endorsements
  - Learning Disabilities
  - Emotional/Behavioral Disorders
  - Intellectual/Developmental Disabilities

## Degree Program Requirements

Requirements for all degree programs at Granite State College include General Education plus courses in the major.

### General Education

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

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

\*Not required of Associate in Science degree students.

\*\*8 credits in science required for Bachelor's degree; 4 credits in science for Associate.

\*\*Global Perspectives required for Bachelor's degree only.

**Note: Associate in Science degree students choose:**

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

*Associate and Bachelor's degree candidates must complete course requirements in Critical Thinking, Written Communication, and Quantitative Reasoning within the first twenty-four credits at GSC after date of application. Placement will be required for these three categories.*

***A grade of C or better must be earned to meet degree requirements for all programs in five core general education categories: Critical Thinking, Written Communication, Quantitative Reasoning, Oral Communication, and Information Technology Literacy.***

*Courses designated (GP) meet the Global Perspectives requirement for Bachelor's degrees.*

*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 Thinking

**Learners will:**

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

**Course:**

*In transfer, a minimum of 3 credits is required.*

CRIT 500 Critical Thinking

## Written Communication

**Learners will:**

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

**Course:**

*In transfer, a minimum of 3 credits is required.*

ENG 500 The Writing Process

## Quantitative Reasoning

**Learners will:**

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

**Courses (select one):**

*In transfer, a minimum of 3 credits is required.*

MATH 502 Contemporary College Mathematics

MATH 504 Introduction to Statistics

MATH 505 College Algebra

## Oral Communication

**Learners 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 550 Interpersonal Communication

COMM 551 Small Group Communication

COMM 553 Presentational Communication

**Information Technology Literacy****Learners will:**

- demonstrate proficiency in using the tools of an information society.
- conduct research responsibly; critically evaluate informational technologies.

**Course:**

*In transfer, a minimum of 3 credits is required.*

CMPL 511 Software Tools

**Arts and Culture****Learners will:**

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

**Select one of the following approved courses.**

*In transfer, a minimum of 3 credits is required.*

ARTS 501 Introduction to Drawing  
 ARTS 503 Introduction to Watercolor  
 ARTS 511 Introduction to Sculpture  
 ARTS 515 Introduction to Photography  
 ARTS 518 Experiencing the Arts  
 ARTS 520 Creative Process in Art  
 ARTS 525 Art and Craft of Film  
 ARTS 526 Modern America and the Movies  
 ARTS 538 Understanding and Experiencing Music  
 ARTS 550 Art History: Western World  
 ARTS 551 Survey of World Architecture (GP)  
 ARTS 601 Creativity: The Untapped Potential  
 ENG 508 The Media and Its Messages  
 ENG 603 Creative Nonfiction  
 ENG 604 Creative Writing  
 HUMN 502 American Popular Culture  
 HUMN 550 Introductory American Sign Language (GP)  
 HUMN 551 Intermediate American Sign Language (GP)  
 HUMN 560 Elementary Spanish I (GP)  
 HUMN 561 Elementary Spanish II (GP)

**History and Politics****Learners will:**

- recognize major periods and movements within human history.
- critically analyze both the context(s) for historical developments and the particulars of history.

**Select one of the following approved courses.**

*In transfer, a minimum of 3 credits is required.*

CRIM 607 Constitutional Law  
 HIS 502 Great Civilizations (GP)  
 HIS 510 U.S. History to 1865

HIS 511 U.S. History: 1865 to Present  
 HIS 512 European History: Renaissance through the Industrial Revolution  
 HIS 513 European History: The 19th and 20th Centuries  
 HIS 602 History of New England  
 HIS 611 Regions of the World: History and Current Issues (GP)  
 A, B, C, D  
 HIS 618 History of World War II (GP)  
 HIS 627 Vietnam War: An Historical Perspective (GP)  
 HIS 630 Nineteenth Century Ideas That Shaped Modern America  
 MATH 601 History of Mathematics (GP)  
 POL 550 American Government and Politics  
 POL 554 Law and Society  
 POL 600 The US in World Affairs (GP)  
 SOSC 570 Introduction to Historical Archeology (GP)

**Literature and Ideas****Learners will:**

- name some of the major questions that have been posed about the meaning and value of human life and activity.
- survey the diversity of particular intellectual traditions and works of literature.

**Select one of the following approved courses.**

*In transfer, a minimum of 3 credits is required.*

ENG 505 Introduction to Language and Linguistics  
 ENG 508 The Media and Its Messages  
 ENG 510 Survey of American Literature  
 ENG 512 British Literature I  
 ENG 513 British Literature II  
 ENG 555 Children's Literature  
 ENG 560 Young Adult Literature  
 ENG 620 Multicultural Perspectives Through Literature (GP)  
 ENG 621 Philosophical Issues Through Literature  
 ENG 622 Literature of the Environment  
 ENG 624 Women's Literature  
 ENG 625 Readings in World Literature (GP)  
 ENG 632 Autobiography as Literature  
 ENG 633 Short Fiction  
 ENG 634 Major American Poets  
 ENG 640 Shakespeare  
 HUMN 501 Humanities in an Age of Technology  
 HUMN 502 American Popular Culture  
 HUMN 504 Comparative Religions (GP)  
 HUMN 505 Introduction to Ethics  
 HUMN 507 Introduction to Philosophy

**Science****Learners will:**

- recognize and employ the methods of scientific inquiry.
- develop a general knowledge of laws and theories in at least one branch of science.

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

**Select two of the following approved courses.**

*In transfer, a minimum of 3 credits per course is required.*

SCI 502 Nutrition Concepts and Controversies  
 SCI 505 Human Biology  
 SCI 506 Physiology of Wellness  
 SCI 507 Introduction to Human Genetics  
 SCI 508 Issues in Women's Health  
 SCI 509 Diseases of the 21st Century (GP)  
 SCI 510 Concepts in Physics  
 SCI 511 Observational Astronomy  
 SCI 512 Introduction to Astronomy  
 SCI 513 Introduction to Meteorology  
 SCI 515 Introduction to Geology  
 SCI 518 Physical Geography  
 SCI 520 Introduction to Oceanography  
 SCI 522 Biogeography: World Distribution of Plants and Animals  
 SCI 523 General Ecology  
 SCI 528 Natural History of Northern New England  
 SCI 531 Applied Botany  
 SCI 532 Field Botany of the White Mountains  
 SCI 534 Bird Ecology and Migration  
 SCI 539 Energy and the Environment  
 SCI 540 Environmental Heritage  
 SCI 541 Introduction to Environmental Science  
 SCI 542 Introduction to Forest Science and Policy  
 SCI 600 The Human Brain

**Social Science****Learners will:**

- recognize how individual development, human behavior, and social values are shaped by groups and institutions.
- define research and employ methods used by social/behavioral scientists.

**Select one of the following approved courses.**

*In transfer, a minimum of 3 credits is required.*

CRIM 500 Introduction to Criminology  
 ECO 512 Principles of Economics  
 ECO 600 International Economics (GP)  
 POL 554 Law and Society  
 PSY 501 Introduction to Psychology  
 PSY 508 Child Development

PSY 509	Human Development
PSY 510	Infant and Toddler Development
PSY 511	School Age and Adolescent Development
PSY 550	Grief and Loss
PSY 602	Theories of Personality
PSY 606	Educational Psychology
PSY 607	Developmental Perspectives on Adolescence
PSY 608	Social Psychology
PSY 615	Psychology of Adulthood
PSY 616	Psychology of Occupational Stress
SOC 501	Introduction to Sociology
SOC 560	Gender and Race in the US
SOC 601	Society and the Individual
SOC 603	Work and Society
SOSC 500	Introduction to Anthropology (GP)
SOSC 519	Living in a Digital Democracy
SOSC 559	Contemporary Issues in Human Sexuality
SOSC 562	Introduction to Gender Studies
SOSC 570	Introduction to Historical Archaeology (GP)
SOSC 602	Men and Women in Cross-Cultural Perspectives (GP)
SOSC 604	Dynamics of Family Relationships
SOSC 605	Stress: Its Impact on the Family
SOSC 606	Addictions and Family Dynamics
SOSC 630	Aspects of Aging in Modern Society

### Global Perspectives for Bachelor's Degrees

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

#### Learners will:

- appreciate the impact of cultural differences in contemporary life.
- articulate the significance of diverse perspectives in a global context.

#### Global Perspectives (GP) Courses:

*In transfer, a minimum of 3 credits is required.*

ARTS 551	Survey of World Architecture
BEHS 605	East West Approaches to Psychotherapy
ECO 600	International Economics
ENG 620	Multicultural Perspectives through Literature

ENG 625	Readings in World Literature
HIS 502	Great Civilizations
HIS 611, A, B, C, or D	Regions of the World: History and Current Issues
HIS 618	History of World War II
HIS 627	Vietnam War: An Historical Perspective
HUMN 504	Comparative Religions
HUMN 550	Introductory American Sign Language
HUMN 551	Intermediate American Sign Language
HUMN 560	Elementary Spanish I
HUMN 561	Elementary Spanish II
MATH 601	History of Mathematics
MGMT 608	Managing Diversity
MGMT 629	Global Marketing
POL 600	The US in World Affairs
SCI 509	Diseases of the 21st Century
SCI 541	Environmental Pollution and Protection
SOSC 500	Introduction to Anthropology
SOSC 570	Introduction to Historical Archaeology
SOSC 602	Men and Women in Cross-Cultural Perspectives

## Associate Degrees

### Residency

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

### General Education

The outcomes and requirements for General Education can be found on pages 4-6 and are listed below.

### 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 64 semester hours of credit.

## A.A. in General Studies

### General Education Courses 40 credits

#### Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551, or 553	4 cr

Arts and Culture	4 cr
Literature and Ideas	4 cr
History and Politics	4 cr
Social Science	4 cr
Science	4 cr

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

A grade of C or better must be earned for all General Education courses.

<b>General Electives</b>	variable
<b>Total</b>	<b>64 credits (minimum)</b>

## Associate in Science

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

The Associate in Science degree requires 64 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.

## 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. Behavioral Science degree.



**General Education Courses** 28 credits*Core:*

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr

Arts and Culture	OR Literature and Ideas	4 cr
History and Politics	OR Social Science	4 cr
Science		4 cr

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

<b>Concentration:</b>	Behavioral Science	28 cr
<b>Electives</b>		variable
<b>Total</b>		<b>64 credits (minimum)</b>

**Required Courses in the Concentration**

BEHS 501	Introduction to Research in Behavioral Science
PSY 501	Introduction to Psychology
PSY 509	Human Development
SCI 505	Human Biology
SOC 501	Introduction to Sociology

**Electives in the Concentration**

Two Behavioral Science electives

Transfer courses may be used to meet these requirements.

**A.S. in Business**

The Associate in Science degree in Business is designed 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 degree.

**General Education Courses** 28 credits*Core:*

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr

Arts and Culture	OR Literature and Ideas	4 cr
History and Politics	OR Social Science	4 cr
Science		4 cr

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

<b>Concentration:</b>	Business	24 cr
<b>Electives</b>		variable
<b>Total</b>		<b>64 credits (minimum)</b>

**Required Courses in the Concentration**

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

**Electives in the Concentration**

One Business Management-related elective

Transfer courses may be used to meet these requirements.

**A.S. in Early Childhood Education**

The Associate in Science degree in Early Childhood Education has been designed to provide a thorough understanding of the young child. The program creates a broad perspective on child and family development patterns. Learners 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 degree.

**General Education Courses** 28 credits*Core:*

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr

Arts and Culture	OR Literature and Ideas	4 cr
History and Politics	OR Social Science	4 cr
Science		4 cr

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

<b>Concentration:</b>	Early Childhood Education	28 cr
<b>Electives</b>		variable
<b>Total</b>		<b>64 credits (minimum)</b>

**Required Courses in the Concentration**

EDU 550	Foundations of Early Childhood Education
EDU 551	Learning and Early Childhood Environments*
EDU 553	Creative Arts in Early Childhood Education*
EDU 555	Language and Literacy Development*
EDU 600	Mathematics and Science in Early Childhood Education*
PSY 508	Child Development

**Electives in the Concentration**

One Early Childhood Education – related elective

Transfer courses may be used to meet these requirements.

Graduates completing the A.S. in Early Childhood Education are qualified for the Early Childhood Credential through the New Hampshire Child Development Bureau, Department of Health and Human Services. This degree does *not* lead to public school teacher certification through the New Hampshire Department of Education (NHDOE).

*\*Note: These courses have prerequisites.*

**Bachelor's Degrees****Residency**

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

**General Education**

The outcomes and requirements for General Education can be found on pages 4-6 and are listed with each major.

**Major**

Majors encompass established areas such as Business Management or Behavioral Sciences. 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 to 48 credits, with at least five learning experiences at the upper level, are required.

A grade of C or better must be earned for all courses in the major.

## Bachelor of Arts

The Bachelor of Arts (B.A.) degree is a flexible program that allows an individualized major with a focus on liberal studies. The Bachelor of Arts degree requires 124 semester hours of credit.

### B.A. in Individualized Studies

The Individualized Studies major in the liberal arts provides self-directed students the opportunity to integrate personal interests and academic objectives. The B.A. in Individualized Studies 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 areas of study as arts, literature, history, and philosophy or ethics.

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 researched and planned with guidance in the four-credit course SDLR 550, Individualized Studies Seminar.\* A proposal for the major must be submitted to Academic Affairs for approval.

GSC has developed templated programs in:

- English
- English Language Arts
- Math Studies
- Social Studies

Please contact an academic advisor or the Individualized Studies Department in the Office of Academic Affairs for information on templated program options.

The B.A. templated options do *not* lead to public school teacher certification through the New Hampshire Department of Education, but may be used as a foundation for certain GSC Post-Baccalaureate Teacher Certification programs.

**Note:** Those intending to apply to the Post-Baccalaureate Teacher Certification program at GSC must also meet NHDOE general

education requirements. Students must check with their advisor to clarify how best to meet these requirements.

\*Students electing to pursue templated program options in English Language Arts, English, Math Studies or Social Studies are exempt from the SDLR 550 requirement.

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

#### Learners will:

- demonstrate the ability to be a self-directed learner 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.

#### General Education Courses 48 credits

##### Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

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

<b>Major Electives</b>	40-48 credits variable
<b>Total</b>	<b>124 credits (minimum)</b>

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits at GSC after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

#### Required Courses in the Major

An Individualized Studies major consists of foundation courses and specialized courses, plus the Integrative Experience.

<b>Foundation Courses</b>	<b>12-24 cr</b>
Discipline-Specific Methods Course	4 cr
ENG 600 Expository Writing	4 cr
SDLR 550 Individualized Studies Seminar	4 cr

#### Specialized Courses 16-24 cr

Select 4-6 interrelated courses at the advanced level which represent the individualized focus of the major.

Transfer courses may be used to meet these requirements.

#### Integrative Experience 4 cr

The Individualized Studies major culminates in a capstone experience which includes integration of learning from coursework in the major. Students reflect, analyze, and evaluate theories and conduct research on the field of study.

## 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 124 semester hours of credit.

### B.S. in Applied Studies

This program is designed for graduates of associate degree programs with a technical or career focus. First 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. Individuals are prepared to move into professional managerial, education and training, or allied health roles and to pursue career paths that require bachelor's degrees. *Note:* Those whose academic and professional goals are not addressed by one of the B.S. in Applied Studies options may want to consider the Bachelor of Science in 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.

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

- Allied Health Services
- Education and Training
- Management

### B.S. in Applied Studies Option in Allied Health Services

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

#### Learners will:

- attain proficiency in the concepts, theories, and methods of inquiry pertinent to allied health services.
- integrate knowledge of an applied health care field with the dynamics and complexity of the health care industry.
- apply ethical principles that guide practice in community care settings.

#### General Education Courses 48 credits

##### Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

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

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

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

## Major Requirements

### Foundation Courses

Courses from the associate degree concentration meet this requirement.

### Specialized Courses

#### Required Courses in the Major

HLTC 550 Emerging US Health Care Industry

Five upper level courses are required in the major. This includes 4 upper level health care or management-related electives selected with advisor approval plus the Integrative Experience HLTC 650.

#### Possible Choices Include

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

Transfer courses may be used to meet these requirements.

#### Integrative Experience

HLTC 650 Health Care Policy\* or customized integrative experience.

\*Note: These courses have prerequisites.

### 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.

#### Learners 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.

## General Education Courses 48 credits

### Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

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

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

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

## Major Requirements

### Foundation Courses

Courses from the associate degree concentration meet this requirement.

### Specialized Courses

Five upper level courses are required in the major. This includes 4 upper level courses plus the Integrative Experience.

#### Required Courses in the Major

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

Transfer courses may be used to meet these requirements.

#### Integrative Experience

INST 650 Program Development and Training\* or customized integrative experience.

\*Note: These courses have prerequisites.

## B.S. in Applied Studies Option in Management

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

### Learners 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

### General Education Courses 48 credits

#### Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

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

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

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

### Major Requirements

#### Foundation Courses

Courses from the associate degree concentration meet this requirement.

#### Specialized Courses

##### Required Courses in the Major

MGMT 500	Principles of Management
MGMT 566	Organizational Behavior

Five upper level courses are required in the major. This includes 4 upper level management-related electives selected with advisor approval plus the Integrative Experience.

### Possible Choices Include

MGMT 511	Financial Accounting*
MGMT 514	Principles of Marketing
MGMT 518	Human Resource Administration
MGMT 601	Contemporary Management Issues*
MGMT 602	Leadership*
MGMT 606	Human Resources and Organizational Development*
MGMT 607	Human Resources and the Law
MGMT 608	Managing Diversity (GP*)
MGMT 611	Money and Banking*
MGMT 613	Financial Management*
MGMT 616	Advertising and Promotion Management*
MGMT 617	Consumer Behavior*
MGMT 620	Effecting Positive Change in Organizations
MGMT 621	Managing Conflict
MGMT 625	Legal Issues in Business and Management
PSY 616	Psychology of Occupational Stress

Transfer courses may be used to meet these requirements.

### Integrative Experience

MGMT 650 Integrative: Strategic Management\* or customized integrative experience.

*\*Note: These courses have prerequisites.*

## B.S. in Behavioral Science

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

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

### Learners will:

- differentiate and critically analyze biological, psychological, social, cultural and contextual constructs that provide an understanding of human behavior within a global world view, and communicate this knowledge effectively.
- compare and contrast theoretical assumptions underlying disciplines of behavioral sciences.

- use computer technology, as well as quantitative and scientific reasoning, to function as informed consumers of behavioral science research.
- analyze human behavior using theories and concepts that focus on both individual dynamics and group and system dynamics.
- apply ethical principles that guide and inform the conduct of research and clinical practice.
- apply behavioral science concepts, principles, skills and methods.

### General Education Courses 48 credits

#### Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, 505 or 506	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

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

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

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

### Required Courses in the Major

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

#### One Course From

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

#### One Course From

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

### Electives in the Major

Two upper level Behavioral Science-related electives.

Note: BEHS 608 Social Research is recommended for those intending to pursue graduate studies in a behavioral science field.

Transfer courses may be used to meet these requirements.

**Integrative Experience**

BEHS 650 Integrative: Behavioral Science\*

*\*Note: These courses have prerequisites.*

**B.S. in Business Management**

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

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.

**Learners will:**

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

**General Education Courses 48 credits**

*Core:*

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr
Arts and Culture 4 cr		
History and Politics 4 cr		
Literature and Ideas 4 cr		
Science 8 cr		
Social Science 4 cr		
Global Perspectives (GP) 4 cr		

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

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

**Required Courses in the Major**

ECO 512	Principles of Economics
MATH 504	Introduction to Statistics*
MGMT 500	Principles of Management
MGMT 511	Financial Accounting*
MGMT 514	Principles of Marketing
MGMT 566	Organizational Behavior
MGMT 613	Financial Management*
MGMT 625	Legal Issues in Business Management

**Electives in the Major**

Two upper level Business Management-related electives

Transfer courses may be used to meet these requirements.

**Integrative Experience**

MGMT 650 Integrative: Strategic Management\*

*\*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, mental health, and other community-based programs that exist for victims, offenders, and their families.

**Learners will:**

- possess a broad and interdisciplinary understanding of the psychosocial, cultural, ethical, and political dimensions of criminal justice in contemporary society.
- demonstrate an ability to understand and apply ethical thinking and behavior as it relates to their work environment.
- demonstrate an understanding of research methodology and the interpretation of 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.

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

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

**General Education Courses 48 credits**

*Core:*

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr
Arts and Culture 4 cr		
History and Politics 4 cr		
Literature and Ideas 4 cr		
Science 8 cr		
Social Science 4 cr		
Global Perspectives (GP) 4 cr		

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

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

**Required Courses in the Major**

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

**Electives in the Major**

Two Criminal Justice-related electives (*one must be upper level*).

Transfer courses may be used to meet these requirements.

**Integrative Experience**

CRIM 650 Integrative: Criminal Justice\*

*\*Note: These courses have prerequisites.*

**B.S. in Criminal Justice  
Option in Criminal Justice Administration**

**General Education Courses 48 credits**

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

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

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

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

**Required Courses in the Major**

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

**Two Courses From**

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

**Electives in the Major**

Two Management-related electives (*one must be upper-level*).

Transfer courses may be used to meet these requirements.

**Integrative Experience**

CRIM 650 Integrative: Criminal Justice\*

*\*Note: These courses have prerequisites.*

**B.S. in Early Childhood Education**

This program is designed for individuals seeking career options in early childhood care settings. Courses in this program prepare individuals to be qualified early childhood education and child care providers. This major offers a model curriculum which addresses standards set by the National Association for the Education of Young Children. The completion of this degree qualifies individuals for the Early Childhood Credential through the New Hampshire Child Development Bureau, Department of Health and Human Services. This degree does *not* lead to public school teacher certification through the New Hampshire Department of Education. It does qualify for admission to the Granite State College Post-Baccalaureate Early Childhood Special Education Teacher Certification program.

**Learners will:**

- Develop knowledge and skills in promoting child development with an understanding and application of developmentally appropriate practice.
- Develop knowledge and skills to develop, implement and evaluate meaningful curriculum for all children.
- Develop knowledge and skills to communicate and collaborate with children, families and professionals.

**General Education Courses 20 credits**

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

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

\*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application.

Placement will be required for CRIT 500, ENG 500, and math courses.

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

*\*Note: A portfolio and field experience are required in the B.S. in Early Childhood Education.*

**Required Courses in the Major:**

EDU 550	Foundations of Early Childhood Education
EDU 551	Learning and Early Childhood Environments*
EDU 553	Creative Arts in Early Childhood Education*
EDU 555	Language and Literacy Development*
EDU 600	Math and Science in Early Childhood Education*
EDU 601	Observation and Assessment in Early Childhood Education*
EDU 602	Young Children with Special Needs*
EDU 603	Family and Community Relations in Early Childhood Education
PSY 508	Child Development ( <i>may be used as Social Science in General Education</i> )

**Electives in the Major**

One Early Childhood or Education-related elective.

Those interested in administration should select EDU 604 Enhancing Supervision through Mentoring or EDU 605 Early Childhood Program Administration as an elective.

Transfer courses may be used to meet these requirements.

**Integrative Experience**

EDU 650 Practicum: Professionalism in Early Childhood Education\*

*\*Note: Those intending to apply to the Post-Baccalaureate Teacher Certification program at GSC must also meet NHDOE general education requirements. Students must check with their advisor to clarify how best to meet these requirements.*

*\*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 in Adult Learning and Development, Behavioral Science, Business Management, Criminal Justice, Education, or Health Care Administration. Examples of programs which have been approved: Emergency Services Administration, Child Advocacy, Human Services Administration, and Non-Profit Administration.

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 researched and planned with guidance in the course SDLR 550, Individualized Studies Seminar. 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 five courses at the upper level.

### Learners will:

- demonstrate the ability to be a self-directed learner 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.

### General Education Courses 48 credits

#### Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502, 504, or 505	4 cr
CMPL 511	Software Tools	4 cr
COMM	550, 551 or 553	4 cr

Arts and Culture	4 cr
History and Politics	4 cr

Literature and Ideas	4 cr
Science	8 cr
Social Science	4 cr
Global Perspectives (GP)	4 cr

<b>Major Electives</b>	32-44 credits ( <i>depending on the major</i> )
<b>Total</b>	variable
	<b>124 credits (minimum)</b>

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

### Required Courses in the Major:

An Individualized Studies major consists of foundation courses and specialized courses, plus the Integrative Experience.

