

A woman with brown, wavy hair, wearing a gold tweed jacket and a necklace with large dark stones, is smiling and speaking. She is holding a small object in her hands. In the background, two students are visible: a man in a dark sweater and a woman with glasses. The scene is set in a bright, indoor environment.

2013-2014
GRADUATE
CATALOG

Granite State College
UNIVERSITY SYSTEM OF NEW HAMPSHIRE

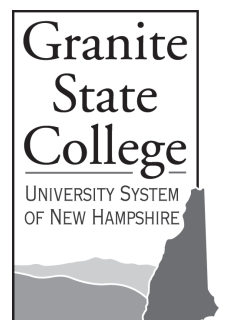
MISSION STATEMENT

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 student-responsive curricula, innovative teaching methods, and ongoing assessments of learning outcomes. Granite State College fosters partnerships with area businesses, local and state organizations, and other higher education institutions in order to bring high quality academic experiences to the residents of New Hampshire in an effective and efficient manner.

ACCREDITATION

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



CATALOG LIMITATIONS

This catalog describes policies, programs and procedures of Granite State College that are in effect at the time of its preparation, July 2013.

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

AFFIRMATIVE ACTION STATEMENT

Granite State College is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, sexual orientation, veteran's status, disability, or marital status in admission or access to, or treatment or employment in, its programs or activities. The Title IX Coordinator for GSC is the Dean of Students. Inquiries and complaints related to discrimination of any kind may be directed to 603-513-1308 or tessa.mcdonnell@granite.edu.

This catalog is true and correct in content and policy.

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WELCOME TO GRANITE STATE COLLEGE

Granite State College is committed to empowering and educating students in New Hampshire and beyond by delivering unparalleled, high-quality education in an accessible, affordable, flexible and innovative setting. As one of the four institutions of the University System of New Hampshire, Granite State College annually serves over 3,500 students, and has served over 54,000 New Hampshire students since 1972. The College proudly delivers practical and relevant education in the classroom and online offering associate, bachelor's and master's degrees, post-baccalaureate programs for teacher education and a variety of transfer opportunities.

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 student-responsive curricula, innovative teaching methods, and ongoing assessments of learning outcomes. Granite State College fosters partnerships with area businesses, local and state organizations, and other higher education institutions in order to bring high quality academic experiences

to the residents of New Hampshire in an effective and efficient manner.

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

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

VISION STATEMENT AND VALUES

Granite State College will be nationally recognized as a leader in meeting the academic needs of adult students by offering programs and services of the highest quality that address the educational and workforce priorities of our state and regions. Our statewide presence, innovative programs,

and responsive delivery models will enable us to provide a greater number and more diverse group of students with increased educational opportunities. Granite State College will continue to be the institution of choice for individuals who wish to be part of a teaching and learning environment that actively promotes academic success, personal development, professional growth, and community involvement.

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

- Our primary commitment to and respect for students of all ages, for whom our innovative college programs are designed
- Our commitment to ensure access for all students in the state of New Hampshire who desire a college education, and the consequent commitment to make college convenient and financially affordable
- Our belief that learning is a lifelong process
- Our determination to provide an academic experience that extends critical thinking throughout the curriculum, integrates theory and practice, has a strong foundation in the

liberal arts and sciences, and fosters self-directed learning

- Our belief that effective teaching and learning results in assessable outcomes
- Our determination to have a positive social and economic impact on the communities of which our students are members
- Our commitment to diversity and the educational value that inclusion brings to the learning experience
- Our recognition that staff and faculty are vital members of our community and the College respects and values their essential contribution to the education of our students. Hence, the College will support the lifelong learning goals of our staff and faculty.

ACCREDITATION

Granite State College is accredited by the New England Association of Schools and Colleges (NEASC) and offers associate, bachelor's and master's degrees, as well as teacher education and certification programs.

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. Students have access to an online community of faculty, course materials, library services and resources, and fellow students. Technical assistance is available for all students (see page 34).

FACULTY

Granite State College's faculty is comprised of scholars and practitioners whose expertise in the subjects they teach comes to life in their interactions with students. The

College employs faculty with credentials at the master's or doctoral level who are dedicated to its mission and who appreciate the profound influence of their effective teaching upon the diverse educational journeys of adults. Granite State College faculty members inspire students toward lifelong learning, promote excellence in their fields, and pursue the rewards of intellectual rigor through their teaching at the College.

INSTITUTIONAL ASSESSMENT

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

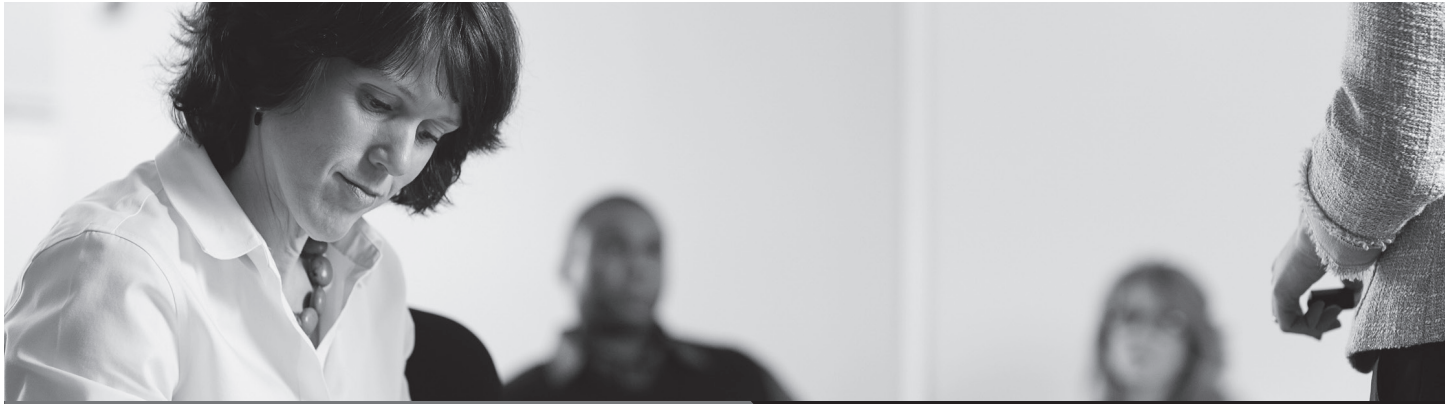
The goal of the assessment process is to provide research-based information that leads to continuous program involvement and enhanced educational services for adults.

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.



DEGREES AND PROGRAMS OF STUDY

ACADEMIC PROGRAMS AT GRANITE STATE COLLEGE

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAM

- Early Childhood Special Education (0-8) and Early Childhood Education (N-3)
- General Special Education (K-12) and Elementary Education (K-8)
- General Special Education (K-12)
- English for Speakers of Other Languages (K-12)
- Mathematics for Grades 5-8
- Secondary Mathematics for Grades 7-12
- Additional Certifications for Already Certified Teachers
 - Reading and Writing Teacher (K-12)
 - Reading and Writing Specialist (K-12)
- Advanced Endorsements for Special Education Teachers
 - Specific Learning Disabilities (K-12)
 - Emotional and Behavioral Disabilities (K-12)
 - Intellectual and Developmental Disabilities (K-12)
- Post-Baccalaureate Certificate
 - Applied Behavior Analysis

MASTER OF SCIENCE

- Leadership
- Management
- Project Management

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 (0-8) and Early Childhood Education (N-3)
- General Special Education (K-12) and Elementary Education (K-8)
- General Special Education (K-12)
- English for Speakers of Other Languages (K-12)
- Mathematics for Grades 5-8
- Secondary Mathematics for Grades 7-12

Additional Certifications

- Reading and Writing Teacher (K-12)
- Reading and Writing Specialist (K-12)

Advanced Endorsements

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

GSC Certificate

- Applied Behavior Analysis

The GSC Post-Baccalaureate Teacher Certification program is designed for 21st Century Educators, providing an in-depth focus on the critical issues that are transforming the landscape of education—innovation, critical thinking, problem solving and collaboration.

Graduates will:

- develop a working understanding of current brain research and its implications for learning and teaching;
- develop skills and habits of mind about innovative technology as a tool to empower learning and teaching;
- develop a solid understanding of formative and summative assessments for program design, monitoring student learning and evaluating teaching effectiveness;
- work with colleagues to observe, analyze and provide feedback on student learning and teaching effectiveness;
- utilize research methods and pedagogies to teach for understanding and learning achievement.