### Foundation Courses 12-24 cr

SDLR 550 Individualized Studies Seminar	4 cr
Discipline-specific methods course	4 cr

### Specialized Courses 16-24 cr

Select 4-6 interrelated courses at the advanced level which represent the individualized focus of the major.

Transfer courses may be used to meet these requirements.

### Integrative Experience 4 cr

The Individualized Studies major culminates in a capstone experience which includes integration of learning from coursework in the major. Students reflect, analyze, and evaluate theories and conduct research in their field of study.

## Minors

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

### Adult Learning and Development

This minor provides techniques 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 learner.

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

### 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.

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

### Finance

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

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

### Health Care

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

HLTC 550	Emerging Health Care Industry
HLTC 600	Continuous Quality Improvement in Health Care
HLTC 627	Reimbursement and Financing Techniques in Health Care
HLTC 629	Legal and Ethical Issues in Health and Human Services
One approved elective	

### Human Development

This minor provides a closer look at the development of the individual from conception to death. Learners will gain an overall perspective on human development and will also study a particular age range. This minor is essential for work in developmental and educational service organizations

and provides a foundation for advanced studies in social work or human services.

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

**One Course From**

- PSY 508 Child Development
- PSY 607 Developmental Perspectives on Adolescence\*
- PSY 615 Psychology of Adulthood\*
- One approved elective

**Human Resources**

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

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

**Human Services**

This minor enables a student to examine the organization and delivery of a wide range of human services and professions. 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 Introduction to Human Services and the Helping Process
- PSY 603 Crisis Intervention
- PSY 604 Counseling Theories\*
- Two approved electives

**Information Technology**

This minor enables managers at any level to understand and use information technology as a resource to improve an organization's efficiency.

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

**Management**

*(for non-Business Management majors)*

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

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

*\*Note: These courses have prerequisites.*

**NH Paraeducator II Certification**

Granite State College offers courses that meet the standards established by the NH Department of Education (NH DOE) for voluntary Paraeducator II certification under Option C Alternative Assessment. Through Option C, paraeducators 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 paraeducator 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 Paraeducator II Certification through the NH DOE Bureau of Credentialing.

- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH 502 Contemporary College Mathematics
- EDU 510 Foundations of Education OR
- EDU 500 Special Education Paraprofessional Training
- EDU 512 Instructional Methods and Strategies OR
- EDU 555 Language and Literacy Development

For Paraeducator II Certification application requirements, go to: [www.granite.edu/academics/teacher-education/para-educators.aspx](http://www.granite.edu/academics/teacher-education/para-educators.aspx)

*\*Note: Highly Qualified status does not apply to the K-12 core content areas of Language Arts, Science, Social Studies, Mathematics or Elementary Education.*

**Post-Baccalaureate Teacher Certification Program**

Granite State College offers a Post-Baccalaureate Program for candidates interested in pursuing teacher certification in the following areas:

- Early Childhood Special Education
- General Special Education and Elementary Education
- General Special Education
- Reading and Writing Specialist
- Advanced Endorsements: Learning Disabilities, Emotional/Behavioral Disorders and Intellectual/Developmental Disabilities

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

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

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

According to the New Hampshire Department of Education, 93% of candidates who complete this program are hired as teachers in New Hampshire.

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

**Early Childhood Special Education**

**Required Courses for Certification**

- EDU 701 Roles and Responsibilities of the Special Education Teacher
- EDU 710A Teaching Language Arts and Literacy in Early Childhood Special Education
- EDU 721 Special Education Law
- EDU 761 Young Children with Exceptionalities: Birth through Age 8
- EDU 763 Assessment of Young Children: Birth through Age 8



EDU 764	Curriculum, Assessment, and Instruction in Early Childhood Special Education: Birth through Age 5
EDU 765	Curriculum, Assessment, and Instruction in Early Childhood Special Education: K through Age 8
EDU 766	Collaboration, Consultation, and Teaming in Early Childhood Education
EDU 767	IFSPs, IEPs, and Planning Transitions: Birth through Age 8
EDU 768	Behavior Interventions for Young Children with Exceptionalities

### General Special Education and Elementary Education

#### Required Courses for Certification

EDU 701	Roles and Responsibilities of the Special Education Teacher
EDU 702	Using Technology to Teach Social Studies
EDU 704	Strategies for Teaching Science
EDU 705	Assessment of Students with Disabilities
EDU 706	Transition Planning and Developing Individual Education Plans
EDU 707	Classroom Management
EDU 708	Co-Teaching for Inclusive Instruction
EDU 710	Teaching Language Arts and Literacy
EDU 717	Students with Disabilities
EDU 720	Standards-Based Curriculum, Design and Assessment
EDU 721	Special Education Law
EDU 732	Elementary School Mathematics Methods
EDU 733	Middle School Mathematics Methods
EDU 750	Culminating Field Based Teaching Experience and Seminar

### General Special Education

#### Required Courses for Certification

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

### Reading and Writing Specialist

#### Required Courses for Certification

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

### Advanced Endorsements

For information on the Advanced Endorsements contact the Office of Education Programs at 603.513.1393.

#### Courses Include

EDU 736	Dynamic Assessment: Complexity of Identification of Learning, Emotional/Behavioral, and Intellectual/Development Disabilities
EDU 737	Behavioral Supports for Complex Behaviors
EDU 738	Advanced Assistive and Educational Technology
EDU 739	Advanced Programming for Learning Disabilities
EDU 740	Advanced Curriculum, Assessment, and Instruction for Learning Disabilities
EDU 741	Advanced Programming for Emotional/Behavioral Disorders
EDU 742	Advanced Curriculum, Assessment, and Instruction for Emotional/Behavioral Disorders
EDU 743	Advanced Programming for Intellectual and Developmental Disabilities
EDU 745	Advanced Curriculum, Assessment and Instruction for Intellectual and Developmental Disabilities

## Course Delivery Options

Granite State College offers flexible course schedules. Classes are offered in our centers 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.

## Curriculum Designations

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

## Granite State College Course Numbering System

### Lower Level

- 400-499 Developmental skills—credits may not be applied to a degree program
- 500-599 Introductory undergraduate courses

### Upper Level

- 600-649 Advanced undergraduate courses
- 650-699 Integrative courses
- 700-799 Post-Baccalaureate 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 would 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.

	APST 505	Career Development and Life Planning		EDU 555	Language and Literacy Development
	APST 515	Grant Writing		EDU 600	Mathematics and Science in Early Childhood Education
	ARTS 501	Introduction to Drawing		EDU 601	Observation and Assessment in Early Childhood Education
	ARTS 503	Introduction to Watercolor		EDU 602	Young Children with Special Needs
	ARTS 511	Introduction to Sculpture		EDU 603	Family and Community Relations in Early Childhood Education
	ARTS 515	Introduction to Photography		EDU 604	Enhancing Supervision through Mentoring
	ARTS 518	Experiencing the Arts		EDU 605	Early Childhood Program Administration
	ARTS 520	Creative Process in Art		EDU 610	Teaching Reading and Writing in Grades K-6
	ARTS 525	Art and Craft of Film		EDU 619	Managing Student Behavior
	ARTS 526	Modern America in the Movies		EDU 644	Special Topics: Upper level
	ARTS 538	Understanding and Experiencing Music		EDU 650	Practicum: Professionalism in Early Childhood Education
<b>GP</b>	ARTS 544	Special Topics Lower Level		EDU 660	Integrative: English Language Arts
	ARTS 550	Art History: Western World		EDU 701	Roles and Responsibilities of the Special Education Teacher
	ARTS 551	Survey of World Architecture		EDU 702	Using Technology to Teach Social Studies
	ARTS 601	Creativity: The Untapped Potential		EDU 703	Instructional Methods and Strategies in Special Education
	ARTS 644	Special Topics Upper Level		EDU 704	Strategies for Teaching Science
<b>P</b>	BEHS 501	Introduction to Research in Behavioral Science		EDU 705	Assessment of Students with Disabilities
	BEHS 502	Human Services and the Helping Process		EDU 706	Transition Planning and Developing IEPs
	BEHS 540	Practicum in Behavioral Science		EDU 707	Classroom Management
<b>P</b>	BEHS 544	Special Topics: Lower Level		EDU 708	Co-Teaching for Inclusive Instruction
	BEHS 605	East/West Approaches to Psychotherapy		EDU 710	Teaching Language Arts and Literacy
<b>P, GP</b>	BEHS 608	Social Research in the Behavioral Sciences		EDU 710A	Teaching Language Arts and Literacy in Early Childhood Special Education
<b>P</b>	BEHS 620	Survivor to Thriver: Well-being after Addiction and Trauma		EDU 711	Role of the Reading and Writing Specialist I -Practicum
	BEHS 640	Internship in Behavioral Science		EDU 711A	Role of the Reading and Writing Specialist II -Practicum
	BEHS 644	Special Topics: Upper Level		EDU 712	Reading and Writing Disabilities: Assessment and Instruction
<b>P</b>	BEHS 650	Integrative: Behavioral Science		EDU 713	Content Area Literacy
	CMPL 510	Introduction to Computers		EDU 717	Students with Disabilities
	CMPL 511	Software Tools		EDU 718	Supporting Communication in Inclusive Settings
<b>P</b>	CMPL 515	Programming Fundamentals		EDU 719	Assistive Technology
<b>P</b>	CMPL 520	User-Centered Web Development		EDU 720	Standards-Based Curriculum: Design and Assessment
	CMPL 544	Special Topics: Lower Level		EDU 721	Special Education Law
	CMPL 562	Websites that Work: Concept, Design and Construction		EDU 725	Developing Transition Teams
<b>P</b>	CMPL 612	Advanced Software Tools		EDU 727	Strategies for Effective Differentiated Instruction
<b>P</b>	CMPL 614	Computer and Network Systems		EDU 730	Language Arts and Literacy for the Reading and Writing Specialist
	CMPL 644	Special Topics: Upper Level		EDU 732	Elementary School Mathematics Methods
<b>P</b>	CMPL 650	Best Practices in Information Technology		EDU 733	Middle School Mathematics Methods
	COMM 544	Special Topics: Lower Level		EDU 736	Dynamic Assessment: Complexity of Identification of Learning, Emotional/Behavioral and Intellectual and Developmental Disabilities
	COMM 550	Interpersonal Communication		EDU 737	Behavioral Supports for Complex Behaviors
	COMM 551	Small Group Communications		EDU 738	Advanced Assistive and Educational Technology
	COMM 553	Presentational Communication		EDU 739	Advanced Programming for Learning Disabilities
	COMM 644	Special Topics: Upper Level		EDU 740	Advanced Curriculum, Assessment and Instruction for Learning Disabilities
	CRIM 500	Introduction to Criminology		EDU 741	Advanced Programming for Emotional/Behavioral Disorders
	CRIM 544	Special Topics: Lower Level		EDU 742	Advanced Curriculum, Assessment and Instruction for Emotional/Behavioral Disorders
	CRIM 551	Juvenile Delinquency: Causes, Prevention and Treatment			
<b>P</b>	CRIM 555	The Criminal Justice System			
	CRIM 600	Crime Prevention and Control			
	CRIM 603	Victim Rights and Advocacy			
<b>P</b>	CRIM 606	Corrections, Probation and Parole			
<b>P</b>	CRIM 607	Constitutional Law			
	CRIM 644	Special Topics: Upper Level			
<b>P</b>	CRIM 650	Integrative: Criminal Justice			
<b>P</b>	CRIT 500	Critical Thinking			
	ECO 512	Principles of Economics			
<b>P, GP</b>	ECO 600	International Economics			
	EDU 500	Special Education Paraprofessional Training			
	EDU 505	Introduction to Adapted Instruction			
	EDU 510	Foundations of Education			
<b>P</b>	EDU 512	Instructional Methods and Strategies			
	EDU 544	Special Topics: Lower level			
	EDU 550	Foundations of Early Childhood Education			
<b>P</b>	EDU 551	Learning and Early Childhood Environments			
<b>P</b>	EDU 553	Creative Arts in Early Childhood Education			

<b>P</b>	EDU 743	Advanced Programming for Intellectual and Developmental Disabilities			
<b>P</b>	EDU 745	Advanced Curriculum, Assessment and Instruction for Intellectual and Developmental Disabilities			
<b>P</b>	EDU 750	Culminating Teaching Experience and Seminar			
<b>P</b>	EDU 761	Young Children with Exceptionalities: Birth through Age 8			
<b>P</b>	EDU 763	Assessment of Young Children in Early Childhood Special Education: Birth Through Age 8			
<b>P</b>	EDU 764	Curriculum, Assessment, and Instruction in Early Childhood Special Education: Birth through Age 5			
<b>P</b>	EDU 765	Curriculum, Assessment and Instruction in Early Childhood Special Education: K through Age 8			
<b>P</b>	EDU 766	Collaboration, Consultation, and Teaming in Early Childhood Special Education			
<b>P</b>	EDU 767	IFSP, IEP, and Planning Transitions: Birth through Age 8			
<b>P</b>	EDU 768	Behavior Interventions for Young Children with Exceptionalities			
<b>P</b>	ENG 402	Developmental Reading			
<b>P</b>	ENG 405	Developmental Writing			
<b>P</b>	ENG 500	The Writing Process			
<b>P</b>	ENG 505	Introduction to Language and Linguistics			
<b>P</b>	ENG 508	The Media and Its Messages			
<b>P</b>	ENG 510	Survey of American Literature			
<b>P</b>	ENG 512	British Literature I			
<b>P</b>	ENG 513	British Literature II			
<b>P</b>	ENG 544	Special Topics: Lower Level			
<b>P</b>	ENG 555	Perspectives on Children's Literature			
<b>P</b>	ENG 560	Young Adult Literature			
<b>P</b>	ENG 600	Expository Writing			
<b>P</b>	ENG 603	Creative Nonfiction			
<b>P</b>	ENG 604	Creative Writing			
<b>P, GP</b>	ENG 620	Multicultural Perspectives through Literature			
<b>P</b>	ENG 621	Philosophical Issues through Literature			
<b>P</b>	ENG 622	Literature of the Environment			
<b>P</b>	ENG 624	Women's Literature			
<b>P, GP</b>	ENG 625	Readings in World Literature			
<b>P</b>	ENG 632	Autobiography as Literature			
<b>P</b>	ENG 633	Short Fiction			
<b>P</b>	ENG 634	Major American Poets			
<b>P</b>	ENG 640	Shakespeare			
<b>GP</b>	ENG 644	Special Topics: Upper Level			
	HIS 502	Great Civilizations			
	HIS 510	United States History to 1865			
	HIS 511	United States History: 1865 to the Present			
	HIS 512	European History: Renaissance through the Industrial Revolution			
	HIS 513	European History: 19th and 20th Centuries			
	HIS 544	Special Topics: Lower Level			
	HIS 602	History of New England			
<b>GP</b>	HIS 611A	Regions of the World: History and Current Issues—East Asia			
<b>GP</b>	HIS 611B	Regions of the World: History and Current Issues—Middle East			
<b>GP</b>	HIS 611C	Regions of the World: History and Current Issues—Africa			
<b>GP</b>	HIS 611D	Regions of the World: History and Current Issues—Latin America			
<b>GP</b>	HIS 618	History of World War II			
<b>GP</b>	HIS 627	Vietnam War: An Historical Perspective			
	HIS 630	Nineteenth Century Ideas that Shaped Modern America			
	HIS 644	Special Topics: Upper Level			
	HLTC 520	Topics in Alternative Health and Healing			
	HLTC 544	Special Topics: Lower Level			
	HLTC 550	The Emerging U.S. Health Care System			
	HLTC 600	Continuous Quality Improvement in Health Care			
	HLTC 601	Physical Change, Health and Aging			
	HLTC 610	Spiritual Wellbeing			
	HLTC 626	Principles of Case Management			
	HLTC 627	Reimbursement and Financing Techniques in Health Care			
	HLTC 629	Legal and Ethical Issues in Health and Human Services			
	HLTC 650	Health Care Policy			
<b>P</b>	HUMN 501	Humanities in an Age of Technology			
<b>P</b>	HUMN 502	American Popular Culture			
<b>GP</b>	HUMN 504	Comparative Religions			
	HUMN 505	Introduction to Ethics			
	HUMN 507	Introduction to Philosophy			
	HUMN 544	Special Topics: Lower Level			
<b>GP</b>	HUMN 550	American Sign Language I			
<b>P</b>	HUMN 551	American Sign Language II			
<b>GP</b>	HUMN 560	Elementary Spanish I			
	HUMN 561	Elementary Spanish II			
	HUMN 644	Special Topics: Upper Level			
	IDIS 500	College Seminar			
	INST 544	Special Topics: Lower Level			
<b>P</b>	INST 605	Teaching and Learning in Adulthood			
	INST 607	The Learning Workplace			
<b>P</b>	INST 610	Instructional Design and Interactive Learning			
<b>P</b>	INST 650	Program Development and Training			
<b>P</b>	MATH 402	Basic Mathematics			
<b>P</b>	MATH 405	Developmental Algebra			
<b>P</b>	MATH 502	Contemporary College Mathematics			
<b>P</b>	MATH 504	Introduction to Statistics			
<b>P</b>	MATH 505	College Algebra			
<b>P</b>	MATH 510	Pre-Calculus			
<b>P</b>	MATH 512	Foundations of Geometry			
<b>P</b>	MATH 515	Calculus I			
	MATH 544	Special Topics: Lower Level			
<b>P, GP</b>	MATH 601	History of Mathematics			
	MATH 644	Special Topics: Upper Level			
	MGMT 500	Principles of Management			
	MGMT 501	Introduction to Public Administration			
	MGMT 509	Personal Finance			
<b>P</b>	MGMT 511	Financial Accounting			
	MGMT 514	Principles of Marketing			
	MGMT 518	Human Resource Administration			
	MGMT 544	Special Topics: Lower Level			
	MGMT 566	Organizational Behavior			
<b>P</b>	MGMT 601	Contemporary Management Issues			
<b>P</b>	MGMT 602	Leadership			
<b>P</b>	MGMT 606	Human Resources and Organizational Development			
	MGMT 607	Human Resources and the Law			
<b>P, GP</b>	MGMT 608	Managing Diversity			
<b>P</b>	MGMT 611	Money and Banking			
<b>P</b>	MGMT 612	Investment Principles			
<b>P</b>	MGMT 613	Financial Management			
	MGMT 614	Planning New Business Ventures			
	MGMT 616	Advertising and Promotion Management			
	MGMT 617	Consumer Behavior			
<b>P</b>	MGMT 620	Effecting Positive Change in Organizations			
	MGMT 621	Managing Conflict			

<b>P</b>	MGMT 622	Database Management Systems	<b>P</b>	SOC 560	Gender and Race in the United States
<b>P</b>	MGMT 623	Systems Analysis and Design	<b>P</b>	SOC 601	Society and the Individual
	MGMT 625	Legal Issues in Business and Management		SOC 603	Work and Society
<b>P, GP</b>	MGMT 629	Global Marketing		SOC 644	Special Topics: Upper Level
	MGMT 644	Special Topics: Upper Level	<b>GP</b>	SOSC 500	Introduction to Anthropology
<b>P</b>	MGMT 650	Integrative: Strategic Management		SOSC 519	Living in a Digital Democracy
	POL 550	American Government and Politics		SOSC 544	Special Topics: Lower Level
	POL 554	Law and Society		SOSC 559	Contemporary Issues in Human Sexuality
<b>GP</b>	POL 600	The US in World Affairs		SOSC 562	Introduction to Gender Studies
	PSY 501	Introduction to Psychology	<b>GP</b>	SOSC 570	Introduction to Historical Archaeology
	PSY 508	Child Development	<b>GP</b>	SOSC 602	Men and Women in Cross-Cultural Perspectives
	PSY 509	Human Development		SOSC 604	Dynamics of Family Relationships
	PSY 510	Infant and Toddler Development		SOSC 605	Stress: Its Impact on the Family
	PSY 511	School-Age and Adolescent Development		SOSC 606	Addictions and Family Dynamics
	PSY 514A	Mentoring Adolescents I	<b>P</b>	SOSC 606	Aspects of Aging in a Modern Society
	PSY 514B	Mentoring Adolescents II	<b>P</b>	SOSC 630	Special Topics: Upper Level
	PSY 544	Special Topics: Lower Level		SOSC 644	
	PSY 550	Grief and Loss			
<b>P</b>	PSY 602	Theories of Personality			
	PSY 603	Crisis Intervention			
<b>P</b>	PSY 604	Counseling Theories			
<b>P</b>	PSY 605	Principles of Assessment			
<b>P</b>	PSY 606	Educational Psychology			
<b>P</b>	PSY 607	Developmental Perspectives on Adolescence			
<b>P</b>	PSY 608	Social Psychology			
<b>P</b>	PSY 609	Cognition and Learning			
<b>P</b>	PSY 611	Art Therapy			
<b>P</b>	PSY 615	Psychology of Adulthood			
	PSY 616	Psychology of Occupational Stress			
	PSY 617	Abnormal Psychology			
<b>P</b>	PSY 620	Health Psychology			
	PSY 644	Special Topics: Upper Level			
	SCI 501	Current Topics in Biology			
	SCI 502	Nutrition Concepts and Controversies			
	SCI 505	Human Biology			
	SCI 506	Physiology of Wellness			
	SCI 507	Introduction to Human Genetics			
	SCI 508	Issues in Women's Health			
<b>GP</b>	SCI 509	Diseases of the 21st Century			
<b>P</b>	SCI 510	Concepts in Physics			
	SCI 511	Observational Astronomy			
<b>P</b>	SCI 512	Introduction to Astronomy			
<b>P</b>	SCI 513	Introduction to Meteorology			
<b>P</b>	SCI 515	Introduction to Geology			
	SCI 518	Physical Geography			
<b>P</b>	SCI 520	Introduction to Oceanography			
	SCI 522	Biogeography: World Distribution of Plants and Animals			
	SCI 523	General Ecology			
	SCI 528	Natural History of Northern New England			
	SCI 531	Applied Botany			
	SCI 532	Field Botany of the White Mountains			
	SCI 534	Bird Ecology and Migration			
	SCI 539	Energy and the Environment			
	SCI 540	Environmental Heritage			
<b>GP</b>	SCI 541	Introduction to Environmental Science			
	SCI 542	Introduction to Forest Science and Policy			
	SCI 544	Special Topics: Lower Level			
<b>P</b>	SCI 600	The Human Brain			
	SCI 644	Special Topics: Upper Level			
	SDLR 500	Introduction to College Learning: Strategies for Success			
<b>P</b>	SDLR 550	Individualized Studies Seminar			
<b>P</b>	SDLR 551	Assessment of Prior Learning			
	SOC 501	Introduction to Sociology			
	SOC 544	Special Topics: Lower Level			
	SOC 554	Child Abuse and Neglect			

**APST 505 Career Development and Life Planning**

This course engages participants in the career development and life planning process. Structured exercises, presentations, and readings are used to help learners explore and apply to their own life situations knowledge of adult and career development and the skills and methods of career planning. The course includes self-assessment, researching career information, decision making, goal setting, and job search strategies. 2 credits

**APST 515 Grant Writing**

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

**ARTS 501 Introduction to Drawing**

This studio art course involves the learner in a hands-on approach to basic drawing and composition. Learners 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 learner 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 learners, including students with no previous studio art experience. The course introduces and exposes students to a variety of approaches to watercolor medium through the use of hands-on experience, demonstrations, critiques and an introduction to the work of past and present watercolor artists. Sessions are held in the studio and outside on location (weather permitting). 4 credits

**ARTS 511 Introduction to Sculpture**

This studio art course encourages the learner to explore, comprehend, and employ the basic elements and principles of three dimensional art; to use various mediums; and to become familiar with the vocabulary, concepts, and techniques involved in sculpture. Learners are given opportunities to explore individual problems and materials. They utilize individual skills of perception and artistic judgment in making art rather than just viewing it. 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 technical tools of digital photography, emphasizing 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 518 Experiencing the Arts**

This course offers students an experiential orientation to the creative arts, particularly music, visual art, drama, and dance, and their interrelationships. Learners will become familiar with concepts, materials, and processes related to each of the arts through active participation in class activities and arts resources. 4 credits

**ARTS 520 Creative Process in Art**

This course examines the creative process through different hands-on approaches to the conception and construction of the art object. The course focuses on history, technique, and philosophy in relationship to the creative process. The learner is given opportunities to explore individual approaches to problems and materials. 4 credits

**ARTS 525 Art and Craft of Film**

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

**ARTS 526 Modern America 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 learner a more complete understanding of the role arts and artists in our present day society. The course examines the formal qualities and technical achievements of important works from each major period in Western art, as well as the prevailing attitudes of the society in which they were created. 4 credits

**ARTS 551 Survey of World Architecture (GP)**

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

**ARTS 601 Creativity: The Untapped Potential**

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

**ARTS 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 501 Introduction to Research in Behavioral Science**

This course serves as an introduction to the scientific process, providing students with the tools needed to critically read and analyze behavioral science research literature. It informs learners about various approaches used to understand human behavior. The course explores current and controversial topics in the behavioral sciences. *PREREQUISITES: CRIT 500 Critical Thinking, ENG 500 The Writing Process and one of the following: SOC 501 Introduction to Sociology or PSY 501 Introduction to Psychology or PSY 509 Human Development.* 4 credits

**BEHS 502 Human Services and the Helping Process**

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

**BEHS 540 Practicum in Behavioral Science**

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

**BEHS 544 Special Topics (Lower Level)**

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

**BEHS 605 East/West Approaches to Psychotherapy (GP)**

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

**BEHS 608 Social Research in the Behavioral Sciences**

Social scientists conduct research to answer questions about human and animal behavior. This course extends learners' critical thinking skills by developing proficiency in using research methods. Although quantitative models of research design are emphasized, qualitative approaches are also examined. The course emphasizes ethical standards developed by the American Psychological Association (APA) to ensure the welfare of research participants. Learners develop a research proposal based upon a testable hypothesis and sound methodology in this course. *PREREQUISITES: BEHS 501 Introduction to Research in Behavioral Science, MATH 504 Introduction to Statistics, and CMPL 511 Software Tools.* 4 credits

**BEHS 620 Survivor to Thriver: Well-being after Addiction and Trauma**

This course goes beyond the problem orientation and the treatment requirements of early crisis intervention. It focuses on cognitive and behavioral strategies that, when utilized by survivors and treatment agents, will facilitate the transformation of a person from a "survivor" to a "thrivor." This process is characterized in part by a change from a self-protective mode to one of comfort in community. *Prior coursework in addiction, crisis, and trauma recommended.* 4 credits

**BEHS 640 Internship in Behavioral Science**

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

**BEHS 644 Special Topics (Upper Level)**

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

**BEHS 650 Integrative: Behavioral Science**

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

**CMPL 510 Introduction to Computers**

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

**CMPL 511 Software Tools**

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

**CMPL 515 Programming Fundamentals**

The course is designed to provide learners with a sound background in structured programming logic and design. These foundational concepts can be applied regardless of which programming languages a learner eventually uses to write programs. The demonstration language for programming concepts will be Microsoft's QBasic. The course covers the key mathematical and logical constructs that are the basis of much programming. Topics include the software development life cycle, particularly the programming phase; structured programming techniques; problem-solving and algorithm development; decision control structures, including selection (IF/CASE) and repetition (looping) structures; variables and arrays; and data structures.

*PREREQUISITES: MATH 502 Contemporary College Mathematics and CMPL 511 Software Tools.* 4 credits

**CMPL 520 User-Centered Web Development**

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

*PREREQUISITE: CMPL 612 Advanced Software Tools.* 4 credits

**CMPL 544 Special Topics (Lower Level)**

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

**CMPL 562 Websites that Work: Concept, Design and Construction**

This hands-on course outlines the fundamentals of web design and use of Hypertext Mark-Up Language (HTML). Working with a basic editor, learners explore layout, graphics, text, hexadecimal color, links, tables, frames and content. Learners review and analyze successful websites on the Internet, and design a simple website of their own, as well as examine publication and promotion options. Learners consider ethical use of information and best practices when creating websites. This course does not use website design software. Instead, learners will use HTML to produce sites. Basic computer competence is required. 2 credits

**CMPL 612 Advanced Software Tools**

This is a project-oriented software applications course to help the student gain competency with advanced features of office productivity software and to introduce more advanced database

application concepts. *PREREQUISITE: CMPL 511 Software Tools or comparable prior learning or course work.* 4 credits

**CMPL 614 Computer and Network Systems**

This course offers a practical study of the hardware and software of modern computing systems and networks. Participants increase their knowledge of hardware and operating system software by studying the functions and interactions of computer and peripheral components such as central processing units (CPU), memory, storage, print engines, etc. Learners 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, learners 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 644 Special Topics (Upper Level)**

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

**CMPL 650 Best Practices in Information Technology**

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

**COMM 544 Special Topics (Lower Level)**

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

**COMM 550 Interpersonal Communication**

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

**COMM 551 Small Group Communications**

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

**COMM 553 Presentational Communication**

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

**COMM 644 Special Topics (Upper Level)**

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

**CRIM 500 Introduction to Criminology**

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

**CRIM 544 Special Topics (Lower Level)**

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

**CRIM 551 Juvenile Delinquency: Causes, Prevention and Treatment**

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



**CRIM 555 The Criminal Justice System**

This course presents an overview of the criminal and juvenile justice systems and the variety of agencies charged with the detection, prosecution, and subsequent application of penalties. The course begins with an examination of the extent and nature of crime in the U.S. It then 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. Learners also explore and evaluate differing philosophies underlying corrections. The course concludes with an examination of the future of the criminal and juvenile justice systems from political and sociological perspectives. *PREREQUISITE: CRIM 500 Introduction to Criminology.* 4 credits

**CRIM 600 Crime Prevention and Control**

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

**CRIM 603 Victim Rights and Advocacy**

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

**CRIM 606 Corrections, Probation and Parole**

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

**CRIM 607 Constitutional Law**

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

**CRIM 644 Special Topics (Upper Level)**

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

**CRIM 650 Integrative: Criminal Justice**

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

**CRIT 500 Critical Thinking**

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

**ECO 512 Principles of Economics**

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

**ECO 600 International Economics (GP)**

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

**EDU 500 Special Education Paraprofessional Training**

This course is designed for learners who are currently employed as paraprofessionals, or who seek to be employed as paraprofessionals, in the public school setting to work with children from preschool through the secondary level. The course focuses on the role of the paraprofessional with regard to educational professionalism, the special education process, child development relevant to the delivery of support services, problem solving approaches to communications and behavioral management, and health and safety issues. The course is designed to assist the learner in understanding the public education system in order to perform the role of paraprofessional as outlined in the New Hampshire Standards. 4 credits

**EDU 505 Introduction to Adapted Instruction**

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

**EDU 510 Foundations of Education**

This course is the introductory course to the education programs at Granite State College. The purpose is twofold: 1) to explain the requirements of the GSC education programs, practicum, and portfolio; and 2) to examine the

theoretical foundations of education in the United States. Historical, political, and social influences on the development of the education system are examined. Learners develop their own educational philosophy and compare it to the philosophies which have shaped American education. A 20-hour practicum is required.

4 credits

**EDU 512 Instructional Methods and Strategies**

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

4 credits

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

4 credits

**EDU 551 Learning and Early Childhood Environments**

This course addresses how to optimize children's learning through play and daily routines. Using theories of child development, participants analyze how the physical arrangement of the classroom and outdoor area can maximize development. Learners plan an environment that meets safety and health needs, that allows for child directed choices and activities, and supports the child's physical, cognitive, language,

social, and creative growth. Learners apply practices to environments that are both developmentally and culturally inclusive.

*PREREQUISITE: PSY 508 Child Development.*

4 credits

**EDU 553 Creative Arts in Early Childhood Education**

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

*PREREQUISITE: PSY 508 Child Development.*

4 credits

**EDU 555 Language and Literacy Development**

This course provides in-depth study of the development of children's language and communication skills from birth through age 8. Learners identify the various developmental levels exhibited by children, and choose and create diverse materials to enhance language and literacy development. In addition, the course focuses on analyzing and creating language-rich programs designed to foster listening, oral and written language, and pre-reading and reading skills at the appropriate developmental level. In addition, learners formulate developmentally appropriate questions and responses to enrich the child's experience. The course addresses how everyday experiences can present opportunities for creating meaningful communication between children, their peers and adults. *PREREQUISITE: PSY 508 Child Development or PSY 509 Human Development.*

4 credits

**EDU 600 Mathematics and Science in Early Childhood Education**

The course focuses on the cognitive development of children birth to age 8 with emphasis upon the development and interrelatedness of math and science concepts. Using a hands-on approach, learners explore the various materials used in learning centers to stimulate and develop children's logico-mathematical thinking. Learners identify the various developmental levels of children's thinking and create developmentally appropriate materials and settings. The course emphasizes the application of developmental principles to investigate and devise experiences which employ mathematical reasoning and scientific processes. *PREREQUISITES: PSY 508 Child Development and MATH 502 Contemporary College Mathematics or other college level math.*

4 credits

**EDU 601 Observation and Assessment in Early Childhood Education**

This course is designed to provide early childhood educators with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children. Learners are introduced to the meaning and uses of authentic assessment as well as various tools and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor children's progress, guide instructional practice, and identify and refer at-risk children. *PREREQUISITES: PSY 508 Child Development. Prior completion of EDU 551 Learning and Early Childhood Environments recommended.*

4 credits

**EDU 602 Young Children with Special Needs**

This course focuses on promoting the optimal development of young children with special needs in an inclusionary early childhood setting. Building on a foundation of child development and the components of high-quality early childhood programs, learners investigate specific physical, emotional, and psychological conditions which delay or modify the course of a child's healthy development. Learners observe children with special needs in order to design adaptations in the curriculum and environment. Learners develop strategies for collaborating with families and community services providers, based on a knowledge of legislative mandates regarding special education. *PREREQUISITE: PSY 508 Child Growth and Development*

4 credits

**EDU 603 Family and Community Relations in Early Childhood Education**

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

4 credits

**EDU 604 Enhancing Supervision through Mentoring**

In this course early childhood educators who are primary supervisors of teachers or assistant teachers explore the various dimensions of their role. Based on concepts of adult development and the stages of teacher development, participants learn how to establish mentoring relationships and balance supervisory responsibilities as they

gain skills to guide new employees, set goals, provide feedback on performance, resolve conflicts and create positive working environments.  
4 credits

### **EDU 605 Early Childhood Program Administration**

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

### **EDU 610 Teaching Reading and Writing in Grades K-6**

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

### **EDU 619 Managing Student Behavior**

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

### **EDU 644 Special Topics (Upper Level)**

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

### **EDU 650 Practicum: Professionalism in Early Childhood Education**

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

### **EDU 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 701 Roles and Responsibilities of the Special Education Teacher**

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

### **EDU 702 Using Technology to Teach Social Studies**

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

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

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

### **EDU 704 Strategies for Teaching Science**

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

### **EDU 705 Assessment of Students with Disabilities**

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

### **EDU 706 Transition Planning and Developing IEPs**

This field-based course focuses on the components and processes involved in the development of Individualized Education Programs (IEPs). Under the supervision of a district mentor, learners review school records, observe IEP team meetings,

consult with district evaluators, student and parents, analyze previously written IEPs and progress reports, and develop the skills necessary to prepare IEPs inclusive of transition plans. The culminating activity of the course is the development of two IEPs and a 3-5 page essay that addresses the legal and ethical considerations and implications in the development, implementation and evaluation of IEPs. *PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

**EDU 707 Classroom Management**

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

*PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

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

In this field-based course learners examine, implement and evaluate research-based practices to support the social, psychological, emotional, physical, and instructional needs of students with disabilities. Learners observe school-age students, interview parents and teachers, and examine current evaluation reports and IEPs to determine appropriate adaptations to accommodate the learning needs of students in inclusive settings.

*PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

**EDU 710 Teaching Language Arts and Literacy**

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

*PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

**EDU 710A Teaching Language Arts and Literacy in Early Childhood Special Education**

In this field-based course, learners 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. Learners engage in appropriate literacy interactions, activities, and assessments to meet the literacy needs of a diverse range of children. Learners 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 learners apply their knowledge of how young children develop their own reading skills using these key components of the reading process. Learners then evaluate the effectiveness of their instruction. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

**EDU 711 Role of the Reading and Writing Specialist I Practicum**

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

6 credits

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

This is the second semester of a two course, field-based practicum sequence in which learners gain meaningful work experience and apply knowledge from previous coursework. This course builds upon the previous practicum, refines understanding and requires the learner to apply the essential competencies of a reading specialist and to evaluate his or her performance and progress. This course follows the K-12 academic calendar. *PREREQUISITES: EDU 711 Role of the Reading and Writing Specialist I-Practicum.*

6 credits

**EDU 712 Reading and Writing Disabilities: Assessment and Instruction**

In this field-based course, learners examine, implement and evaluate both traditional and contemporary means of assessing reading/writing strengths and needs, as well as research-based

developmental and corrective instruction for struggling readers and writers, kindergarten through grade 12. *PREREQUISITES: EDU 710, EDU 717, EDU 705, EDU 720, EDU 721.*

4 credits

**EDU 713 Content Area Literacy**

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

4 credits

**EDU 717 Students with Disabilities**

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

4 credits

**EDU 718 Supporting Communication in Inclusive Settings**

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

4 credits

**EDU 719 Assistive Technology**

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

4 credits

**EDU 720 Standards-Based Curriculum: Design and Assessment**

The focus of this course is connecting state and local standards with writing and assessing student outcomes. As learners become familiar with the New Hampshire Curriculum Frameworks, they

explore the relationships among state standards, local curriculum, and daily lesson plans. Based upon this new knowledge, learners develop a yearly curriculum, one extensive unit and a detailed lesson plan at varying grade levels and within varying content areas. Additionally, learners apply their understanding of the connection between curriculum and assessment by designing curricula and assessment strategies that address a variety of learning styles and intelligences. *PREREQUISITE: EDU 510 Foundations of Education or EDU 512 Instructional Methods and Strategies.* 4 credits

### **EDU 721 Special Education Law**

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

### **EDU 725 Developing Transition Teams**

In this field based course, the learner researches and analyzes transition service models. The learner leads a transition team and collaborates with high school students, their families, educational professionals, community members and agencies to develop effective transition plans for identified secondary students transitioning from high school to higher education, to the world of work, and/or to their community. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program or Permission of the Office of Education Programs.* 4 credits

### **EDU 727 Strategies for Effective Differentiated Instruction**

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

### **EDU 729 Instructional Methods and Strategies for Special Education**

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

### **EDU 730 Language Arts and Literacy for the Reading and Writing Specialist**

In this field-based course, learners develop a comprehensive personal philosophy of reading/writing instruction. The development of this personal philosophy is based on in-depth research and analysis of this research, and is the foundation for program development, implementation and evaluation at both the school and district levels. Additionally, the learner develops a personal three-year professional development plan to address areas of needed growth. *PREREQUISITES: Admission to the Reading Specialist Post-Baccalaureate Teacher Certification Program.* 4 credits

### **EDU 732 Elementary School Mathematics Methods**

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

### **EDU 733 Middle School Mathematics Methods**

This course focuses on mathematics learning theories and their application to middle school mathematics instruction. Learners examine a variety of instructional strategies through readings,

observation and participation in a 12-hour practicum, and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Learners plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for middle school instruction. Learners implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated.

*PREREQUISITES: EDU 510 Foundations of Education and PSY 508 Child Development or PSY 509 Human Development or acceptance to the Post-Baccalaureate Teacher Certification Program or permission of the GSC Office of Education Programs.* 4 credits

### **EDU 736 Dynamic Assessment: Complexity of Identification of Learning, Emotional/Behavioral and Intellectual and Developmental Disabilities**

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical issues, and the procedures involved in the evaluation and determination of educational disabilities, specific to learning disabilities, emotional/behavioral disorders and intellectual/developmental disabilities. Within the context of their school setting, teacher candidates apply their new knowledge of the use of formal and informal assessments within the on-going context of formative assessments to monitor K-12 student progress, and the effectiveness of instructional strategies. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 6 credits

### **EDU 737 Behavioral Supports for Complex Behaviors**

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs that address complex behaviors for students with significant behavior needs. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 4 credits

### **EDU 738 Advanced Assistive and Educational Technology**

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical issues, and the procedures involved in the use of technology in the education of students with learning disabilities, emotional/behavioral

disabilities and intellectual or developmental disabilities. The purpose of this course is twofold, focusing on the use of technology appropriate for all teaching and learning and the use of technology for students with significant learning needs. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 4 credits

**EDU 739 Advanced Programming for Learning Disabilities**

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with learning disabilities. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 4 credits

**EDU 740 Advanced Curriculum, Assessment and Instruction for Learning Disabilities**

Teacher candidates who complete this field-based course develop a comprehensive awareness of theories, programs, and effective practices for students with learning disabilities. These practices will focus on prevention and remediation of difficulties in reading, math, writing, social skills, and study skills. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 4 credits

**EDU 741 Advanced Programming for Emotional/Behavioral Disorders**

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with emotional and behavioral disabilities. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 4 credits

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

Teacher candidates who complete this field-based course develop a comprehensive understanding of the theories, programs and effective practices for students with emotional/behavioral disabilities. These practices will focus on prevention and remediation of difficulties in literacy, mathematics, and science, that include appropriate supports and accommodations and that promote access to, and participation within, the general education curriculum. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 4 credits

**EDU 743 Advanced Programming for Intellectual and Developmental Disabilities**

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with intellectual and developmental disabilities.. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 4 credits

**EDU 745 Advanced Curriculum, Assessment and Instruction for Intellectual and Developmental Disabilities**

Teacher candidates who complete this field-based course develop a comprehensive awareness of theories, programs, and effective practices for students with intellectual/developmental disabilities. These practices will focus on prevention and remediation of difficulties in literacy, mathematics, and science, that include appropriate supports and accommodations, and that promote access to, and participation within, the general education curriculum. *PREREQUISITE: General Special Education teacher certification or permission of the Office of Education Programs.* 4 credits

**EDU 750 Culminating Teaching Experience and Seminar**

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

**EDU 761 Young Children with Exceptionalities, Birth through Age 8**

In this field-based course, learners examine typical and non-typical development of children from birth through age 8. This is a time of rapid brain growth and overall development that forms the foundation for all learning. For young children who have exceptionalities in the physical, behavioral, developmental, or learning domains, these years are even more critical. The purpose of

this course is to provide current, research-based knowledge and resources for professionals and their families who nurture, support, and provide services to exceptional children.

*PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program. Permission from the Office of Education Programs is required for undergraduates.* 4 credits

**EDU 763 Assessment of Young Children in Early Childhood Special Education: Birth Through Age 8**

In this field-based course, learners use procedures involved in the evaluation process for determination of eligibility for special education. Learners 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, learners 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. Learners participate in preparing an assessment plan, administering chosen assessment tools, and writing assessment reports. Emphasis is placed on working with team members in the evaluation process. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

**EDU 764 Curriculum, Assessment, and Instruction in Early Childhood Special Education: Birth through Age 5**

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

**EDU 765 Curriculum, Assessment and Instruction in Early Childhood Special Education: K through Age 8**

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

**EDU 766 Collaboration, Consultation, and Teaming in Early Childhood Special Education**

In this field-based course, learners research and evaluate family, community and professional partnerships which support the growth and development of children with disabilities. The specific roles and responsibilities of each contributing partner will be explored and analyzed. Learners, using knowledge acquired in areas of collaboration, consultation and teaming, construct service delivery models to support young children with diverse needs and their families. *PREREQUISITES: Admission to the GSC Post Baccalaureate Teacher Certification Program.*

4 credits

**EDU 767 IFSP, IEP, and Transition Plans, Birth through Age 8**

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

4 credits

**EDU 768 Behavior Interventions for Young Children with Exceptionalities**

In this field-based course, learners examine basic principles and components of life skills that children need as foundation for the development of positive social skills, e.g. attachment, affiliation, self-regulation, initiative, problem solving, and respect. The learner develops and implements a variety of activities and lesson plans to teach young children these critical life skills. Learners develop strategies to be used with young children receiving early intervention services and/or to motivate young children in their preschool programs/classrooms by facilitating the development of positive peer relationships, addressing emotional needs, and minimizing disruptions resulting in increased learning. The GSC learner documents the use of individual activities and/or classroom strategies in a professional portfolio. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

**ENG 402 Developmental Reading**

This course focuses on helping learners develop strategies for comprehending and responding to reading tasks required in college courses.

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

4 credits

**ENG 405 Developmental Writing**

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

4 credits

**ENG 500 The Writing Process**

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

4 credits

**ENG 505 Introduction to Language and Linguistics**

This course prepares learners 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. Learners 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 learners 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, learners 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. Learners become familiar with key figures and movements in the nation's literary heritage and examine how historical, political, and social forces have influenced the development and expression of a uniquely American perspective. *PREREQUISITE: ENG 500 The Writing Process.*

4 credits

**ENG 512 British Literature I**

This course provides an overview of the major works of British literature of the Anglo-Saxon period through the 18th century. Exploring poetic, prose, and dramatic works, students analyze the themes and techniques through which varied texts reveal, shape, and sustain historical, cultural, and political events and forces. Emphasis is placed on the central works of major writers. Although British Literature II is not required following this course, the two together provide a comprehensive overview of the evolution of British literature and culture. *PREREQUISITE: ENG 500 The Writing Process.*

4 credits

**ENG 513 British Literature II**

This course provides an overview of the major works of British literature of the Romantic period through the present day. Exploring poetry, essays, and fiction, students analyze the themes and techniques through which varied texts reveal, shape, and sustain historical, cultural, and political forces. The central works of major writers are emphasized, but attention is also directed toward the contribution of underrepresented authors. Although British Literature I is not a prerequisite for this course, the two courses combine to form 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.  
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. Learners 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. Learners examine prose models to discover effective strategies for communicating, influencing, and intensifying meaning and incorporate some of these strategies into their own essays. Writing within the course integrates research and citation in ways that are appropriate to the learner's chosen field of study. The course's workshop format includes class discussions, individual conferences with the instructor and peer critiques of compositions in progress. *PREREQUISITES: CRIT 500 Critical Thinking and ENG 500 The Writing Process.* 4 credits

**ENG 603 Creative Nonfiction**

Grounded in a process approach to composing, this course helps students use writing as a tool to explore their world through engagement with the genre of creative nonfiction. Creative nonfiction is writing that tells dramatic, true stories using scenes, dialogue, detailed descriptions, and other techniques. By drawing from and synthesizing the techniques of other genres to revisit and re-vision personal events, memories, observations, and supplemental research, learners create a

unique discourse that redefines their subject in a more meaningful way for themselves and for their readers. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

**ENG 604 Creative Writing**

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

As the new realities of the global village erode longstanding assumptions about discrete nationhood and fixed cultures, the concept of what it means to be an American is also shifting. Through representative literary works, this course explores the challenges individuals from various ethnic, racial, and cultural backgrounds confront within a pluralistic society. Learners construct a more inclusive definition of culture, assess traditional attitudes about race and ethnicity, and appreciate just how deeply Native, African, Hispanic, Asian, and European Americans have enriched our national identity. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

**ENG 621 Philosophical Issues through Literature**

Through study of selected works of drama, fiction, and poetry drawn from the Western literary tradition, this course continues a debate, waged since Socrates attracted students to philosophy, over the ways in which philosophers and artists deal with important theoretical and practical questions. Among these are our ability to know and express the good, the true, and the beautiful; the meaning of life and death; the link between mind and body; and the relationship of human beings to nature and to each other. Learners analyze the relative merits of philosophy and literature as means of conveying perceived truth. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

**ENG 622 Literature of the Environment**

Over the centuries and across cultures, nature writing has been a means for poets, novelists, scientists, theologians, and other thinkers to explore humanity's often fragile interrelationship with the natural world. Through readings in poetry, fiction, and non-fiction of various types, this course examines the complex intersections of literary expression with scientific theories, spiritual myths, social activism, and global ecological change. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

**ENG 624 Women's Literature**

This course explores literature written by and about women. Spanning a variety of genres (autobiography, poetry, polemic, short story, and novel), the texts address issues of particular but not exclusive concern to women: self-expression and community, social equality and justice, family and child-rearing, domestic violence and sexual assault. Students will explore women's impact on art and literature, social and political reform, and changing notions of gender and identity. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

**ENG 625 Readings in World Literature (GP)**

This course surveys representative texts in English by ancient, Continental, Third World, colonial, and postcolonial writers. Readings from diverse periods and genres introduce major themes, movements, and topics in selected works from any or all of the following: antiquity, the Continent, Asia, Africa, Latin America, the Caribbean, and the Pacific. Discussions of political, historical, and cultural contexts suggest the powerful forces that have shaped and continue to influence literary forms and traditions outside the U.S. and Britain. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

**ENG 632 Autobiography as Literature**

This course examines primarily American autobiographical writings in cultural and historical contexts using texts from the 18th to the 21st century that provide an overview of the genre's development and range. Learners become familiar with the historical conventions specific to diaries, letters, journals, memoirs, confessions, autobiographies, and autobiographical fiction as well as with the literary techniques employed by autobiographical authors, and further consider how historians use such works to construct history. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits



**ENG 633 Short Fiction**

This class focuses on late 19th through early 21st century short fiction, including both the short story and the novella. Readings and discussion of primary works by selected authors combine with study of secondary commentaries that outline the evolution of and theories about the genre. Learners develop a basis for interpreting complex texts and for analyzing the techniques and characteristics that give short fiction its distinctive literary flavor. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

**ENG 634 Major American Poets**

In this course, students study representative works of major American poets such as Walt Whitman, Emily Dickinson, Robert Frost, Wallace Stevens, Ezra Pound, T.S. Eliot, and Elizabeth Bishop. Technical concepts - such as meter and rhythm, imagery and metaphor - which readers need to understand in order to comprehend and enjoy poetry, are also emphasized. An examination of common themes, historical and social influences, and stylistic innovations places the poets and the poetry in a broader literary context. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 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. ENG 600 Expository Writing recommended.* 4 credits

**ENG 644 Special Topics (Upper Level)**

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

**HIS 502 Great Civilizations (GP)**

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

**HIS 510 United States History to 1865**

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

**HIS 511 United States History: 1865 to the Present**

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

**HIS 512 European History: Renaissance through the Industrial Revolution**

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

**HIS 513 European History: 19th and 20th Centuries**

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

**HIS 544 Special Topics (Lower Level)**

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

**HIS 602 History of New England**

The course is a survey of New England's history and focuses on New England's role in the economic, political, and military history of our nation. In addition there is a focus on local New England communities and important historical events and forces that contributed to their development. The course spans a time period from the late 1600's to the present. 4 credits

**HIS 611A Regions of the World: History and Current Issues-East Asia (GP)**

This course examines the political, social, economic, and cultural forces that shaped the development of East Asian civilizations. Using this historical perspective, learners will critically examine current issues of the selected region and the challenges and opportunities it faces in the future. 4 credits

**HIS 611B Regions of the World: History and Current Issues-Middle East (GP)**

This course examines the political, social, economic, and cultural forces that shaped the development of Middle Eastern civilizations. Using this historical perspective, learners will critically examine current issues of the selected region and the challenges and opportunities it faces in the future. 4 credits

**HIS 611C Regions of the World: History and Current Issues-Africa (GP)**

This course examines the political, social, economic, and cultural forces that shaped the development of African civilizations. Using this historical perspective, learners will critically examine current issues of the selected region and the challenges and opportunities it faces in the future. 4 credits

**HIS 611D Regions of the World: History and Current Issues-Latin America (GP)**

This course examines the political, social, economic, and cultural forces that shaped the development of Latin American civilizations. Using this historical perspective, learners will critically examine current issues of the selected region and the challenges and opportunities it faces in the future. 4 credits

**HIS 618 History of World War II (GP)**

This course is an historical survey of the Second World War. It begins at the end of the First World War, moves through the decade of the 20's to the Depression and the rise of Fascism, to the onset of the war on both major fronts, and finally to the peace agreements and their effect on the future of the world. In particular it looks

at industrial, agricultural, and democratic developments and their impact on the war, and diplomatic and military blunders from WWI that led to WWII. 4 credits

**HIS 627 Vietnam War: An Historical Perspective (GP)**

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

**HIS 630 Nineteenth Century Ideas that Shaped Modern America**

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

**HIS 644 Special Topics (Upper Level)**

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

**HLTC 520 Topics in Alternative Health and Healing**

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

**HLTC 544 Special Topics (Lower Level)**

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

**HLTC 550 The Emerging U.S. Health Care System**

This course traces the evolution of the U.S. health care delivery system over the last 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. Payment for health care is extensively discussed. Comparative health care systems are examined. Managed care as a method of organizing health care delivery and its impact on health and human services providers and consumers is the primary focus of the course. 4 credits

**HLTC 600 Continuous Quality Improvement in Health Care**

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

**HLTC 601 Physical Change, Health and Aging**

This course covers the physical process of aging, examining the various systems to see how and why they change, the changes in mental health and function, and approaches to maintain wellness in later adulthood. As we age, we undergo a number of physiological changes that affect not only how we look but also how we function and respond to daily living. Each person experiences these changes differently; some may experience these changes more rapidly than others. The majority of older adults are able to obtain a level of wellness, enjoying a healthy active life well into later life. 4 credits

**HLTC 610 Spiritual Wellbeing**

Spirituality has been cited as one dimension in the wellness paradigm in achieving optimal wellbeing and is a vital component in the health and healing equation. This course provides the student with an opportunity to explore his/her own spiritual identity and its relationship to the healing process. 4 credits

**HLTC 626 Principles of Case Management**

The focus of the course is on the core concepts of the case management model and principles of application in a wide variety of practice settings. The following topics are included as they relate to case management: history and development, process, role, skills set, documentation, legal and

ethical issues, promotion of resource value, and the health care delivery system. The real-life application of case management is an on-going theme in the course, and the challenges of actual practice will be explored through case studies. *NOTE: Background in health care or human services is recommended.* 4 credits

**HLTC 627 Reimbursement and Financing Techniques in Health Care**

This course analyzes various methods of health care financing including Medicare/Medicaid, private insurance (including HMO's), and self-funding. It then discusses the various methodologies for reimbursement under these programs, including fee-for-service, capitation, and DRG's and their impact on the health care organizations providing the services. This is not a managerial finance course that assumes knowledge of or experience in financial management. It is designed to introduce health and human services professionals to the basic concepts of health care finance and reimbursement. Learners will be able to understand and analyze how budgets, expenses, financial statements, etc., are linked to the reimbursement process and the role of the non-financial manager in health and human services in these processes. *Background in health care or human services is recommended.* 4 credits

**HLTC 629 Legal and Ethical Issues in Health and Human Services**

This course provides learners with a framework for working through increasingly complex legal and ethical issues that affect Health and Human Services professionals. This framework and broadened perspective will help practitioners recognize and respond to dilemmas in clinical settings. Through an overview of regulatory action and the legislative and judicial processes learners will become familiar with how lawmakers confront changes in the health care system brought on by pervasive issues such as patient rights, technological advances, and managed care. Following an initial overview of ethical theory, students will analyze precedent setting cases related to end of life, beginning of life, research, and individual rights vs. the public good. Based on their own work and current issues in health care or human services, learners will apply these concepts to actual situations. 4 credits

**HLTC 650 Health Care Policy**

This course explores the multifaceted issues affecting health care policy in the United States. The course reviews the history of health care policy, and provides students with an understanding of how it has shaped our current health care delivery system. Major health care policies and initiatives are reviewed. The course also explores the many political challenges (state and

national), political process, impact of the presidential administration, and political interest groups. Students examine the impact that various parties have on health care policy and the challenges facing reform efforts.

*PREREQUISITE: HLTC 550 The Emerging U.S. Health Care System.* 4 credits

### **HUMN 501 Humanities in an Age of Technology**

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

*PREREQUISITE: ENG 500 The Writing Process.* 4 credits

### **HUMN 502 American Popular Culture**

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

### **HUMN 504 Comparative Religions (GP)**

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

### **HUMN 505 Introduction to Ethics**

This course introduces students to a variety of prominent ethical theories. It examines their complex interrelations, historical development,

and relevance to ordinary life. Students are encouraged to engage in the critical analysis and comparison of these theories and to consider how they might explain and evaluate contemporary controversies such as war, environmental protection, euthanasia, and abortion. Relationships between ethics and other areas of philosophical investigation are considered. 4 credits

### **HUMN 507 Introduction to Philosophy**

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

### **HUMN 550 American Sign Language I(GP)**

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

### **HUMN 551 American Sign Language II (GP)**

This course expands the learner's facility with American Sign Language (ASL). New vocabulary is introduced and there is additional emphasis on incorporating phrases, concepts and idioms in ASL expression and reception. Learners take a deeper look at the life of the 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 (GP)**

This is the first of a two-course sequence in which learners 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. Learners develop a basic proficiency in the language through practice in reading, writing, listening comprehension and oral expression.. 4 credits

### **HUMN 561 Elementary Spanish II (GP)**

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 learners to communicate more freely. *PREREQUISITE: HUMN 560 Elementary Spanish I or previous study in Spanish.* 4 credits

### **HUMN 644 Special Topics (Upper Level)**

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

### **IDIS 500 College Seminar**

College Seminar provides the foundation for an informed and meaningful college experience. In the seminar, students discover how their individual capacities position them for the attainment of their academic goals within the academic community of Granite State College. The course broadens understanding of key concepts common to higher education settings. It empowers students to engage in informed planning for subsequent courses. It combines theoretical and practical knowledge in the areas of writing, research, learning modalities, and quantitative reasoning. College Seminar fosters the self-awareness and intellectual perspective that are the hallmarks of well-educated persons and lifelong, engaged learners. 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 self-assessment. 4 credits

### **INST 606 Program Design and Evaluation in Adult Learning**

This course deals with a broad spectrum of program development ranging from an individual course to a complete program of major learning

activities conducted over a period of time. Participants design programs based on their own special interests; for example, adult higher education, business and industry training, adult basic education, etc. Major emphasis is placed on designing program evaluations tailored to meet specified goals. *PREREQUISITE: INST 605 Teaching and Learning in Adulthood. PSY 615 Psychology of Adulthood recommended.* 4 credits

### **INST 607 The Learning Workplace**

This course deals with the professional learning needs and priorities of the workplace with an emphasis on business and industry settings. It examines the variety of ways in which employees and their managers gain new knowledge and skills. 4 credits

### **INST 610 Principles of Instructional Design and Educational Technology**

This course provides an introduction to theory and practice of instructional design and its role in developing interactive learning. It covers all of the necessary elements to design and evaluate effective and efficient interactive learning systems. 4 credits

### **INST 650 Program Development and Training**

This course deals with a broad spectrum of program development ranging from an individual course to a complete program of major learning activities conducted over a period of time for the education and training of employees. It 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. *PREREQUISITE: INST 605 Teaching and Learning in Adulthood, INST 610 Instructional Design and Interactive Learning and PSY 615 Psychology of Adulthood* 4 credits

### **MATH 402 Basic Mathematics**

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

### **MATH 405 Developmental Algebra**

This course is second in a sequence of preparatory courses and addresses a wide variety of pre-algebra and basic algebraic topics including percent, geometric measurement, measures of central tendency, simplification of algebraic expressions, solving linear equations, and graphing linear functions. This course fulfills the prerequisite for

MATH 502 Contemporary College Mathematics when passed with a minimum of a B grade. Credits do not apply toward degree requirements. *PREREQUISITE: Acceptable score on Accuplacer arithmetic assessment or completion of MATH 402.* 4 credits

### **MATH 502 Contemporary College Mathematics**

This course addresses topics in mathematics necessary in a liberal arts education. It provides the reasoning strategies needed for mathematical problem solving in the workplace and in 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. Topics include set theory and logic, mathematical modeling, math of finance, probability and statistics with an emphasis on applications. *PREREQUISITES: Acceptable scores on Accuplacer arithmetic and elementary algebra assessments or approved exemption from assessment (may include IDIS 500 College Seminar), or achieving a minimum grade of B in MATH 405.* 4 credits

### **MATH 504 Introduction to 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: CMPL 511 Software Tools and MATH 502 Contemporary College Mathematics or MATH 505 College Algebra or an acceptable score on the Accuplacer elementary algebra assessment.* 4 credits

### **MATH 505 College Algebra**

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

### **MATH 510 Pre-Calculus**

This course is intended as a bridge course between algebra and calculus. The course focuses on strengthening the learner'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 505 College Algebra. A graphing calculator is required.* 4 credits

### **MATH 512 Foundations of Geometry**

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

### **MATH 515 Calculus I**

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

### **MATH 601 History of Mathematics (GP)**

This course addresses the historical development of major themes in mathematics, including calculation, numbers, geometry, algebra, infinity, and formalism in various civilizations ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and on to modern Europe. The course emphasizes how earlier civilizations influenced or failed to influence later ones and how the concepts evolved in these various civilizations. *Prerequisite: MATH 515 Calculus I* 4 credits

### **MATH 544 Special Topics (Lower level)**

A study of current and variable topic in mathematics. Course content will change from term to term. 1 to 4 credits

**MGMT 500 Principles of Management**

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

**MGMT 501 Introduction to Public Administration**

Analysis of the nature of bureaucracy; recruitment, training, leadership, supervision, and organization of civil servants; public unionism; problems of communication, allocation of resources and public budgeting process; administrative law; and problems of public support. 4 credits

**MGMT 509 Personal Finance**

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

**MGMT 511 Financial Accounting**

This course provides a study and overview of accounting theory, practice, issues and objectives. The course focuses on the proper interpretation of financial information to understand the financial condition of any type of organization. The course will cover the nature, function, and environment of accounting, the basic accounting statements, and key financial accounting ratios. *PREREQUISITE: Acceptable scores on the Accuplacer arithmetic and elementary algebra assessments and basic spreadsheet proficiency are required. Prior completion of CMPL 511 Software Tools is recommended.* 4 credits

**MGMT 514 Principles of Marketing**

Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of goods and services to maintain relationships that satisfy organizational and individual needs and wants. The course introduces students to terminology, functions, institutions, philosophy, consumer behavior, market decision making and public policy issues. The course will

provide students with the basic framework to understand the role and scope of marketing in the business environment. 4 credits

**MGMT 518 Human Resource Administration**

This course 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 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 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 601 Contemporary Management Issues**

What are the current forces of change that keep managers awake at night and how do effective managers respond to these contemporary issues that affect their business and the business community in general? In this course, learners examine how such issues as globalization, technology, the environment, business ethics, and business-government relations impact how businesses are managed. They also examine how leaders manage leaner and flatter organizations comprised of diverse employees working in teams. Learners explore the broad impacts of these contemporary management issues through reading, research, case studies, and active discussions. *PREREQUISITE: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Administration.* 4 credits

**MGMT 602 Leadership**

This course guides participants in developing life-long learning skills for leadership that apply to any organizational level in a wide variety of environments. Both historical and cutting-edge leadership theory and practice are explored. By taking an active leadership role in this 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. *PREREQUISITES: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Administration. MGMT 566 Organizational Behavior recommended.* 4 credits

**MGMT 606 Human Resources and Organizational Development**

This course focuses on the critical role of the human resource professional as facilitator and agent of organizational change and development. It focuses on the behavioral aspects of organizational development where human resource practitioners must juggle their responsibilities to management while being viewed as representative of, and responsible for, employees. The course addresses such concepts as: managing organizational change, team building, maximizing team effectiveness, downsizing/re-engineering, managing conflict, understanding the impact of technology on organizational change, developing partnerships within the organization, cross-team collaboration, and managing multiple teams over an extended time span. *PREREQUISITE: MGMT 518 Human Resource Management. MGMT 566 Organizational Behavior 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. *Prior completion of MGMT 518 Human Resource Administration or MGMT 625 Legal Issues in Business and Management recommended.* 4 credits

**MGMT 608 Managing Diversity (GP)**

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. *PREREQUISITES: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Administration. MGMT 566 Organizational Behavior recommended.* 4 credits

**MGMT 611 Money and Banking**

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

**MGMT 612 Investment Principles**

This course provides the learner with a basic introduction to investments. Topics include the analysis of investment vehicles (such as stocks, bonds, money markets, and mutual funds), consideration of risk and expected rates of return, time value of money applications, and the principles of asset allocation, risk tolerance, and diversification. *PREREQUISITES: MATH 502 Contemporary College Mathematics and acceptable scores on Accuplacer arithmetic and elementary algebra assessments.* 4 credits

**MGMT 613 Financial Management**

A successful financial manager focuses on maximizing shareholder wealth, while also considering and communicating with other stakeholders such as employees and communities. This course utilizes financial formulas, tables and spreadsheets to focus on the financial functions of analysis, planning and decision making, and control. Major topics include financial statement analysis and forecasting, working capital policy, cost of capital and capital budgeting techniques, interaction with financial markets, and time value of money techniques. *PREREQUISITES: MGMT 511 Financial Accounting, CMPL 511 Software Tools, and acceptable scores on Accuplacer arithmetic and elementary algebra assessments.* 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 616 Advertising and Promotion Management**

This course explores the management of advertising and promotion from the standpoint of general management and marketing strategy. Purposes of advertising and promotion, promotional strategy, integration of advertising with total marketing effort, stimulation of demand, and selection and use of media are subjects of study. Case studies are used. *NOTE: An introductory management or marketing course is recommended.* 4 credits

**MGMT 617 Consumer Behavior**

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

**MGMT 620 Effecting Positive Change in Organizations**

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

**MGMT 621 Managing Conflict**

This course teaches concepts and skills to manage conflict effectively between two people, within small groups, within organizations, and between organizations and systems. It is designed to help those who want to sharpen their ability to understand, manage, and create opportunity out of conflict. As a result of this course, one 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 communications skills. 4 credits

**MGMT 622 Database Management Systems**

This course provides prospective users of data base management systems with a solid theoretical and practical foundation for using these systems in a variety of contemporary organizational environments. The course traces the nature of DBMS from general conceptual structures, through the design, interface and implementation of actual database systems. The course includes a mix of classical database theory with practical hands-on application using state of the art DBMS packages; similar to those used today by large and small organizations alike to run their information systems. *PREREQUISITES: CMPL 515 Programming Fundamentals and CMPL 612 Advanced Software Tools.* 4 credits

**MGMT 623 Systems Analysis and Design**

This hands-on course introduces learners to the role of the systems analyst in the development of information systems for organizations. The systems analyst is a problem solver. As such, this course emphasizes development of effective solutions and communicating those solutions to the development team. Use of accepted design techniques, project management approaches, written and verbal communication, collaboration and teamwork, and organizational tools prepares the learner for the many demands of an entry-level systems analyst. *PREREQUISITES: CMPL 612 Advanced Software Tools or CMPL 515 Programming Fundamentals and acceptable scores on the Accuplacer arithmetic and elementary algebra assessments.* 4 credits

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

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

**MGMT 629 Global Marketing (GP)**

This course analyzes the environment of global marketing by assessing different political, social, cultural, and legal contexts. Learners examine the international trade and financial spheres within which global marketing is conducted. The course also addresses the strategic approaches to global markets with specific reference to the

global marketing mix of product, pricing, distribution, and promotion decisions. The goal of the course is to provide students with the tools they need to market effectively in a competitive global marketplace. *PREREQUISITE: MGMT 514 Principles of Marketing.* 4 credits

#### **MGMT 644 Special Topics (Upper Level)**

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

#### **MGMT 650 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 Introduction to Statistics, MGMT 511 Financial Accounting, MGMT 514 Principles of Marketing, and MGMT 613 Financial Management.* 4 credits

#### **POL 550 American Government and Politics**

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

4 credits

#### **POL 600 The US in World Affairs (GP)**

This course examines the conduct of the foreign affairs of the United States in a volatile environment marked by fundamental changes in the international system of states since the collapse of the Soviet Union. Learners trace the transformation in international relations since 1991 leading to the creation of institutions to liberalize world trade and investment, the proliferation of regional ethnic and religious conflicts, and most challenging of all, the emergence of transnational terrorism. Learners form an understanding of the international system, develop competence in defining both transient and enduring national interests, and build confidence in appraising the policy responses of national actors to those challenges. 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. *Prior completion of CRIT 500 Critical Thinking and ENG 500 The Writing Process strongly recommended.* 4 credits

#### **PSY 508 Child Development**

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

#### **PSY 509 Human Development**

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

#### **PSY 510 Infant 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. Learners observe children to develop strategies for creating and maintaining developmentally appropriate environments. *Prior completion of PSY 509 Human Development or PSY 508 Child Development recommended.* 4 credits

#### **PSY 511 School-Age and Adolescent Development**

This course focuses on the developmental processes of school-age children and adolescents. Grounded in theoretical perspectives of development, children's physical, cognitive, social and emotional growth are examined. The study of children and adolescents is framed by the study of intrinsic factors (e.g., genetic factors) and external factors such as family, school, socio-economic status, and culture that influence development. Basic research methodology related to the study of development is introduced. Attention is given to the role of parents, peers, community organizations, teachers, schools and other institutions in fostering the healthy development of young people. 4 credits

#### **PSY 514A Mentoring Adolescents I**

This seminar is designed to help college men and women develop tutoring skills, communication skills, and knowledge about adolescence necessary to mentor middle school boys and girls. It focuses on the importance of the mentoring relationship in helping at-risk adolescents achieve academic success, graduate, and aspire to a college education. Topics for discussion include relevant factors such as self-esteem, academic skill development, social skills, family dynamics, demographics (e.g., gender, ethnicity, socio-economic status) and positive mentoring relationships for school retention and success. This seminar requires a mentoring commitment of a minimum of one hour per week with a middle school student throughout the academic year. Each seminar meeting is a time for discussion of readings and reflection on the mentoring experience. 2 credits

#### **PSY 514B Mentoring Adolescents II**

This seminar is the second in a sequence designed to help college men and women develop the skills, communication skills, and knowledge about adolescence necessary to mentor middle school boys and girls. 2 credits

**PSY 544 Special Topics (Lower Level)**

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

**PSY 550 Grief and Loss**

This course focuses on the developmental issues involved in grief and loss throughout the life span. Attention is paid to losses incurred through such events as illness, divorce, and war, but especially to loss through death. Participants have an opportunity to examine their own values and beliefs about grief and loss as well as to examine our culture's responses to loss and dying. Topics include hospice care, support groups, anticipatory grief, assisted suicide, and funeral rituals. The course also examines age-related concerns and differences; for example, issues for children of different ages, adults, and the elderly. 4 credits

**PSY 602 Theories of Personality**

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

**PSY 603 Crisis Intervention**

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

**PSY 604 Counseling Theories**

This course provides an overview of counseling theories developed by major theorists. The course examines how both the historical context and the scientific knowledge of the time helped to shape the theories developed during the past century. Research findings evaluating the effectiveness of therapeutic modalities are reviewed. Important elements of the counseling process which includes assessments, confidentiality, the therapeutic alliance, and the impact of funding sources on decision making, are examined. *PREREQUISITES: PSY 501 Introduction to Psychology or PSY 509 Human Development.* 4 credits

**PSY 605 Principles of Assessment**

This course is a survey of assessment issues and methods for students pursuing studies in education-related fields or the behavioral sciences. Topics include: differences between formal and informal assessment and evaluation; issues such as reliability and validity, differences between norm-referenced and criterion-referenced tests, development of assessment and evaluation instruments and plans, methods for observing and recording behavior, and how to use assessment information to develop and/or modify programs and environments. *PREREQUISITES: MATH 502 Contemporary College Mathematics or MATH 504 Introduction to Statistics or MATH 505 College Algebra and PSY 501 Introduction to Psychology or PSY 508 Child Development or PSY 509 Human Development.* 4 credits

**PSY 606 Educational Psychology**

This course is designed to provide an in-depth understanding of the major theories of learning, cognition and instruction and their practical application in instructional settings. A review of the current research on specific practices in the classroom enhances learners' understanding of how theory relates to practice and provides examples they can use in their own teaching. Topics include cognitive and instructional theories and their application to instructional practice, learning theories and classroom management, individual differences, motivation, and assessment and evaluation. *PREREQUISITE: PSY 501 Introduction to Psychology or PSY 509 Human Development, or PSY 508 Child Development.* 4 credits

**PSY 607 Developmental Perspectives on Adolescence**

This course is an upper-level, interdisciplinary exploration of adolescent development. It is intended to promote critical thinking about theories, research, and issues that are current in the study of adolescence. Focus is on (1) how American adolescents perceive themselves and the world around them, and (2) the identities they construct and behaviors they choose in response to these perceptions. *PREREQUISITE: PSY 509 Human Development or PSY 508 Child Development.* 4 credits

**PSY 608 Social Psychology**

Social Psychology is the scientific study of how we influence and are influenced by our social environment, which consists of individuals, groups, organizations, and culture. This course 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. BEHS 501 Introduction to Research in Behavioral Science 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 611 Art Therapy**

Through lecture, class discussion, art experiences and presentations, students examine the application of art therapy as a treatment modality and profession. Students explore the history and theory of art and art therapy, the impact of the creative process and unconscious expression, and the discipline's incorporation of psychological theories. By engaging directly in a variety of art exercises, students learn about art media and techniques and how they relate to different populations' specific needs and goals. Populations covered include age-defined groups, persons afflicted with psychiatric or medical disorders, and those coping with life transitions or events. *PREREQUISITE: PSY 501 Introduction to Psychology. PSY 508 Child Development or PSY 509 Human Development recommended. NOTE: Students are required to purchase art supplies.* 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. *PREREQUISITE: PSY 501 Introduction to Psychology.* 4 credits

**PSY 616 Psychology of Occupational Stress**

This course focuses on three primary areas in occupational stress research: 1) identification of potential psychosocial sources of stress on the job; 2) recognition and treatment of job stress once it has occurred; and 3) approaches that may prevent work stress. Each area is examined from the individual worker's perspective as well as from that of management personnel. 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 how mental illness is regarded in different societies and how treatment may vary, depending on the society. The course explores major disorders and personality syndromes considered to be abnormal or deviant and examines 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. *An Introduction to Psychology course is recommended.* 4 credits

**PSY 620 Health Psychology**

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

**PSY 644 Special Topics (Upper Level)**

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

**SCI 502 Nutrition Concepts and Controversies**

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

**SCI 505 Human Biology**

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

**SCI 506 Physiology of Wellness**

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

**SCI 507 Introduction to Human Genetics**

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

**SCI 508 Issues in Women's Health**

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

**SCI 509 Diseases of the 21st Century (GP)**

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

**SCI 510 Concepts in Physics**

A descriptive survey of physical science, this course focuses on understanding the role of physics in today's society and technology. Emphasis is placed on the nature of scientific thought and problem solving. Topics include matter, radiation, motion, force, energy, and heat. *Background in college-level algebra is recommended.* 4 credits

**SCI 511 Observational Astronomy**

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

**SCI 512 Introduction to Astronomy**

Through a variety of activities, this course provides the learner with a basic background in astronomy which enhances appreciation of the universe and the technology used in our attempt to understand it. This course exposes the learner 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 513 Introduction to Meteorology**

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

**SCI 515 Introduction to Geology**

This course focuses on the processes, materials and vast history of planet Earth. Learners survey Earth's 4.6 billion-year history and develop the skills used to sort out age relationships between rock units and structures. Learners gain an understanding of how tectonic plates move and interact to cause volcanoes, earthquakes, and mountain ranges. Minerals, the three types of rocks, and the processes that form and change rocks are examined. 4 credits

**SCI 518 Physical Geography**

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

**SCI 520 Introduction to Oceanography**

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 local coastal environment. 4 credits

**SCI 522 Biogeography: World Distribution of Plants and Animals**

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

**SCI 523 General Ecology**

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

**SCI 528 Natural History of Northern New England**

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

**SCI 531 Applied Botany**

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

**SCI 532 Field Botany of the White Mountains**

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

**SCI 534 Bird Ecology and Migration**

This course introduces learners to the fundamental aspects of avian ecology through the description and observation of bird behavior and adaptations. A special emphasis is placed on the phenomenon of migration. Field observation is used to explore a variety of habitats and species. The behavioral, physiological, and climactic cues involved in bird migration, orientation, and navigation are examined. 4 credits

**SCI 539 Energy and the Environment**

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

**SCI 540 Environmental Heritage**

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

**SCI 541 Introduction to Environmental Science (GP)**

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

**SCI 542 Introduction to Forest Science and Policy**

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

**SCI 544 Special Topics (Lower Level)**

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

**SCI 600 The Human Brain**

The Human Brain addresses the relationship between the brain, mind, and behavior and provides an overview of the biological basis of human emotion, cognition, and behavior. Topics may include basic functional neuroanatomy and physiology, development of the brain, sensation and perception, sexual processes and behavior, emotion, aggression and violence, learning and memory, consciousness, language systems, sleeping and dreaming, behavioral health problems (stress related disorders, anxiety, depression, schizophrenia) and their pharmacological treatment. Aberrant brain development, brain injuries, disorders and neurological diseases are also noted in the context of understanding normative functioning. *PREREQUISITE: PSY 501 Introduction to Psychology. SCI 505 Human Biology 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 learner will have prior course work or experience in the subject area. 1 to 4 credits

**SDLR 500 Introduction to College Learning: Strategies for Success**

Learners new to the college experience become oriented to the Granite State College learning community. Learners use various assessment tools to identify learning styles and academic skills and then learn new academic success strategies that will help them succeed in college. The course includes an introduction to academic practices and disciplines, the research process and the virtual library, and the use of technology in learning. Through active and collaborative learning activities, learners engage in a variety of learning experiences to discover the resources available to them and effective ways to utilize them. 2 credits

**SDLR 550 Individualized Studies Seminar**

This course is the gateway for self-directed bachelor's degree candidates proposing a major in Individualized Studies. Seminar participants explore personal, academic, and professional goals in the context of academic disciplines and broaden their understanding of trends in their chosen field. Students have the opportunity to increase their network of colleagues and professional contacts. Through a step-by-step learning process, participants build a proposal for their customized major; approval of the final proposal constitutes successful completion of the course. *PREREQUISITES: Admission to the BS or BA in Individualized Studies, receipt of all official transcripts by the Admissions Office, and permission of advisor.* 4 credits

**SDLR 551 Assessment of Prior Learning**

This learning experience is designed for adults who have gained knowledge and skills from life/work experiences that may be equivalent to college-level learning. Learners identify, analyze, and describe the knowledge they have gained and how it relates to areas within higher education. Each learner is responsible for preparing a written portfolio that documents and demonstrates that learning which is appropriate to his/her own degree plan of study. Upon completion, the portfolio will be submitted to the Office of Academic Affairs to be evaluated for applicable degree credit. *PREREQUISITE: Permission of instructor.* 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 553 Social Problems**

This course presents a sociological investigation of problems that originate in human social interaction and have an undesirable impact on social life. The course develops critical thinking skills focused on the presentation of social problems in everyday life. Emphasis is placed on timely large-scale social issues and possible solutions. *Prior completion of CRIT 500 Critical Thinking recommended.* 4 credits

**SOC 554 Child Abuse and Neglect**

An examination of the problems of child abuse and neglect: theoretical, historical, and legal perspectives. Included is a focus on identification, treatment, and prevention strategies. *NOTE: Prior completion of PSY 501 Introduction to*

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

**SOC 560 Gender and Race in the United States**

This course presents a historical overview of mid-nineteenth century gender and race roles in the United States. Topics include: the impact of gender and race on industrialism in New England, the development of new constructions of masculinity and femininity, work, family, the home, and racial volatility of the slave system. Insights into past and present thoughts and feelings on gender and race in the United States are reviewed through readings, including such works as Thoreau's *Walden*, Mary Chestnut's *Diary From Dixie*, and Stowe's *Uncle Tom's Cabin*. 4 credits

**SOC 601 Society and the Individual**

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

**SOC 603 Work and Society**

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

**SOSC 500 Introduction to Anthropology (GP)**

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

**SOSC 519 Living in a Digital Democracy**

The growth of the internet has impacted virtually every aspect of American society. This course provides a broad overview of the societal issues

and concerns raised as groups and individuals make the transition to a digital environment. The primary focus of this course is to provide the opportunity to analyze how the internet is being used to change voting behavior, stimulate the growth of a global economy, and alter our sense of community. *Prior completion of CRIT 500 Critical Thinking and ENG 500 The Writing Process recommended.* 4 credits

**SOSC 544 Special Topics (Lower Level)**

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

**SOSC 559 Contemporary Issues in Human Sexuality**

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

**SOSC 562 Introduction to Gender Studies**

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

**SOSC 570 Introduction to Historical Archaeology (GP)**

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

**SOSC 602 Men and Women in Cross-Cultural Perspectives (GP)**

This course provides a basis for analyzing alternatives in the relationships between men and women by looking at the roles women play in widely different societies; for example, in peasant, socialist, and capitalist industrial societies. The range of women's roles in a variety of cultures is explored through readings, discussions, films, and slides. *Prior completion of an introductory sociology or anthropology course recommended.* 4 credits

**SOSC 604 Dynamics of Family Relationships**

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

**SOSC 605 Stress: Its Impact on the Family**

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

**SOSC 606 Addictions and Family Dynamics**

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

**SOSC 630 Aspects of Aging in Modern Society**

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

**SOSC 644 Special Topics (Upper Level)**

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

## Admission Process

The admission and enrollment process combines sound educational advising with formal and informal appraisals of an applicant's ability to succeed in higher education.

### Admission Policy

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

Granite State College requires that every applicant meet basic academic criteria. We retain the right to deny applications when:

1. basic criteria are not met;
2. the learner's ability to actively participate in the academic community or complete an educational program is unlikely;
3. the learner reasonably appears to pose a threat to or appears likely to endanger the College community.

### Application Procedure

Undergraduate degree applications may be submitted at any time during the academic year.

1. Complete an application form with essay online at:  
[www.granite.edu/prospective-students/how-to-get-started/admissions-process/](http://www.granite.edu/prospective-students/how-to-get-started/admissions-process/)  
Degree application fee is \$45.  
B.A. Individualized Studies or B.S. Individualized Studies applications require a total fee of \$145.
2. Pay the application fee by credit card by calling 888.228.3000 ext. 330 or 603.513.1330 or by mailing a check or money order to:  
Student Accounts  
Granite State College  
8 Old Suncook Road  
Concord, NH 03301  
*Note: An application is not complete and will not be processed until payment of the application fee has been received.*
3. Request that an official transcript from each postsecondary institution attended, and for all college-level standardized tests completed, be sent directly to:  
Admissions Office  
Granite State College  
8 Old Suncook Road  
Concord, NH 03301

Veterans or active military applicants must also request an official military transcript if intending to have military experiences evaluated for possible college credit.

High school seniors who apply must have a final high school transcript sent to the Admissions Office after graduation.

### Full Admission Status

Fully admitted status is attained when the application is complete, the application fee has been paid, and all prior college transcripts have been received and evaluated by the Admissions Office.\* Students will receive notification in writing or by email that will include an official Degree Evaluation (plan of study).

### \*Individualized Studies

Those admitted to an Individualized Studies program will enroll in SDLR 550 Individualized Studies Seminar to research and develop a major. Some education majors and templated programs are exempt. Consult with an advisor to see if the SDLR 550 requirement applies. Individualized Studies learners will receive a complete Degree Evaluation (plan of study) after their programs have been approved by Academic Affairs.

### Conditional Status

Conditional status is based on receipt of the application essay and application fee. Once all prior college transcripts and test scores have been received and evaluated by the Admissions Office, an applicant will be fully admitted.

### Degree Status in More Than One Program

A learner who is an admitted degree candidate at another college or university will not be admitted (or allowed to continue in) any degree program at Granite State College. Students nearing completion of an associate program within Granite State College may apply for admission to one of the College's baccalaureate programs.

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

### Eligibility for Financial Aid

Learners may receive financial aid for required courses in only one degree at a time. Credits may not exceed those allowed under Title IV regulations, and programs may be audited to 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 admitted.

### Change of Program

To move from one degree level to another, change majors, or add or delete a minor, students must complete and submit a Change of Program form to their academic advisor. Change of Program forms are available in each Center and online in MyGranite. A GSC associate degree candidate pending conferral may use this form to apply to a bachelor's degree. A bachelor's degree application, essay, and payment of the application fee are not required. Students will be admitted under current catalog degree requirements. If an Individualized Studies fee is required, payment is made at the time of submitting the request to change programs. Pay by credit card online through MyGranite (WebROCK) at [www.granite.edu](http://www.granite.edu), or by calling 888.228.3000, ext.330 or 603.513.1330 or by mailing a check or money order to:

Student Accounts  
Granite State College  
8 Old Suncook Road  
Concord, NH 03301

### Returning for a Second 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 requirements, including 30 residency credits of course work. Once completed, the second major will be noted on the student's transcript but will not result in eligibility to march a second time at the commencement ceremony.

### Second Bachelor's Degree

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

### **Fee for Second Major or Degree**

Individuals who have completed associate degree programs at the College and wish to continue in a bachelor's program may do so without having to submit an additional application fee. However, a \$100 fee will be charged to those students applying to an Individualized Studies bachelor's degree. Fees may also apply to individuals who have completed one bachelor's degree at GSC and wish to return and earn a second major.

### **Prior College Transcripts**

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

The College accepts transfer credit from regionally-accredited institutions of higher education based on equivalency of course content and outcomes. Courses that support our degree programs are accepted if grades of C or better were achieved. The Registrar and Associate Director of Admissions are responsible, in consultation with Academic Affairs, for determining the acceptance of transfer credit. When necessary, learners may be asked to provide course descriptions, course outcomes, and syllabi to assist in determining acceptability of credit.

The College will recognize competency demonstrated through CLEP, DSST, Excelsior College Examinations, and certain other postsecondary exams approved by the American Council on Education. Learners seeking credit for examinations must request that official transcripts be sent to the Admissions Office for evaluation as transfer credit.

### **Recent High School Graduates**

Applicants to GSC who are seniors in high school will be admitted for the term following graduation. A final high school transcript must be submitted indicating the date of graduation or successful completion of Accuplacer™ assessments.

### **Transcripts from Other Countries**

If an applicant attended a college or university in a foreign country, s/he will need to have the transcript translated and evaluated prior to full admission. The College uses the Center for Educational Documentation

(www.cedevaluations.com) to perform international credential evaluations. There is a fee for services depending upon the extent of the evaluation requested. Obtain a brochure and request a form from an academic advisor at any local Center or write directly to:

Center for Educational Documentation  
P.O. Box 170116  
Boston, MA 02117  
email: info@cedevaluations.com

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

### **English Proficiency**

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

Use code 0458 for an official transcript to be sent to the Admissions Office.

*Note: Individuals who are in the U.S. as permanent residents or with visa status allowing education participation are eligible for study. Contact the Admissions Office for information.*

### **Credit for Prior Learning**

At Granite State College, 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 the following options as opportunities to demonstrate how prior learning equates to degree program requirements.

- Courses from regionally-accredited colleges or universities or other college experience
- Workplace and military training evaluated by the American Council on Education
- Institutional validation of local workplace or volunteer training programs
- Standardized examinations
- Individual validation of local workplace or volunteer training programs

- Portfolio assessment of experiential learning

### **Credit Limits**

The College will apply a maximum of 48 prior learning credits towards an associate degree and 94 credits towards a bachelor's degree. These credits do not count in the residency requirement for degree programs.

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

### **Testing (CLEP and DSST)**

32 credits toward associate degree  
64 credits toward bachelor's degree

### **Military Training and National Training Programs**

48 credits toward associate degree  
94 credits toward bachelor's degree

### **Institutional and Individual Training**

48 credits toward associate degree  
94 credits toward bachelor's degree

### **Portfolio Assessment**

Variable

### **Transfer Credits**

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

A maximum of 64 semester credits from completed three-year RN nursing diploma programs will be accepted in transfer. Applicants must provide the Admissions Office with an official transcript and documentation, such as the original nursing license, that indicates a passing score on a Registered Nurses State Board examination.

## Articulations

Granite State College has worked with many two year institutions to enable seamless transition of graduates from selected associate degree programs to GSC's bachelor's degrees. Graduates from one of the articulated programs can access Program Transfer Agreements (PTA's) which show exactly how associate credits fit into bachelor's degree requirements. Academic advisors have the list of up-to-date PTA's.

Granite State College and the Community College System of New Hampshire (CCSNH) have collaborated to form articulation agreements. A list of these articulations can be found at:  
<http://nhtransfer.org/>.

Current and prospective CCSNH students can access an interactive database to view how their CCSNH courses will transfer to degree programs at GSC. The direct link to the database is:  
<http://www.nhtransfer.net/artweb/chgri.cgi>

## Military Training

All branches of the military offer training for enlisted personnel and commissioned officers. The American Council on Education (ACE) has evaluated hundreds of training programs and classifications and has published credit recommendations, accepted by the College, in the Guide to the Evaluation of Educational Experiences in the Armed Services. There is no charge for this service. Visit the site at:  
[www.militaryguides.acenet.edu](http://www.militaryguides.acenet.edu)

An official transcript is required for evaluation of transfer credit. To order an official Army (AARTS) transcript go to:  
<http://aarts.army.mil/form.htm>

To order an official Navy or Marine (SMART) transcript go to:  
<https://smart.navy.mil/request.pdf>

## 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 many formal training programs from business and industry, government, and nonprofit agencies. They make recommendations regarding college credit for various programs. Credit will be awarded based on the recommendations of the ACE National Guide to Educational Credit for Training Programs and the Directory of the National Program on Noncollegiate Sponsored

Instruction published by the Board of Regents of the University of the State of New York. For more information go to:  
ACE: <http://www2.acenet.edu/credit/>  
Regents: [www.nationalponsi.org](http://www.nationalponsi.org)

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

## Training Programs: Validation

Granite State College validates credit for college-equivalent learning gained through training. Validated training 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 the New England EMS Institute. The learner must provide official documentation of successful completion of the training program. Please see an academic advisor for detailed information on validation options.

## Examination Programs

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

## CLEP (College Level Examination Program)

All credits for CLEP exams will be awarded at the lower level. Students who take a CLEP test and do not receive a passing score must wait 180 days before retaking it. For detailed information about CLEP exams, visit:  
[www.collegeboard.com/student/testing/clep/about.html](http://www.collegeboard.com/student/testing/clep/about.html)

## CLEP General Exams

General exams may be taken if no prior course work or credits earned through assessment, validation or testing have been awarded in the content area of the exam. Credit will be awarded based on the total score; credit is not allowed for sub-scores and partial credit.

## Credit Recommendations: (Computer Based Testing)

Title	Score	Credits
College Mathematics	50	4
College Composition	50	4
Humanities	50	8
Natural Sciences	50	8
Social Sciences/History	50	8

*\*Satisfies the writing requirement for degree programs. English Composition without an essay will not satisfy the writing requirement.*

## CLEP Subject Exams

The College will accept credits earned through CLEP testing for scores which represent a grade of C or better. Consult with an academic advisor prior to taking any CLEP examination to ensure that the examination selected is not duplicative of course work completed or projected, or of other tests.

The American Council on Education recommendations are used to determine eligibility for credit for subject exams. Scores vary by exam and by year. Current scores and credit recommendations are listed below:

## Credit Recommendations: (Computer Based Testing)

Title	Score	Credits
American Government	50	4
American Literature	50	8
Analyzing/Interpreting Literature	50	8
Calculus	50	4
College Algebra	50	4
French Language	50 (59)	8 (16)
German Language	50 (60)	8 (16)
Spanish Language	50 (63)	8 (16)
English Literature	50	8
Financial Accounting	50	4
General Biology	50	8
General Chemistry	50	8
Human Growth and Development	50	4
Info. Systems/Computer Applications	50	4
Introductory Business Law	50	4
Introduction to Educ. Psychology	50	4
Introductory Psychology	50	4
Introductory Sociology	50	4
Precalculus	50	4
Principles of Macroeconomics	50	4

Principles of Management	50	4	Introduction to Computing	400
Principles of Marketing	50	4	Introduction to Law Enforcement	45
Principles of Microeconomics	50	4	Introduction to the Modern Middle East	47
U.S. History I: Early Colonization to 1877	50	4	Introduction to World Religions	400
U.S. History II: 1865 to present	50	4	Lifespan Developmental Psychology	46
Western Civilization I	50	4	Management Information Systems (U)	400
Western Civilization II	50	4	Money and Banking (U)	48

\*May not be taken after matriculation at GSC.

### CLEP and ENG 500 The Writing Process

The CLEP general exam, English Composition with Essay, will satisfy the ENG 500 The Writing Process requirement if a minimum score of 50 is achieved.

English Composition (no essay) does not satisfy The Writing Process requirement and may not be taken for credit after matriculation at GSC. College Composition (8 credits), Freshman English (8 credits), or Freshman College Composition (8 credits), if passed with the minimum ACE recommended score and if taken prior to matriculation to GSC, will fulfill The Writing Process requirement.

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

### DSST Exams

The College will award 3 credits for each exam passed. No credits will be awarded for content that duplicates other credits earned. Students who take a DSST exam and do not receive a passing score must wait 180 days before retaking it. For detailed information about DSST exams, visit: [www.getcollegetcredit.com/index.html](http://www.getcollegetcredit.com/index.html)

Title	Current Minimum Score
Art of the Western World	48
Astronomy	48
Business Ethics and Society	400
Business Law II (U)	52
Business Mathematics	400
Civil War and Reconstruction (U)	47
Criminal Justice	400
Environment & Humanity	46
Ethics in America (essay required)	400
Foundations of Education	46
Fundamentals of College Algebra	400
Fundamentals of Counseling	45
General Anthropology	47
Here's to Your Health	400
History of the Vietnam War	44
Human/Cultural Geography	48
Human Resource Management	46
Introduction to Business	400

Introduction to Computing	400
Introduction to Law Enforcement	45
Introduction to the Modern Middle East	47
Introduction to World Religions	400
Lifespan Developmental Psychology	46
Management Information Systems (U)	400
Money and Banking (U)	48
Organizational Behavior	48
Personal Finance	400
Physical Geology	46
Principles of Finance (U)	400
Principles of Financial Accounting	47
Principles of Physical Science I	47
Principles of Public Speaking*	47
Principles of Statistics	400
Principles of Supervision	400
Rise and Fall of the Soviet Union (U)	45
Substance Abuse (U)	400
Technical Writing (with Technical Writing Essay)	46
Western Europe Since 1945	45

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

\*Multiple choice score plus passing grade on speech portion.

### Test Centers

CLEP and DSST tests are given regularly at Granite State College Centers. Register and pay online at <http://www.granite.edu/prospective-students> or contact the test center for additional information.

#### Test Centers and Codes

<b>Claremont</b>	603.542.3841
CLEP 7741	
DSST 8064	
<b>Concord</b>	603.513.1384
CLEP 3814	
DSST 8478	
<b>Conway</b>	603.447.3970
CLEP 8512	
DSST 8749	
<b>Rochester</b>	603.332.8335
CLEP 8520	
DSST 8369	

The fee for tests taken at the above sites is \$97 per CLEP test and \$110 per DSST test. The fee is subject to change. Register 30 days in advance of the testing date.

To request an official copy of a CLEP transcript, contact:

CLEP Transcript Request Service  
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 form available on the DSST web site: [www.getcollegetcredit.com](http://www.getcollegetcredit.com).

### Excelsior College Examinations

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

[www.securereg3.prometric.com](http://www.securereg3.prometric.com)  
or [www.pearsonvue.com/excelsior](http://www.pearsonvue.com/excelsior)

#### Center Locations

##### New Hampshire

Pearson Prometric Test Center  
Capital Plaza, 3rd Floor  
Capital Plaza  
Concord, NH 03301  
603.223.0879

##### Maine

Pearson Professional Centers  
10 Ridgewood Drive, Suite 2  
Bangor, ME 04401  
207.262.4398

Pearson Professional Centers  
201 Main Street, Suite 4a  
Westbrook, ME 04092  
207.854.4853

##### Massachusetts

There are five locations in Massachusetts; for more information visit: [www.pearsonvue.com/excelsior](http://www.pearsonvue.com/excelsior)

##### Vermont

Pearson Professional Centers  
30 Kimball Avenue, Suite 202  
South Burlington, VT 05403  
802.657.3535

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

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

### Credit Recommendations

Title	Credits
Abnormal Psychology (U)	3
Adult Nursing (U)	8
American Dream (U)	6
Anatomy and Physiology	6



Bioethics: Philosophical Issues (U)	3
Community-Focused Nursing (U)	4
Cultural Diversity (U)	3
Earth Science	3
English Composition	6
Essentials of Nursing Care: Chronicity	3
Essentials of Nursing Care: Health Differences	3
Essentials of Nursing Care: Health Safety	3
Essentials of Nursing Care: Reproductive Health	3
Ethics: Theory and Practice (U)	3
Foundations of Gerontology (U)	3
Fundamentals of Nursing	8
Health Differences Across The Life Span 1	3
Health Differences Across The Life Span 2	3
Health Differences Across The Life Span 3	3
Human Resource Management (U)	3
Introduction to Music	3
Introduction to Philosophy	3
Juvenile Delinquency (U)	3
Labor Relations (U)	3
Life Span Developmental Psychology	3
Literacy Instruction in the Elementary School (U)	6
Management in Nursing (U)	4
Maternal and Child Nursing (associate)	6
Maternal & Child Nursing (baccalaureate) (U)	8
Maternity Nursing	3
Microbiology	3
Organizational Behavior (U)	3
Pathophysiology (U)	3
Psychiatric/Mental Health Nursing (U)	8
Psychology of Adulthood & Aging (U)	3
Research Methods in Psychology (U)	3
Research in Nursing (U)	3
Social Psychology (U)	3
Transition to the Registered Professional Nurse Role (associate)	3
World Conflicts Since 1900 (U)	3
World Population (U)	3

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

**Note:** Credits awarded for nursing subjects will be used as elective credit, unless approved in an Individualized Studies program.

### Credit for CMPL 511 Software Tools

To demonstrate equivalent learning for the course CMPL 511 Software Tools, consult an advisor about options for waiver or credit.

### Individual Training: Validation

Validation of learning gained through training or professional development activities with formal evaluation or no formal evaluation is an option if a student has

1. participated in noncredit educational experiences conducted by post-secondary institutions or

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

A training experience must include at least 40 hours of effort. Documentation of college-equivalent competencies gained through individual training will be required. Please consult with an advisor for details.

### Portfolio Assessment

Credits can be earned for learning derived from work and life experience based on documentation of demonstrated college-level knowledge and skills. Portfolio assessment is available only to degree candidates. Successful completion of a portfolio development course and the assessment process are required.

Credits earned from the assessment of prior experiential learning do not fulfill any of the residency credits required by the College. Material must be non-duplicative of successful course work or testing already completed. CRIT 500 Critical Thinking and ENG 500 The Writing Process and three additional college courses (not necessarily taken at Granite State College) are required before enrolling in the portfolio development course. Assessment is a two-step process:

**Step one:** With advisor and instructor permission enroll in the 4-credit portfolio development course, SDLR 551 Assessment of Prior Learning. During the course, identify goals and document prior experiential learning.

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

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

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

1. has been assessed through a process which the College considers comparable to the GSC assessment process and
2. demonstrates college-level learning. Learning must fall within the College's outcome statements or be appropriate to the learner's concentration or major.

Elective credit will also be allowed if the learning fits within our guidelines for the evaluation of experiential learning. Documentation from the other institution will be reviewed to determine the credit award.

## Financial Aid

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

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## Federal Aid

Federal aid is awarded by the Office of Financial Aid after completion of the FAFSA, Financial Aid Institutional Application, and any additional documents as needed. Federal regulations and institutional policies may affect eligibility for these funds. There are specific procedures to follow when applying for Federal Financial Aid. Consult page 49 for detailed information on how to apply and maintain eligibility.

## Grants

### Pell Grants

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

### Supplemental Educational Opportunity Grants (SEOG)

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

### Academic Competitiveness Grant (ACG)

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

## National SMART Grants

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

## Subsidized Stafford Loan

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

## Unsubsidized Stafford Loan

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

## Federal Work Study

Work-study positions provide hourly employment for students with financial need, as determined by filing the FAFSA. Students with work-study eligibility may view work-study positions at: [www.granite.edu/financialaid](http://www.granite.edu/financialaid)

Contact a financial aid advisor about this opportunity.

## State Grants

State grants are available from the States of New Hampshire, Vermont, Maine, Massachusetts, Rhode Island, and New York for GSC students. Information from the FAFSA is sent to each state and the

determination is made based on their individual criteria. The deadline is May 1st each year to have the FAFSA filed. Students are notified directly by their individual State agency of eligibility.

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## Institutional Aid

### Senior Citizen Opportunities

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

*Two options are available:*

1. The College has a limited number of senior tuition waivers for those enrolling for credit. Payment of the registration fee and any lab or material fee is required. An individual may be granted no more than one waiver per term, not to exceed four per year. Senior tuition waiver requests are available at: [www.granite.edu/financialaid](http://www.granite.edu/financialaid)
2. A Senior Audit Plan allows for an audit (no credit awarded) with payment of the registration fee and any lab or materials fee. At the time of registration, indicate "SA" on the upper right-hand corner of the registration form.

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## Other Sources of Aid

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

- Local banks regarding special trusts providing education assistance to learners.
- Local Social Security, Veterans Administration, NH Job Training Council, and Vocational Rehabilitation Offices.
- Local community and civic groups.
- Employer tuition reimbursement or grants.
- Online scholarship searches can be conducted at [www.fastweb.org](http://www.fastweb.org) and [www.finaid.org](http://www.finaid.org)

### The ALA Scholarship Fund

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

- Candidates must be admitted degree learners but must not have been awarded a baccalaureate degree.
- Candidates must have completed a minimum of 24 credits at Granite State College.
- Candidates must have completed a minimum of four terms at the college.
- Candidates must have a minimum grade point average of 3.5.

Interested applicants may obtain a scholarship application at their local Center, on the GSC website, or by contacting the Alumni Relations Office at 603.513.1313. Current students should consult with their advisor for more detailed information.

### Osher Reentry Endowment Scholarship

Osher Reentry Endowment Scholarships, funded by an endowment from the Bernard Osher Foundations, are designed to provide tuition assistance to eligible “reentry” Granite State College students who are pursuing their first bachelor’s degree. Osher Reentry Scholars are selected from applicants who are non-traditional students, having a gap in their education of five years or more. For more information visit: [www.granite.edu/financialaid](http://www.granite.edu/financialaid)

### Online Scholarship Search

Online scholarship search engines can be utilized to assist students in finding scholarships that reduce their educational costs. Search engines such as Fastweb, CollegeBoard, Fastaid, and Petersons allow students to tailor their personal profiles to maximize their scholarship efforts. There are no fees for these services. For links to each of these programs please visit: [www.granite.edu/financialaid](http://www.granite.edu/financialaid)

### Child Development Bureau 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 is offered by the Child Development Bureau, Division of Child, Youth and Families, Department of Health and Human Services. Applications are available by calling Learner Services at the Administrative Offices in Concord, at local Centers, or online at: [www.granite.edu/financialaid](http://www.granite.edu/financialaid)

### NH Charitable Foundation

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

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

Applications are available directly from the Foundation. For more information, contact:

NH Charitable Foundation  
37 Pleasant Street  
Concord, NH 03301  
800.464.6641  
[www.nhcf.org](http://www.nhcf.org)

**The Adult Student Aid Program:** This program is designed specifically to help adults who are returning to school to upgrade skills for employment or career advancement. Scholarships in the form of grants, interest-free loans, and grant/loan combinations are available through this program. There are three deadline dates for applications: December 15, May 15, and August 15.

**Statewide Student Aid Program:** This program is a designed for traditional students enrolled in a four year baccalaureate program. Scholarships in the form of grants are available in this program. Students may apply on line until April 14 for consideration.

### Monthly Payment Option

Granite State College offers a monthly payment plan option at a nominal cost. This interest-free plan allows payments in monthly installments for a single term or multiple terms within the same academic year. The plan is administered for the College by Tuition Management System (TMS). For further information, contact TMS at 800.356.8329.

### Veterans’ Benefits

Active duty military personnel are eligible for tuition assistance. For details concerning eligibility, contact the appropriate military education office or educational representative.

All of GSC degree programs are approved for veterans’ benefits. Veterans are encouraged

to take advantage of the benefits provided by the G.I. Bill or Post G.I. Bill. In order to use these benefits, students must be enrolled in an approved program.

Contact the VA in Manchester: 800.827.1000 or the Granite State College veterans coordinator at UNH-Durham: 603.862.1595 concerning eligibility and payment.

### National Guard Tuition Waiver Program

The tuition waiver program is available to students serving in the New Hampshire Air and Army National Guard. Please contact a National Guard Officer, the Student Accounts Office or a Granite State College Center for details. Visit the Student Accounts Guide at [www.granite.edu](http://www.granite.edu) to view the guidelines for this program.

### Private Loan Options

Private loans supplement the federal loan programs and are subject to credit analysis. These loan programs do not require filing the FAFSA. The Office of Financial Aid strongly encourages every student to utilize federal eligibility before exploring alternative funding.

## Federal Financial Aid Application Process

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

### How To Apply

The first two steps in the financial aid application process are:

1. Apply for a unique Personal Identifier Number (PIN) online at: [www.pin.ed.gov](http://www.pin.ed.gov)
2. Complete the Free Application for Federal Student Aid (FAFSA) online at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Financial aid will be determined when all of the following have been received by the Office of Financial Aid:

1. Financial Aid Institutional Application
2. Electronic Student Aid Report (directly from the federal processor)
3. Verification of admission to a Granite State College degree or eligible teacher preparation post-baccalaureate program
4. Submission of prior tax returns and/or verification documents if requested by the Office of Financial Aid

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

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

### Academic Requirements for Receipt of Financial Aid

In order to receive federal financial aid, students must be enrolled at least half-time. Half-time status for GSC learners is four credits in one term; full-time is eight credits during the Fall, Winter or Spring terms.

Check with the Office of Financial Aid and an advisor if intending to take courses through any other institution. A Cross-Registration form must be completed and approved BEFORE registering at any other institution. Contact an advisor to begin the Cross-Registration process.

### Financial Need

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

### Posting of Loans

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

### Returns for Withdrawals

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

### Duration and Renewal of Aid

Renewal of financial aid is not automatic. Aid is awarded annually, and must be reapplied for each year.

Applications are accepted on a rolling basis. Once financial aid applications are complete, and all documents are received, aid is awarded. Processing time is usually 2-4 weeks. See the financial aid calendar for deadlines and schedule.

### Financial Aid Calendar 2010-2011

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

### Summer Term

*July 10 - September 3, 2010*

**July 16, 2010**—Last day to drop a class for full tuition refund

**July 19, 2010**—Credits verified and aid released to student accounts

**August 3, 2010**—Checks drawn and mailed for credit balances

### Fall Term

*September 11 - December 10, 2010*

**September 24, 2010**—Last day to drop a class for full tuition refund

**September 27, 2010**—Credits verified and aid released to student accounts

**October 12, 2010**—Checks drawn and mailed for credit balances

### Winter Term

*January 8 - April 2, 2011*

**January 21, 2011**—Last day to drop a class for full tuition refund

**January 24, 2011**—Credits verified and aid released to student accounts

**February 8, 2011**—Checks drawn and mailed for credit balances

### Spring Term

*April 9 - June 30, 2011*

**April 22, 2011**—Last day to drop a class for full tuition refund

**April 25, 2011**—Credits verified and aid released to student accounts

**May 10, 2011**—Checks drawn and mailed for credit balances

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

### Satisfactory Academic Progress (SAP) Standards of Satisfactory Academic Progress for Eligibility to Receive Federal Financial Aid

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

Satisfactory academic progress is measured in three ways:

- Students must progress qualitatively by earning the required number of grade points.

- Students must progress quantitatively by completing the required minimum number of credits each year.
- Students must complete their program of study within a reasonable time period.

### 1. Qualitative Measure

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

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

### 2. Quantitative Measure

Students must successfully complete two-thirds or more of all credits attempted, calculated at the end of the spring term for each academic year. The number of credits attempted shall include credits attempted while in a degree granting program at Granite State College and with an approved cross-registration agreement.

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

Students failing to meet this quantitative measure of academic progress will be placed on financial aid probation. A student may be placed on financial aid probation for up

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

### 3. Maximum Credit Hours

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

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

### Probationary Status

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

### Suspension

Students who do not achieve the qualitative or quantitative requirements during the probationary period will be placed on financial aid suspension. While on suspension a student is not eligible for most financial aid programs (the exceptions include private loan programs that do not have SAP requirements). Students may attend Granite State College at their own expense until they meet the qualitative and/or

quantitative requirements at the annual review; at which point the student may regain their financial aid eligibility. If a student fails to meet the requirements due to unusual circumstances, s/he has the right to appeal the suspension status.

### SAP Appeal Process

A student whose eligibility is suspended may request an appeal if he or she feels that extenuating circumstances exist that affected his or her ability to achieve the minimum SAP standards for completion rate and/or GPA. A student cannot appeal a financial aid suspension if he/she has obtained the maximum timeframe for degree completion. Follow the following procedure to file a financial aid appeal:

1. Meet with an advisor to discuss the legitimacy of an appeal and to create a specific academic plan intended to accomplish significant progress toward achieving the minimum SAP standards.
2. Write a letter to the Director of Financial Aid explaining the extenuating circumstances that affected meeting SAP standards and attach supporting documentation. Provide a description of the change in circumstances that will lead to achieving minimum SAP standards.
3. Request that the advisor forward a recommendation to the Director of Financial Aid.

All SAP appeals will be reviewed by the Director of Financial Aid, the Registrar, and the Dean of Learner Services (or their designees) who will determine a student's eligibility or ineligibility for continued federal assistance. Any incomplete appeals will not be reviewed. The student and the advisor will be informed in writing of the decision.

# Registration, Tuition and Fees

## Registration

### Academic Year

The Academic Calendar including registration periods appears on the last page of this catalog and at [www.granite.edu](http://www.granite.edu). Please contact a Regional Center or visit the web for a copy of the current term course schedule.

At Granite State College the academic year consists of four terms:

Fall	September-December
Winter	January-March
Spring	April-June
Summer	July-September

### Advising

An academic advisor is an excellent resource for students selecting courses each term. Advisors are assigned to each degree candidate and are also available to assist other learners with registration decisions. Contact an advisor to discuss enrollment in courses that best support general education and major requirements as well as specific learning goals.

### Placement

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

### Degree Candidates

Learners 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.

### High School Seniors

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

advisor to receive endorsement prior to enrolling in the course.

### Enrollment Status

Full-time status is enrollment in at least eight credits in a twelve-week term. Half-time status is enrollment in four credits in a term. Full-time/half-time status will differ at other USNH institutions.

*The College reserves the right to deny enrollment in any course for which the prospective student lacks the necessary background or pre-requisites.*

### Registration

1. For each course, check prerequisites and make sure all have been completed. Please note that some courses require a pre-registration skills assessment.
2. Register online via WebROCK at MyGranite <http://blackboard.granite.edu>  
or  
Complete the registration form and fax, mail, phone, or drop it off at a local Center.
3. Students are officially registered when all tuition and fees are either paid in full, or when financial clearance has been received. This process must occur before the start of the term to avoid being dropped from courses. Once financially cleared, students will be contacted only if the course for which they have registered is cancelled.
4. Students are responsible for purchasing textbooks and materials. Textbooks are 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 at GSC are required to provide their social security number with their first registration. The SSN is required by federal law and federal financial aid, and will be used to report 1098-T data for education tax credits under the Taxpayer Relief Act of 1997. Student SSNs will be shared only where legally required and will

be accessible only by authorized personnel. GSC protects confidential information by complying with the Family Education Rights and Privacy Act of 1974.

A unique GSC student identifier number will be generated for all students. Use this generated number for all College transactions, including subsequent registrations, account payments, and initial logging on to the College website portal.

### Financial Clearance

Payment for all classes must be made or financial clearance confirmed by the posted due date for each term. Due dates are published in the course schedule and on the MyGranite portal. Financial clearance is confirmed when any of the following conditions are met:

1. Payment for all tuition, fees, and charges is made in full, or
2. A payment arrangement is approved by the Student Accounts Office for all remaining charges (ex. third party payments, VA, Voc Rehab, pending scholarships, etc.) or

### *For admitted degree candidates using financial aid:*

3. Financial Aid is awarded and covers all charges, or
4. Financial Aid is awarded; however the award does not cover all charges and a payment arrangement with the Student Accounts Office is approved, or
5. Financial Aid applications (SAR, institutional application) and all required documents are received by the Office of Financial Aid and provisional clearance is approved.

**Note:** *New degree candidates, or individuals applying for a subsequent degree, must have all admission and financial aid documentation in by the published due date for the term. To register and apply for admission and financial aid during the last week of the registration period, another form of payment must be secured at the time of registration. Students may receive reimbursement after admission and financial aid award is determined and funds are disbursed to account.*

If financial clearance has not been confirmed by the posted due date for the term, students may be dropped from some or all of their courses. Students may re-register once the

conditions for financial clearance have been met. A \$25 re-registration fee will be assessed.

### Change of Registration

Students may add or drop courses online during the online registration period. The length of online registration is subject to change, so please consult the course schedule for the term. Students may also add or drop a course during the add/drop period by contacting a Regional Center or by completing the Course Add/Drop Form located at [www.granite.edu/current-students/registration-and-records](http://www.granite.edu/current-students/registration-and-records). See below for further information on Adding Courses or Dropping Courses.

After the add/drop period for course(s), students may withdraw from a course(s) by completing and signing the Course Withdrawal Form. See Withdrawing from Courses section below for further information.

### 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 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 administrators from relevant departments, rules on change in enrollment status petitions, and the student is notified of the decision by letter.

If a learner thinks that reconsideration of the decision is warranted due to the availability of additional information, or the need to further clarify information previously presented, he or she may appeal the decision within 30 days of receipt of the letter indicating the decision, through the 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 in all Centers.)
2. The Appeal Form should include a brief statement as to why the decision should be reconsidered as well as additional supporting evidence or clarification of the original request.

3. Upon receipt, the appeal will be forwarded to the Academic Appeal Committee for review. The committee will consist of two other members of the Office of Academic Affairs staff and the Dean of Academic Affairs. Every effort will be made to handle the appeal within 10 working days.
4. The decision by the Academic Appeal Committee is final, and the learner will be notified immediately in writing.

### Adding Courses

Students may add a twelve-week course up to the end of the second week of the term (see the course schedule) by calling or e-mailing a Regional Center or completing a Course Add/Drop Form at [www.granite.edu/current-students/registration-and-records](http://www.granite.edu/current-students/registration-and-records) and faxing it to a Regional Center or the Registrar's Office at 603.513.1386. Courses that do not follow a twelve-week schedule, may be added during specified add/drop periods, as published in the term course schedule. To add a course after the class start date, the instructor's permission will be required.

### Dropping Courses

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

To drop a course after the start of the term call or e-mail a Regional Center or complete a Course Add/Drop Form at [www.granite.edu/current-students/registration-and-records](http://www.granite.edu/current-students/registration-and-records) and fax it to a Regional Center or to the Registrar's Office at 603.513.1386. 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 noted in the course schedule. Learners who remain registered after the drop period are financially responsible for all tuition and fees.

Officially dropped courses are not recorded on transcripts. Failure to officially drop will result in an AF grade (administrative failure), which is maintained on the official student record and included in the grade point average

(GPA). An AF may also result in an unpaid balance due to Granite State College if federal financial aid has been received.

### Withdrawing from Courses

A withdrawal is a change in registration after the official add/drop deadline. A 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 GSC Academic Calendar on page 80. To withdraw from a course that does not follow a twelve-week schedule, please consult an advisor or the course schedule.

To withdraw from a course, submit a completed Course Withdrawal Form located at [www.granite.edu/current-students/registration-and-records](http://www.granite.edu/current-students/registration-and-records) before the last published day to withdraw. Withdrawal from course(s) is official once a signed form has been received by the Regional Center or the Registrar's Office. Fax the form to the Registrar's Office at 603.513.1386 or scan and email it to [registrars.office@granite.edu](mailto:registrars.office@granite.edu). The date of official withdrawal is the day that the completed form is received by Granite State College.

There is NO refund of tuition or fees for withdrawals (financial aid recipients, please refer to the Tuition Refund Policies on page 56). Please check with an advisor and the Financial Aid Office before withdrawing if receiving financial aid, (grants and/or loans). Depending on the aid received, students may be responsible for repaying some or all of the aid to the College if they withdraw. If federal financial aid has been received, it will be returned to the lender in accordance with the U.S. Department of Education regulations in effect at the time of the withdrawal. The return of aid may create an unpaid balance due to Granite State College.

Failure to officially withdraw will result in an AF grade, 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.

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

**Note:** Learners who drop or withdraw from a course are required to return all college property.

### 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 in registration over auditors. Change from an audit status to a credit-bearing status or vice versa by submitting an updated registration form *before* the final day of the add/drop period for the course.

It is not expected when auditing a course that a learner 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 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.

To register, please contact a Regional Center. AUDIT must be marked in the upper left-hand corner of the registration form. Online registration is not available for audits.

### Independent Learning Contracts

Contracts are normally four credit learning experiences and are completed within a twelve-week term. Independent learning contracts must be appropriate to a student's program of study. Resources for contract learning including forms and registration deadlines can be found at:

[http://bbresources.granite.edu/AA\\_Resource\\_Ctr/ILC](http://bbresources.granite.edu/AA_Resource_Ctr/ILC)

#### *The following policies apply:*

1. Contact an advisor to initiate the process.
2. Contract faculty mentors must be approved to teach at Granite State College through the standard Academic Affairs review process for faculty.
3. Regular catalog course contracts are requested by an advisor and submitted through the regional Faculty Coordinator. Unique and Integrative course contracts are requested by an advisor to the Assistant Dean of Individualized Studies. Approval of any contract and financial clearance must be obtained before the contract begins.

4. Arrangements for payment must be made at or before the time of contract registration.
5. Contracts that are replacing regularly offered courses should be mentored by faculty who normally teach those courses.
6. A maximum of three contracts may be completed with any one faculty mentor.
7. Any contract involving research with human participants must be submitted with a complete request for review by the Institutional Review Board.  
*(Materials regarding the procedures for human participant research are available on the MyGranite portal at <http://blackboard/granite.edu> and from Academic Affairs.)*
8. Withdrawals and incompletes are subject to the same policies as regular courses.
9. Consult the current course schedule for contract request and registration deadlines.
10. For graduating learners, contracts must be completed no later than the last day of the final term.

### Enrollment Verification

Granite State College sends enrollment data for each term to the National Student Clearinghouse soon after the standard drop date. Once the data has been processed by the Clearinghouse students may obtain instantaneous enrollment verifications by logging on to WebROCK via the MyGranite portal at <http://blackboard.granite.edu> 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 when their next payment is due.

### Overload Policy

The maximum credit load for a single term is 16 credits. If a learner wishes to enroll for more than 16 credits, s/he must request permission from the Dean of Academic Affairs.

### Pass/Fail

This option is intended to provide degree candidates with an opportunity to examine areas of study which they might, because of

grade pressure or unfamiliarity with the subject, otherwise avoid.

With the approval of an academic advisor, degree candidates may use the Pass/Fail option at the time of registration. A maximum of 4 elective credits may be earned through Pass/Fail per term, not to exceed 8 elective credits within the degree program. When registering, obtain the advisor's signature on the registration form that authorizes the Pass/Fail registration status.

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

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

### Senior Citizens

New Hampshire residents 65 years and older are encouraged to participate in GSC courses and the College provides tuition remission on a space available basis. Space available means that a seat is available without excluding paying students. Registration takes place at Regional Centers. Two options are available:

1. The College has a limited number of Senior Tuition Waivers for those enrolling for credit. The Office of Financial Aid must approve all senior tuition waivers before registration. Any individual may be granted no more than one waiver per term, not to exceed four per year. Payment of the registration fee and any other fee or charge is required. Official verification of age is required. Senior Tuition Waiver requests are available online at [www.granite.edu/prospective-students/financial-aid](http://www.granite.edu/prospective-students/financial-aid).
2. A Senior Audit plan allows for an audit (no credit awarded) with a payment of a registration fee and any other fee or



charge, if applicable. At the time of registration indicate "SA" in the upper right-hand corner of the registration form. Official verification of age is required. Registration for auditing a class cannot be completed online.

## University System of New Hampshire Policies

### Suspension from any University System of New Hampshire Institution

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

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

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

### Cross Registration

Granite State College degree candidates who wish to take courses at other USNH institutions and the CCSNH should verify course selection with their advisors prior to registering. Complete a Cross Registration form available from any advisor. 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, request that an official transcript be sent to the Granite State College Registrar's Office.

### New Hampshire Residency Domicile

A student shall be classified as in-state or out-of-state for tuition purposes at the time of his/her first admission or registration to Granite State College. The decision shall be made by the individual processing the application or registration based upon information furnished by the student. If a student's domicile changes while enrolled, s/he must contact the Dean of Learner Services to discuss a change of status.

## Tuition and Fees

Mandatory tuition and fee charges are subject to final approval by the University System of New Hampshire Board of Trustees. Course charges, fees, and regulations are subject to change without advance notice. Tuition and fees are effective for Fall 2010 term charges unless otherwise noted. **Visit [www.granite.edu/prospective-students](http://www.granite.edu/prospective-students) for current tuition rates:**

### Undergraduate

#### Per Credit

Resident	\$260
Non-resident	\$275

### Post-Baccalaureate Teacher Certification Program

#### Per Credit

Resident	\$260
Non-resident	\$275

#### Non-Credit

Variable

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

### Fees

#### Academic Services Fee

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

#### Application

Associate in Arts	\$45
Associate in Science	\$45
Bachelor of Arts Individualized Studies*	\$145
Bachelor of Science	\$45
Bachelor of Science Individualized Studies*	\$145
Post-Baccalaureate Teacher Certification	\$45

Application fees cover the cost of record keeping and admissions processing and are non-refundable.

\* Customized majors

### Graduation

\$100

This fee covers the costs of degree audits, degree certification and diploma printing, and helps defray the costs of the annual commencement ceremony. Graduation fees, if received within one month after the deadline, are subject to an additional \$25 late fee. Students who file after the one month period will be scheduled for the next conferral date. See page 67.

### Materials

Variable

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

### Observation Fee

\$150

Post-Baccalaureate program only.

### Overdue Accounts

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

### CMPL 511 Software Tools Portfolio

\$275

### Returned Checks

Personal checks returned by the bank. \$25

### Registration Per Term

\$25

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

### Re-registration Fee

\$25

### Testing

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

CLEP per test	\$95
DSST per test	\$100

### Validation

\$275

Flat fee for review of professional training programs (e.g., corporate, organizational, governmental, medical, educational) or of individual training experiences.

## Refunds

### Tuition Refund Policies

The following student refund policies are in effect for the 2010-2011 academic year for all students. These policies supersede all other refund policies previously in effect. The refund policies incorporate the Higher Education Amendments of 1992 of the Higher Education Act of 1965 and the revisions to the Student Assistance General Provisions (34 CFR, Part 668) issued by the U.S. Department of Education for Title IV financial aid recipients.

### Tuition Refunds

Students are eligible for a refund of tuition for courses dropped during the Add/Drop period for the term. All course fees are non-refundable. For courses that do not follow the twelve-week schedule, specific drop dates are noted in the course schedule.

After the Add/Drop deadline there will be no refund of tuition.

For specific information on dropping courses please refer to page 53.

### Tuition Refund Policies for Students Receiving Financial Aid

If a learner receives federal Title IV aid and withdraws during the refund period, the refund for the federal funds will be calculated based on the federally mandated withdrawal policy. The federal refund calculation applies only to those learners who withdraw outright for a term and not to those learners who withdraw from individual courses. Learners must return college property and conform to all withdrawal requirements as stated in the 2010-2011 Catalog or the most current course schedule publication.

***Note:** Please check with the Office of Financial Aid before withdrawing if receiving financial aid, (grants and/or loans). If federal financial aid has been received, it will be returned to the lender in accordance with the U.S. Department of Education regulations in effect at the time of the withdrawal. The return of aid may create an unpaid balance due to Granite State College. Students will be responsible for any resulting account balance. Complete refund schedules for learners receiving financial aid are detailed in the booklet, Rights and Responsibilities Guide, or visit [www.granite.edu/current-students/policies-and-procedures/](http://www.granite.edu/current-students/policies-and-procedures/). Please request a copy from any Regional Center.*

Questions on these policies may be directed to the College's Office of Financial Aid at 603.513.1392 or 888.228.3000, ext. 711 or the Student Accounts Office at 603.513.1302 or 888.228.3000, ext. 302.

## Student Accounts

The Student Accounts Office is responsible for coordinating the student account process.

The Student Accounts Office's core mission is to serve the Granite State 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 or refunds, and assists students in understanding and managing their accounts. 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. Contact the Student Accounts Office immediately with questions or concerns about a student account, or if there have been changes in any payment arrangements.*

### Statements of Financial Responsibility

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

### Bill Payment

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

### Payment Options

**Payments Online:** Students with a WebROCK account may make electronic check and credit card payments online:

1. Go to [www.granite.edu](http://www.granite.edu)
2. Login to "MyGranite"
3. Select the WebROCK tab
4. Select "Student Accounts"
5. Select "Make an On-line payment"

**Payments by Phone:** Students may make credit card payments by phone at 888.228.3000, ext. 330.

**Payments by Mail:** Mail a check or credit payment to:

Student Accounts  
Granite State College  
8 Old Suncook Road  
Concord, NH 03301

**Consequences for Non-Payments:** If a bill is unpaid by the due date, students may be dropped from courses, charged a late fee, or have a hold put on the account that prevents registration or obtaining transcripts. The account may also be assigned to an outside collection agency.

For more information e-mail [student.accounts@granite.edu](mailto:student.accounts@granite.edu) or visit online at: [www.granite.edu/current-students/student-services/student-accounts/](http://www.granite.edu/current-students/student-services/student-accounts/)

### Taxpayer Relief Act of 1997

The College is required to file form 1098-T with the 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.

## Advising

### *Academic Advisors:*

- offer initial advising about educational goals.
- provide information needed to plan an academic program.
- provide information about all the educational opportunities available through the College.
- help develop a prior learning plan to apply credits toward the degree.
- assist in accessing services of the College including Financial Aid and Academic Resources.
- guide students through the career planning process.

Granite State College academic advising professionals help students plan their educational path and access the information needed to make a number of important decisions. The academic advisor is the person to go to with questions concerning a degree program, career planning, upcoming courses, financial aid, academic difficulties, and any other issues that develop while enrolled at the College.

An academic advisor is the most important source of information about all aspects of the student's academic career. Consult an advisor when selecting courses and modifying or expanding a program of study. An advisor can assist in finding additional resources available at Granite State College.

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

### **Ethical Standards**

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

1. Seek the best possible education for the student.
2. Treat students equitably.
3. Enhance the student's ability to make decisions.

4. Advocate for the student with other offices.
5. Tell the student the truth about college policies and procedures, and tell others (e.g. staff, faculty, and administrators) the truth as well, but respect the confidentiality of the interactions with the student.
6. Support the college's educational philosophy and its policies
7. Maintain the credibility of the advising process.
8. Accord colleagues appropriate courtesy and respect.

### **Orientations**

Centers provide orientation sessions for learners, in addition to the individualized information received from advisors. Included is information on purchasing books, faculty and courses, homework and assignments, accessing library resources, and strategies for success.

Orientations are also available for electronic resources including the MyGranite portal and WebROCK. Look for announcements of these orientation sessions through the MyGranite portal at <http://blackboard/granite.edu>, on the GSC website, and in the term course schedules.

### **Introduction to College Learning (SDLR 500)**

Granite State College offers a two credit course, SDLR 500 Introduction to College Learning: Strategies for Success, in face-to-face classes and online. Contact an advisor or Academic Resource and Information Coordinator (ARIC) for more information about this course. Consult the term course schedules, and the two-year listing of courses available on our website at: [www.granite.edu/academics/catalog-and-course-schedule](http://www.granite.edu/academics/catalog-and-course-schedule).

### **Placement Options/Skills Assessment**

The academic success of learners is a priority at Granite State College. In order to ensure current skills in basic academic subject areas, decisions about course selection at the outset of the academic program will be based on an assessment of student skill level in reading, writing, and mathematics. Determination of placement will include review of past academic performance, writing ability, and if appropriate, skills assessment.

Granite State College offers options for meeting placement requirements, including the 4-credit course IDIS 500 College Seminar. Skills assessment must be completed prior to the second term of enrollment after degree application. Skills assessments are tools for the student and advisor to use in planning an academic program.

Students may also choose to take Accuplacer™, a computer-based product with assessments in sentence structure, reading comprehension, arithmetic and algebra. Each takes approximately 30 minutes to complete. There is no charge for Accuplacer™.

Review skills being assessed before taking Accuplacer™. The following websites provide various ways to refresh and polish skills.

### **Writing:**

<http://owl.english.purdue.edu/handouts/grammar/index.html>

<http://grammar.ccc.commnet.edu/grammar/>  
[www.sandhills.edu/english/writingguides.html](http://www.sandhills.edu/english/writingguides.html)

### **Mathematics:**

[www.mathwizz.com](http://www.mathwizz.com)  
[www.mathpower.com](http://www.mathpower.com)  
[www.mccc.edu/~kelld/page200.html](http://www.mccc.edu/~kelld/page200.html)  
[www.mymathstest.com](http://www.mymathstest.com)  
[www.math.com](http://www.math.com)  
[www.mathforum.com/dr.math](http://www.mathforum.com/dr.math)  
[www.purplemath.com](http://www.purplemath.com)

### **Writing and Mathematics:**

[www.onlinecollegeprep.com](http://www.onlinecollegeprep.com)

Based on the results of the skills assessment, students may need to brush up on basic math or writing principles. Centers have an array of services available, ranging from computer-assisted tutorials, workshops and private tutoring to developmental courses in reading, writing, arithmetic, and elementary algebra. Centers regularly schedule skills assessment sessions. Contact a Center for more information.

Another option for learners is the use of A<sup>+</sup>dvancer™, an online, web-based tutorial. Geared for concentrated review and mastery of the skills needed for Accuplacer™ assessments, A<sup>+</sup>dvancer™ provides individualized, self-paced instruction that is targeted to each student's learning needs.

## Academic Support

### *Academic Resource and Information Coordinators (ARIC's)*

Each Region's Academic Resource and Information Coordinators provide individualized assistance in writing, research, study skills, and test taking. They schedule workshops and assist in helping learners prepare for Accuplacer™ placement assessments. For current contact information, visit [www.granite.edu/current-students](http://www.granite.edu/current-students).

An array of academic support is available at GSC Centers. The College's Academic Resource Centers have computers, books, and study sheets, computer tutorials, and other support materials.

Online, visit the College's Academic Tool Kit 24/7 resources on the web at MyGranite at <http://blackboard/granite.edu>.

### Disabilities

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. Conditions such as physical limitation, illness, or learning disability do not prevent an individual from being a productive learner. The College, however, does not have supplementary services or programs for special audiences.

Services are provided to individuals with disabilities in order to:

- help overcome obstacles
- provide opportunities for academic success
- increase self reliance
- encourage independence
- create self-advocacy
- foster/encourage self-esteem
- encourage participation in educational opportunities

If a student needs assistance, it is important that s/he makes contact early to ensure that requests can be reviewed prior to the start of each term. To apply for accommodations, contact an academic advisor or the Dean of Learner Services in the Administrative Offices in Concord.

### Accommodations for Disabilities:

1. Decide if support is needed – Talk with an advisor to determine if work at the College may require requesting support services.

2. Apply for services – In anticipation of requesting any accommodation, complete and submit an Application for Support Services.
3. Request documentation – Documentation of the disability will be required. Complete a "Release of Medical Information" form and send it to a medical and/or testing provider along with "Guidelines for Documenting Disability." All necessary forms are available on the web at: [www.granite.edu/prospective-students/how-to-get-started/](http://www.granite.edu/prospective-students/how-to-get-started/). Evaluations and testing must be current (within the past three years). High school IEP's or testing results are not accepted for documentation at the college level.
4. Review of documentation – Complete an "Authorization to Review Documentation" form and send it to the Dean of Learner Services. All materials will be reviewed and summary materials will be prepared which suggest accommodations. These will be sent to the learner for endorsement.
5. Plan ahead – Determine an academic plan with an advisor. Four to six weeks prior to each term, begin the process of reviewing the outcomes of the course(s) to be taken. Decide whether to request specific accommodations.
6. Meet with faculty - A student may meet with the faculty member before the class begins. Contact the faculty member and work together to identify reasonable accommodations and resources based on those approved by the College. There is an agreement form that will be used to identify and agree upon accommodations. This form will be mailed from the Learner Services Office once the documentation regarding a disability has been reviewed.

### Library Services

The Library serves the Granite State College community by providing clear paths to information resources that support, enrich, and enhance the students' educational experience. Services of the Library integrate information literacy skills into the teaching and learning at Granite State College by:

- providing accessible, relevant, and up-to-date electronic resources.
- crafting a web-based library environment that reflects the information needs of faculty and students.

- providing information literacy modules face-to-face and online.
- assessing the effectiveness of its resources and services regularly, making changes based on results.

Granite State College acknowledges the importance of library resources and services to its mission of providing innovative programs in higher education. Information literacy is integrated formally and informally into teaching and learning at the College.

Information literacy guides and an interactive tutorial are available through the MyGranite portal, the gateway to information and services for Granite State College students. Information literacy competencies are also delivered in the online course environment and in the classroom.

The Granite State College community has an online library that provides access to the full-text of scholarly journals and thousands of other periodicals that support all programs of study. The Virtual Library offers a variety of useful links at [www.granite.edu/current-students/virtual-library/](http://www.granite.edu/current-students/virtual-library/). The library can be accessed 24/7, a necessity for busy students and faculty.

The College is a member of the New Hampshire College and University Council (NHCUC), an organization composed of thirteen colleges, universities, and community colleges. One of the benefits of membership in the consortium is that students and faculty of any member institution may borrow books and materials of all but one (Dartmouth) of the member institutions. Search the online catalogs of all the NHCUC libraries by going to the Virtual Library web page.

### *NHCUC Libraries*

Colby-Sawyer College, *New London, NH*  
 Daniel Webster College, *Nashua, NH*  
 Dartmouth College, *Hanover, NH*  
 Franklin Pierce College, *Rindge, NH*  
 Keene State College, *Keene, NH*  
 UNH-Manchester, *Manchester, NH*  
 New England College, *Henniker, NH*  
 Plymouth State University, *Plymouth, NH*  
 Rivier College, *Nashua, NH*  
 Southern New Hampshire University, *Manchester, NH*  
 St. Anselm College, *Manchester, NH*  
 University of New Hampshire, *Durham, NH*

The University System of New Hampshire and the Community College System of New Hampshire libraries have formalized an agreement permitting students at member institutions to use libraries in both systems. This agreement makes it possible for Granite State College students to use the libraries at community colleges, which are located in the following communities:

Berlin	Claremont	Concord
Laconia	Manchester	Nashua
Pease	Stratham	

Contact the Academic Resources and Information Coordinator at any Center, or for online assistance, contact the Director of Library and Information Resources.

### Online Resources

#### *MyGranite and WebROCK*

The online student information system known as WebROCK is accessed by logging on to the Granite State College MyGranite portal at <http://blackboard/granite.edu>.

The MyGranite portal allows students to access online courses, view course schedules and descriptions, use GSC student e-mail accounts, and link to virtual libraries and other online resources. Students need to log on only once with their secure user identifications and passwords to access these services.

Once logged on to the portal, students can:

- access WebROCK
- register for courses
- make e-payments
- request official transcripts
- verify enrollments
- view their financial aid information
- view their academic history
- view their account information
- access the tax information the College has sent to the IRS.

Almost any browser may be used to view WebROCK. To print records, the recommended browser is Internet Explorer.

#### *Textbooks*

Textbooks can be purchased from MBS Direct, the College's online bookstore. Books may also be ordered from MBS Direct by fax or telephone. For more information including ISBN numbers for required books visit:

[www.granite.edu/current-students](http://www.granite.edu/current-students)

#### **Blackboard®**

MyGranite and the online courses are powered by Blackboard®. Each term orientations to Blackboard® are offered at no cost in various centers. These 2-hour orientations provide a hands-on introduction to all the tools available in Blackboard®. In addition, students may take the orientation online at their own convenience. For information about the orientations go to: <http://www.granite.edu/oic/orientation>.

#### **MyGranite Technical Assistance**

For general information and answers to frequently asked questions, visit the MyGranite Help site at: <http://blackboard.granite.edu>. To request assistance, submit an online help request form on this help site or call 1.888.372.4270. (Hours: M-F, 8:30-5:00, on weekends messages are checked daily.)

#### **University System Student Board**

The University System Student Board (USSB) is an advisory board to the USNH Board of Trustees, comprised of four students from each of the four component institutions.

Members of the USSB will serve from October 1 of the year they are elected until June 30 of the following year. Each member of the USSB will be entitled to one vote on all matters coming before the USSB. Each of the USSB members will also be assigned to one of the USNH Board of Trustee's committees.

The management of the student nomination process and the election of the Granite State College student representative is administered by the Alumni/Learner Association Board.

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## **Alumni/Learner Association (ALA)**

Alumni have made a significant impact on the state of New Hampshire's economy over the past thirty years. Numbering more than 7000, GSC alumni work statewide in education, business, health care, and many other fields. The ALA network provides an excellent opportunity to meet other alumni and continue an important connection with Granite State College.

#### **The ALA Scholarship Fund**

Merit Scholarships are available to qualified current students. See the Financial Aid section for details.

#### **The Alumni Ambassador Program**

This program extends the outreach abilities of the College by enlisting alumni volunteers to help with student recruitment efforts. Alumni Ambassadors assist the College in connecting with prospective students from their local communities.

#### **Victor Montana Alumni Award**

In honor of Dr. Victor B. Montana, past president of the College, an annual award is presented to an alumnus/a who most closely personifies Dr. Montana's spirit during his tenure with Granite State College.

Once a qualified name is submitted and an application form received, a committee of past recipients of the award will make a decision based on the following criteria. The nominee must:

- demonstrate a commitment to lifelong learning.
- demonstrate a commitment to serving the community through professional or volunteer work.
- approach life with a "Can Do!" attitude as noted by others.
- demonstrate professional achievement or notable accomplishments in a chosen field.
- show personal integrity and credibility as noted by others.

A recognition award will be given to the recipient during the June commencement ceremony. In addition, an honorary plaque will be kept in the Administrative Center noting each year's winner and announcements of the award will be hung in each of the local Centers.

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## **Career Planning Career Development and Life Planning (APST 505)**

This two-credit course attends to the particular concerns of adults at various stages of career development. This course helps students discover the conditions that guide planning decisions and give shape to individual careers.

### **Computerized Career Program**

Granite State College offers students a web-based career planning program called “Choices™,” specially designed for adults. The program will allow students to review personal interests, skills, and abilities and decide what is important for their career. Check with an academic advisor or ARIC for the online password to access Choices.™

### **Internet Resources for Careers/Employment**

Contact an Academic Resources Information Coordinator for assistance in finding online information on resumé writing and submission, interviewing for jobs, career choices, and more.

Granite State College’s website includes an Academic Toolkit where “Optimal Resume” may be accessed. “Optimal Resume” creates and maintains electronic job search materials such as resume, e-resume, cover letter, and portfolio.

## Education and Training Partnership (E&TP)

The Education and Training Partnership (E&TP) 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, 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 through training of foster parents, staff, and eligible adoptive and relative providers.

The E&TP achieves this mission by providing competency based, accessible training to eligible caregivers. DCYF staff members are encouraged to join caregivers as a matter of best practice. Training curriculum is developed responsively and collaboratively, in a manner designed to maximize adult learning, and courses are delivered in a supportive atmosphere that recognizes participants' level of experience. The E&TP 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 providing foster/adoptive care. It consists of a minimum of 21 hours of training that promotes a better understanding of working with children, families and the childwelfare system. This training assists in preparing the applicant to be a skilled caregiver and professional team member. Courses are primarily instructed by foster and adoptive parents. The training consists of seven three-hour modules.

**Caregiver Ongoing Training (COT):** provides competency-based education and training to NH licensed foster parents, eligible adoptive parents, residential childcare staff, and DCYF staff. COT offers more than 60 different classes.

**Residential Counselor Core Training (RCCT):** is offered to residential counselors, in preparation for their work with children and youth in care in any of New Hampshire's children's residential facilities. RCCT is a 30-hour competency based training series, consisting of five modules, each six hours in length.

## Osher Lifelong Learning Institute (OLLI)

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

The Osher Lifelong Learning Institute (OLLI) is a community-based membership organization with a simple philosophy: an active mind creates a sense of mental, physical, and social well being. The program consists of lectures, short courses, and other educational activities that are shaped by the interests of the members. There are no tests, no grades, and no need for prior college experience—just the chance to join peers in learning for the fun of it.

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## Community College System of NH (CCSNH)

Based on the educational foundation built through the Community College System of New Hampshire (CCSNH), students can continue studies at a four-year USNH college to earn a bachelor's degree and enjoy a smooth transfer of course credits because of the transfer agreements between the two systems. In order to further expand access to higher education, Granite State College is co-located with the White Mountains Community College in Berlin and Littleton. Articulation agreements are also in place with Community Colleges in Laconia, Stratham, Claremont, Manchester, and the New Hampshire Technical Institute.

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## Military Partnerships

### Air University

Granite State College degree programs have been approved by the U.S. Air Force to support Air University – Associate to Baccalaureate Cooperative for active duty Air Force personnel. For more information go to: <http://www.granite.edu/airuniversity/>

### U.S. Air Force

Full-time students who attend Granite State College are eligible to enroll in Air Force ROTC courses at the University of New Hampshire to earn their commission in the

U.S. Air Force after graduation. A full list of Air Force ROTC courses is available at: <http://www.unh.edu/afrotc/>

## 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.

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## 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, learners who cheat diminish the value of their education and weaken their prospects for future academic successes. Our policies emphasize the seriousness of academic dishonesty and give faculty some options for handling violations of these standards. Faculty and learners have a joint responsibility to ensure the integrity of the academic experience.

### Definitions

To ensure that learners, faculty, and staff are operating within common guidelines, the following definitions of academic dishonesty are provided:

### Plagiarism

Plagiarism is defined as submitting or presenting another person's words and/or ideas as if they were 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 our Virtual Library at <http://www.granite.edu/current-students/virtual-library/>.

### 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. Another form of cheating is turning in the same work for more than one course when the faculty members involved have not given their explicit permission to do so.

### Policy

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

### Procedures

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

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

the assignment in particular or for the course.

4. Within two weeks of the date of the academic dishonesty incident, the instructor must submit to the student a written report describing the incident and notifying the student of the grade-related consequences. This written report must be copied to the Faculty Coordinator.
5. The Faculty Coordinator will contact the student in writing within one week of receiving the faculty member's written report. The Faculty Coordinator will offer the student an opportunity to respond in writing within one week.
6. The Faculty Coordinator will forward the faculty member's written report to be placed on file in the office of the Associate Dean for Faculty and Curriculum, together with the evidence of academic dishonesty and any written response that the student has provided within the timeline permitted. The Associate Dean will acknowledge in writing to the student, faculty member, and Faculty Coordinator, receipt of the materials.
7. If the report is a first offense, the materials will be kept on file in the office of the Associate Dean until the student graduates from Granite State College. If the report documents a second offense by a student who has already been penalized for a prior instance of academic dishonesty, the Dean of Academic Affairs will be notified, and the following procedures will apply.

In the case of a second offense, additional sanctions beyond grading penalties may be imposed. The Dean of Academic Affairs may determine that temporary suspension from the College or academic dismissal is warranted. Upon notification of a second academic dishonesty incident by the same student, the Dean of Academic Affairs notifies the student in writing that he or she is aware of the two charges made, the dates of the incidents, and the sanctions imposed by the faculty members. In this communication, the Dean of Academic Affairs informs the learner of any additional sanctions imposed and of the learner's right to a hearing to respond to the charge and sanctions. A copy



of this letter from the Dean of Academic Affairs will be placed in the student's official file.

When a student has received notification from the Dean of Academic Affairs of a second charge of academic dishonesty, the student has the option of making a request in writing to the dean for a hearing within 30 days. The learner may choose to bring a non-attorney third party to the hearing.

The hearing will be conducted by the Dean of Academic Affairs, with others in attendance at the discretion of the Dean of Academic Affairs. The student will have the opportunity in the hearing to review and comment on the evidence presented in support of the most recent charge only. The student will also have the opportunity to provide his or her own supporting facts and explanations and to ask questions concerning the most recent charge only.

The Dean of Academic Affairs will convey a written decision that (a) summarizes the evidence of the second charge; (b) provides a rational basis for the decision; and (c) conveys an outcome (e.g., further sanction, dismissal of second charge). This written decision will be placed in the student's official file, and is final.

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## 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.

### 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 chapter from a book;
- an article from a periodical or newspaper;
- a short story, short essay or short poem, whether or not from a collective work;

- 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:

- the copying meets the tests for brevity and spontaneity as defined and
- meets the cumulative effect test as defined and
- each copy includes a notice of copyright.

Definitions of what is allowable under the conditions of brevity, spontaneity, and cumulative effect as well as specific prohibitions are available at each local Center and online at [www.granite.edu/library/](http://www.granite.edu/library/)

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## 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 Learners*. 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 on the MyGranite portal at <http://blackboard/granite.edu>.

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

- 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.
- Research investigators who intend to involve human participants will not make the final determination of exemption from review.
- Research investigators are responsible for providing a copy of the informed consent document to each participant at the time of consent.
- Research investigators will promptly report proposed changes in previously approved human participant research activities to their instructor. If the research investigator is not a student, changes will be reported to the Office of Academic Affairs.
- Research investigators will promptly report to their instructor or to the Office of Academic Affairs any injuries or other unanticipated problems involving risks to participants and others.

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## Code of Conduct

Membership in society implies minimal norms for civil behavior towards one another. It is our expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and the consequences of any behavior that is inconsistent with these values and expectations

If an individual learner disrupts college business or administrative functions he/she will be informed that the behavior is unacceptable and must cease. If after being warned the behavior persists the learner will be notified by the Dean of Learner Services that the College may suspend or dismiss him/her and withdraw him/her from the course and/or the College.

After notification, the learner has the opportunity to request a hearing. At this time evidence of the inappropriate behavior will be presented, and the learner will hear the evidence and respond, presenting his/her perspective. The hearing will result

in a decision to either suspend or dismiss based on the nature of the incident(s). This decision will be communicated in writing to the learner by the Dean of Learner Services and is final.

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## Grievance Policy and Procedures

### **A. Intent**

All learners are expected to conduct themselves as responsible members of the academic community.

Should there be an instance whereby a learner feels his/her rights under Granite State College/USNH policy have been violated, the College has detailed the following procedure which protects the rights of all individuals involved and works towards resolution of the issue.

### **B. Policy**

A formal grievance may be filed any time a learner believes that his/her rights under Granite State College/USNH policy have been violated. Grievances may arise over alleged violation of policy including, among other things, sexual harassment or discrimination on the basis of race, color, religion, veteran's status, sex, age, national origin, sexual orientation, or handicap. All learners shall have fair hearing and appeal in all grievances. This grievance policy and procedure does not apply to grievances concerning grades or other academic decisions made by the Office of Academic Affairs.

The purpose of the formal grievance procedure is to provide a timely and fair method of resolving problems arising from alleged violations of college or USNH policy. Information on individual rights and responsibilities and the College's policies on nondiscrimination and sexual harassment are contained in the College's *Rights and Responsibilities Guide* published annually. All parties involved need to recognize that there are time frames which must be observed in filing a complaint or grievance. Failure of the complainant to meet time specifications acknowledges the complainant's acceptance of the decision of the previous step. He/she forfeits the right to pursue the matter further. If an individual chooses to use outside legal or administrative processes concerning the same event or charges, the

Granite State College grievance process terminates.

All records and written information submitted or collected in either the informal or formal resolution stages are confidential. Final decisions will be filed in the Learner Services Office with a cross reference in the learner's student file. Confidentiality cannot be unconditionally guaranteed; however, the College will make every attempt to protect the rights of all parties involved.

### **Step I. Informal Resolution Efforts**

A. Each learner, faculty member, administrator or staff member has an obligation to make every effort to resolve problems informally as they arise. All members of the College community are urged to resolve problems fairly and informally so that they do not become sources of grievances to be pursued formally through the grievance procedure. If a suitable solution cannot be reached informally through independent means, which may include consultation with staff members, a formal grievance may be filed.

B. Such informal attempts of resolution shall continue until resolution is achieved or a formal grievance pursued or the issue is dropped. Should such resolution efforts fail in addressing these issues, the learner may initiate the formal grievance procedure at Step II. However, because of the private and sensitive nature of sexual harassment and discrimination, an aggrieved individual may choose a support person to help with such a complaint on an informal basis.

### **C. Process**

- 1a. A learner who feels his/her rights have been violated has the option of reporting a complaint to a Faculty Coordinator or Dean of Learner Services.
- 1b. The Dean of Learner Services is available to answer questions about policy rights or filing a grievance. Contact the Dean at 603.513.1308.
2. The Dean of Learner Services will set up a meeting with the learner opting to file a complaint (complainant), the person who allegedly committed the violation (respondent) and any other appropriate individuals at the Dean's discretion.

3. In the oral presentation of the complaint, all parties shall have an opportunity to present their positions. In the informal resolution stage, all parties shall make a good faith effort to resolve the matter.
4. If the parties agree to a resolution, it must be recorded by the Dean and signed by both parties.

### **Step II. Filing and Presentation of Grievance**

- A. Should informal resolution efforts (Step I) be unsuccessful, the learner has 3 months after the learner knew, or should have known of the alleged violation, in which to file a grievance. He/she must notify the Dean of Learner Services, in writing, that he/she wishes to pursue the next step.
- B. Process
1. The complainant and the Dean of Learner Services or appropriate designee shall meet with the person who allegedly committed the violation to discuss the grievance within 21 calendar days of this notification.
  2. At this meeting the learner may be accompanied by a non-attorney third party, if desired.
  3. Investigation of the allegation might include interviews and the collection of relevant data from other parties. Care will be given to a thorough review of the alleged violation and to the protection of the rights of all parties involved.
  4. The designated administrator may choose to convene a hearing board of up to three individuals (a learner, faculty and/or staff member) to hear the case and recommend a decision.
  5. The Dean of Learner Services shall render a decision and advise the parties in writing of his/her decision. If the decision involves a recommendation for further administrative action, it needs to be conveyed to the appropriate director or administrator. The decision may also include a recommendation for the sanction to be imposed.

### **Step III. Appeal**

If the complainant believes the decision is unjustified or the procedures have not been followed correctly, he/she may submit a

written appeal to the President of the College within 14 days of receipt of the decision rendered under Step II. The petition should be accompanied by a statement of the resolution sought and copies of any previous written statements. The President will review all available materials and render a decision. This decision is final.

## 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
CRIT 500	A	4.0	x 4	16.00
ENG 500	A-	3.67	x 4	14.68
MATH 502	B	3.0	x 4	12.00
			<u>12</u>	<u>42.68</u>

$$42.68 \div 12 = 3.55 \text{ GPA}$$

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 via the MyGranite portal, at <http://blackboard.granite.edu>. College policy prevents staff from releasing grades over the telephone. See page 59 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 is required to meet requirements in the major, minor, or core General Education courses.

† 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 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.

### Incompletes (IC)

All grades, including Incompletes, are due seven days after the last scheduled class session. A faculty member may award an Incomplete (IC) only when a student has requested an Incomplete from the faculty member and received the faculty member's approval to complete the remaining assignments for a course in which the student has already completed the major portion of work required. Students who receive a grade of IC in any course(s) must complete the course work required within the deadline set at the discretion of the faculty member, which may be prior to the deadlines below. Faculty filing IC grades will receive a grade change card from the Registrar for recording an updated letter grade. Incomplete course work not finished by the deadline 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.**

### Required course work must be completed no later than the following deadlines:

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

Faculty to process paperwork by February 15. June graduation possible.

#### *June 1 for Winter Term* (January-March)

Faculty to process paperwork by June 15. June graduation possible.

#### *September 1 for Spring Term* (April-June)

Faculty to process paperwork by September 15. September graduation possible.

#### *November 1 for Summer Term* (July-Aug.)

Faculty to process paperwork by November 15. December graduation possible.

A request to extend an incomplete after the above deadlines must be submitted by the student to the Faculty Coordinator who facilitates the request with the faculty member. The Faculty Coordinator will notify the student and advisor of a decision.

### Repeating a Course

A minimum grade of C is required for core courses in General Education and in the major, minor or concentration. 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 at the Administrative Offices in Concord by emailing [registrars.office@granite.edu](mailto:registrars.office@granite.edu). The processing of the grade will be researched, and the grade will be corrected, if indeed there was a reporting error. 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. If appealing a grade, there are specific procedures that students must follow. Please see page 66 for this information.

## 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.

### Procedures

#### *Step I. Student-Faculty Level*

The student must contact the faculty member in writing within 14 calendar days of MyGranite posting of the grade in question to request a 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 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 Faculty Coordinator.

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

#### *Step II. Faculty Coordinator*

If the student wishes to appeal the faculty member's decision to the Faculty Coordinator or a designated representative, he or she must do so in writing within 14 calendar days of receiving the faculty member's decision.

The appeal should include the specific reasons for disputing the grade. The Faculty Coordinator may request that the student or faculty member provide within seven days, in writing, further documentation as needed. The Faculty Coordinator or a designated representative will respond in writing to the student with a copy to the faculty member and the student's advisor within 14 days of receiving the appeal to either:

1. inform the student that there is not adequate reason to reconsider the grade.

2. request that the faculty member reconsider the grade based on the criteria of a lack of reasonable process in assigning the grade, and/or a lapse of professional judgment.

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

#### *Step III. Associate Dean*

If the student wishes to appeal the Faculty Coordinator's decision to the Associate Dean for Faculty and Curriculum, he or she must do so in writing within seven calendar days of the date of the Faculty Coordinator's correspondence. The appeal should clearly state the ground(s) on which the student is asking to have the grade reviewed and any relevant information. The Faculty Coordinator will forward all materials concerning steps already taken and information received in Step II to the Associate Dean. The Associate Dean will review the appeal in consultation with the Dean of Academic Affairs 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 advisor. Academic Affairs rules on all petitions, and the student is notified of the decision by letter.

If a learner thinks that reconsideration of the decision is warranted due to the availability of additional information, or the need to further clarify information previously presented, he or she may appeal the decision within 30 days of receipt of the letter indicating the decision, through the 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 in all Centers.)
2. The Appeal Form should include a brief statement as to why the decision should be reconsidered as well as additional supporting evidence or clarification of the original request.
3. Upon receipt, the appeal will be forwarded to the Academic Appeal Committee for review. The committee will consist of

two other members of the Office of Academic Affairs staff and the Dean of Academic Affairs. Every effort will be made to handle the appeal within 10 working days.

4. The decision by the Academic Appeal Committee is final, and the learner will be notified immediately in writing.

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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 learners 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. To be in good academic standing, a student must maintain a cumulative GPA of at least 2.0, the minimum GPA required for graduation. A degree candidate who does not maintain a 2.0 cumulative GPA will be placed 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 Dean of Academic Affairs are sent to the students advising them to discuss their progress with their advisors and to take advantage of the academic assistance services offered in each Center.

### Academic Warning

When a learner's cumulative GPA is below 2.0, he or she is placed on Academic Warning. Academic Warning is effective for one full term. The "Academic Warning" notation will appear on the learner's transcript.

### Continued Academic Warning

When a learner fails to raise the cumulative GPA to 2.0 or above after one term on Academic Warning, he or she is placed on Continued Academic Warning. A learner may remain on Continued Academic Warning for as long as three terms if progress is being made to improve the GPA to the minimum 2.0. Learners on Continued Academic Warning may have registration holds placed on their records to require them to repeat specific courses to more immediately affect their GPAs.

## Academic Suspension

Degree-seeking learners who fail to improve their cumulative GPAs to the minimum 2.0 are subject to Academic Suspension. Academic Suspension is effective for a period of one year, beginning on the date the learner is notified in writing. At the end of one year, a learner must petition with supporting documentation for readmission to the Dean of Academic Affairs. Supporting documentation might include official transcripts of successful college course work completed during the year at another institution.

## Academic Dismissal

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

## Honor Society and Dean's List

### Alpha Sigma Lambda

Alpha Sigma Lambda is a National Honor Society which recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work.

Alpha Sigma Lambda honors those dedicated adult students who achieve and maintain high scholastic standards.

### National Criteria

1. Candidates must be admitted degree candidates who have not been awarded any baccalaureate degree and who have completed a minimum of 12 credits, excluding developmental course work, during the past calendar year.
2. Candidates must earn a minimum of 30 credits at Granite State College. Of these 30 credits, 15 credits must be in liberal arts and sciences, and be outside the learner's concentration or major.
3. Candidates must have attended a minimum of four semesters at Granite State College and have a minimum grade point average of 3.2.

4. Inductees will rank in the highest ten percent of all those who satisfy the requirements above.

Induction in the College's chapter, Delta Omega, takes place in the spring of each year. Candidates are chosen based on course work completed by the end of the fall semester preceding the induction.

The number of inductees will vary based on the number of those who meet the national criteria. For the 2010 Induction, 396 degree candidates met criteria one through four. Of those, only the top 37, based on highest GPAs (criteria four), were invited. All of those who were invited had GPAs of 3.92 or above.

### Dean's List

The Dean's List was established in 1993 to recognize the academic achievements of the College's learners. The "Dean's List" notation will appear on college transcripts of students who meet the criteria. Additionally, the names of all Dean's List learners *who have not requested confidentiality of their records* are listed in local and state papers and in the Regional Centers.

### Dean's List Criteria

To be eligible for the Dean's List, the learner must:

1. be fully or conditionally admitted to a degree program by June 30th of the academic year.
2. have completed a minimum of 12 credits toward the degree within the previous year (beginning with the summer term and ending with the spring term), with no repeated courses. Learners graduating with an associate degree in the spring term are eligible for that year's Dean's List, even though they might no longer be considered "active" in the fall when eligibility for Dean's List is under review.
3. have a minimum combined grade point average of 3.5 for the four terms under consideration, with no grade below a C during those terms.\*

*\*Note: Students with unresolved incomplete grades for the terms under consideration will be ineligible for Dean's List.*

## Degree Status

### Inactivation and Withdrawal

Granite State College monitors the progress of degree candidates. If a student is not actively involved in learning experiences in a degree program for a period of two years, 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 to be inactive.

### Reactivation

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

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

Students requesting readmission three years or more after the date of inactivation must re-apply to a degree program and pay the appropriate application fee.

### 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.*

## Graduation

### Graduation Procedure

When students have accrued all but the last 16 credits in a degree program they will receive an email from the College inviting them to apply for graduation.

Eligible students will be directed to an online site to register for conferral. The site is available during the appropriate period for the conferral date. A standard fee will be charged if applying before the application

deadline. An additional late fee will be charged to those students who apply after the deadline. See page 55 for fees. The online site will be unavailable one month after the deadline. Students who have not applied will be eligible for the next conferral date.

The timing for applying to graduate will depend on how many courses will be taken during the subsequent semesters. The filing deadlines enable the Registrar's Office to complete an official degree audit before the final term. The audit will summarize current status and list all outstanding degree requirements. This is accomplished in consultation with an academic advisor. Should any discrepancy be found, the student will have the last term to comply. All remaining coursework, testing, and contracts must be completed prior to the conferral date.

All validation and portfolio assessment requests must have been received by the deadlines below.

**Deadlines for applying to graduate:**

- January 1 for June 30th conferral
- April 1 for September 30th conferral
- July 1 for December 30th conferral.

**Graduation Requirements**

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

1. earn an overall 2.0 cumulative grade point average.
2. earn grades of C or better for course work or other approved learning experiences taken as part of the concentration or major.
3. have a minimum grade of C in the core courses.
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 in non-degree status will apply to the residency requirements if the credit is applicable to the learner's approved plan of study. For an associate degree, residency is 16 credits. For a bachelor's degree, residency is 30 credits. A learner who has completed a Granite State College associate degree must earn an additional 14 credits in residence in the

bachelor's program. Up to 50% of the GSC residency requirement, 8 credits in an associate degree and 15 credits in a bachelor's degree, may be met with credit from other USNH institutions or from White Mountain Community College provided that credit is taken after application to a GSC degree program.

**Commencement**

Candidates for graduation are encouraged to attend commencement ceremonies which are held in June each year. Participation in the ceremony is open to September and December graduates of the past year and those learners pending June 30th and September 30th conferral. In order to participate in the commencement ceremony, students must apply to graduate for a conferral date within that academic year and must have met at least one of the following conditions:

1. Completion of all requirements for an associate degree or a bachelor's degree.
2. Enrollment in the courses necessary to complete all degree requirements by the end of the spring term, or anticipated enrollment in courses to complete all degree requirements by the end of the summer term.

Individuals completing the Post-Baccalaureate Teacher Certification programs are also invited to march.

**Honors**

Bachelor's degree candidates whose academic performances meet the specified requirements are recognized by the College with an honors designation upon graduation.

Degree candidates who have completed at least 30 semester hours of graded work (including pass/fail grades) within USNH after application to the B.A. or B.S. programs will be eligible for honors as follows:

<b>GPA</b>	<b>Designation</b>
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.

## Records

### Privacy Rights (FERPA, Buckley Amendment)

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA/ The Buckley Amendment), it is the policy of the College to protect the education records of its learners, former learners, 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 noninstitutional persons or organizations, except as expressly allowed by this law. No one, other than third parties allowed by the Act, will have access to such records without the student's written consent.

The rights guaranteed under this policy do not extend to those who have applied for admission but do not enroll in courses, or to persons admitted to the College but who do not take courses. Exceptions to the consent requirement are:

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

### Directory Information

Granite State College complies with the federal government's Family Educational Rights and Privacy Act of 1974. 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  
Business Telephone  
E-mail address  
Dates of attendance  
Concentration or major  
Degrees and awards received

### Request for Confidentiality

Under the Family Educational Rights and Privacy Act of 1974, 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.

### 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, 8 Old Suncook Road, Concord, NH 03301. Currently enrolled students may request official transcripts by logging on to the College's secure portal and entering the information on WebROCK. Requests submitted through WebROCK will be processed within two business days. A request for a transcript can also be made in writing to this office and must include the student's signature.

No transcript will be furnished to a student if a financial obligation to USNH has not been satisfied. There is no charge for transcripts.

### 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.





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# Faculty

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

The faculty of Granite State College is comprised of a group of dedicated instructors from other colleges and universities, as well as independent scholars representing many businesses and professions. By connecting theory to practice, Granite State College faculty provide a supportive yet challenging environment for the adult learner. Active faculty as of June 2010 are:

Leslie Adams  
Ph.D., University of New Hampshire

Richard Agran  
M.A., University of New Hampshire

Steven Albrecht  
M.B.A., University of Alabama

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

Erica Antonucci  
M.B.A., University of Phoenix

Cathy Apfel  
M.Ed., Georgia State University

Patrick Armstrong  
M.F.A., University Southern Carolina

Charles Bagley  
M.Ed., Plymouth State University

Linda Banks  
Ed.D., Boston University

Stacey Bellabona  
J.D., University of South Carolina

Christopher Benedetto  
M.A., Brown University

Richard Benedetto  
M.A., Yale University

Barbara Benham  
M.A., University of New Hampshire

Beth Benoit  
M.A., University of Massachusetts

Robert Berks  
M.S., University of Southern Maine

Barbara Bolko  
M.L.S., University Rhode Island

Jacquelyn Brannen  
M.Ed., University of New Hampshire

Nancy Brogden  
Ph.D., Syracuse University

James Brough  
M.Ed., Plymouth State University

Lori Ladd Brown  
M.A., Dartmouth College

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## Portsmouth Academic Center

51 International Drive  
Portsmouth, NH 03801  
*Please call the Rochester Regional Center*

## Administrative Center in Concord

8 Old Suncook Road  
Concord, NH 03301  
603.228.3000  
888.228.3000  
Fax: 603.513.1389

## Administrative Offices

### Academic Affairs

603.513.1337  
Fax: 603.513.1387

### Admissions

603.513.1339  
Fax: 603.513.1386

### Education and Training Partnership

603.271.6626  
Fax: 603.271.4947

### Education Programs

603.513.1393  
Fax: 603.513.1388

### Educational Technology & Computing

603.513.1351  
Fax: 603.513.1389

### Financial Aid

603.513.1392  
Fax: 603.513.1386

### Human Resources

603.513.1332  
Fax: 603.513.1387

### Learner Services

603.513.1317  
Fax: 603.513.1386

### Marketing

603.513.1331  
Fax: 603.513.1389

### Osher Lifelong Learning Institute

603.513.1377  
Fax: 603.513.1389

### President's Office

603.513.1319  
Fax: 603.513.1387

### Registrar

603.513.1391  
Fax: 603.513.1386

### Student Accounts

603.513.1330  
Fax: 603.513.1386

### Tech Support

603.513.1361  
888.372.4270  
Fax: 603.513.1389

# GSC Academic Calendar 2010-2011

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## Fall 2010

### 12 weeks

July 30	Friday	Registration begins— <i>Register online, by mail, fax, phone and in person.</i>
September 2	Thursday	Online registration closes. <i>Registration continues by mail, fax, phone and in person.</i>
September 6	Monday	Labor Day Holiday— <i>GSC closed.</i>
September 11-17	Saturday-Friday	First week of classes.
September 24	Friday	Last day to drop 12-week classes.
November 5	Friday	Last day to withdraw from 12-week classes.
November 11	Thursday	Veteran's Day Holiday— <i>Classes must be re-scheduled. GSC closed.</i>
November 20-26	Saturday-Friday	Thanksgiving Break—No classes this week.
December 4-10	Saturday-Friday	Last week of classes.

## Winter 2011

### 12 weeks

November 22	Monday	Registration begins— <i>Register online, by mail, fax, phone and in person.</i>
December 29	Wednesday	Online registration closes. <i>Registration continues by mail, fax, phone and in person.</i>
December 31	Friday	New Years Holiday— <i>GSC closed.</i>
January 8-14	Saturday-Friday	First week of classes.
January 17	Monday	Martin Luther King Day Holiday— <i>Classes must be re-scheduled. GSC closed.</i>
January 21	Friday	Last day to drop 12-week classes.
February 25	Friday	Last day to withdraw from 12-week classes.
March 26-April 1	Saturday-Friday	Last week of classes.

## Spring 2011

### 12 weeks

February 28	Monday	Registration begins— <i>Register online, by mail, fax, phone and in person.</i>
March 31	Thursday	Online registration closes. <i>Registration continues by mail, fax, phone and in person.</i>
April 9-15	Saturday-Friday	First week of classes.
April 22	Friday	Last day to drop 12-week classes.
May 27	Friday	Last day to withdraw from 12-week classes.
May 30	Monday	Memorial Day Holiday— <i>Classes must be re-scheduled. GSC closed.</i>
June 25-30	Saturday-Thursday	Last week of classes.

## Summer 2011

### 8 weeks **\*\*This schedule applies to the majority of GSC summer courses.**

May 31	Tuesday	Registration begins— <i>Register online, by mail, fax, phone and in person.</i>
June 30	Thursday	Online registration closes. <i>Registration continues by mail, fax, phone and in person.</i>
July 4	Monday	Fourth of July Holiday— <i>GSC closed.</i>
July 9-15	Saturday-Friday	First week of classes.
July 15	Friday	Last day to drop 8-week classes.
August 11	Thursday	Last day to withdraw from 8-week classes.
August 27-Sept. 2	Saturday-Friday	Last week of classes.
September 5	Monday	Labor Day Holiday— <i>GSC closed.</i>