The field-based program is open to qualified candidates who have a bachelor's degree, passing PRAXIS Core Academic Skills for Educators score, and are working in an approved New Hampshire school or program as either a para-educator or a teacher.

In this field-based program, candidates work with three mentors throughout their plan of study:

- Granite State College (GSC) professor
- GSC Mentor in the field-experience, and
- School District/Program Mentor in the field-experience.

These highly qualified mentors will provide guidance and feedback throughout the plan of study, which will include research-based pedagogies, innovative technologies, collaborative teaching, analysis of data

for instructional decisions and on-going problem-solving, to build teaching capacity over time.

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

Methods courses in each certification program will have an additional \$250 fee to support the on-going supervision and support of the field-based experience. Graduates of the Post-Baccalaureate Teacher Certification program may transfer up to 24 credits toward a 36 credit M.Ed. at either Keene State College or Plymouth State University.

Early Childhood Education (N-3) and Early Childhood Special Education (O-8)

Required Courses for Certification

- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 701 The Dynamic Role of the Special Educator
- EDU 710A Teaching Language Arts and Literacy in Early Childhood/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 Science, Technology, Engineering and Mathematics in Early Childhood and Early Childhood Special Education
- EDU 765 Curriculum, Assessment, and Instruction in Early Childhood/Early Childhood Special Education: Birth through Age 8

- EDU 766 Collaboration, Consultation, and Teaming in Early Childhood/Early Childhood Special Education
- EDU 767 IFSPs, IEPs, and Planning Transitions: Birth through Age 8
- EDU 768 Behavior Interventions for Young Children
- EDU 750 Culminating Field Based Teaching Experience and Seminar

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

Required Courses for Certification

- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 701 The Dynamic Role of the Special Educator
- 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 Behavior Management
- EDU 710 Teaching Language Arts and Literacy
- EDU 717 Students with Disabilities
- EDU 721 Special Education Law
- EDU 732 Elementary School Mathematics Methods OR
- EDU 733 Middle School Mathematics Methods
- EDU 750 Culminating Field Based Teaching Experience and Seminar

General Special Education (K-12)

Required Courses for Certification

- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 701 The Dynamic Role of the Special Educator
- EDU 701 Roles and Responsibilities of the Special Education Teacher
- EDU 703 Instructional Methods, Strategies and Technologies to Meet the Needs of All Students
- EDU 705 Assessment of Students with Disabilities
- EDU 706 Transition Planning and Developing IEPs
- EDU 707 Classroom Behavior Management
- EDU 710 Teaching Language Arts and Literacy
- EDU 717 Students with Disabilities
- EDU 721 Special Education Law
- EDU 750 Culminating Field-based Teaching Experience and Seminar

English for Speakers of Other Languages (K-12)

Required Courses for Certification

- EDU 700 Introduction to Field Experience and Program Requirements
 - EDU 729 Foundations in the Education of Second Language Learners
 - EDU 731 Multicultural Perspectives
 - EDU 746 Assessment of Students who are Culturally and Linguistically Diverse
 - EDU 710 Teaching Language Arts and Literacy
 - EDU 747 Content Area Literacy for English Speakers of Other Languages
 - EDU 707 Classroom Behavior Management
 - EDU 708 Co-Teaching for Inclusive Instruction
 - EDU 703 Instructional Methods, Strategies and Technologies to Meet the Needs of All Students
 - EDU 750 Culminating Field Based Teaching Experience and Seminar
- Demonstrate proficiency in a foreign language or two semesters of a foreign language or American Sign Language at college level.

Mathematics for Grades 5-8

Required Courses for Certification

- MATH 700 Logic and Proof
- MATH 701 Number Systems
- MATH 702 Geometric Structures
- MATH 703 Statistics and Probability
- MATH 705 Discrete Mathematics
- MATH 706 Calculus I
- MATH 708 History of Mathematics
- MATH 709 Algebra Theory for Teachers
- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 703 Methods, Strategies and Technologies to Meet the Needs of All Students
- EDU 707 Classroom Behavior Management
- EDU 733 Middle School Mathematics Methods
- EDU 750 Culminating Field Based Teaching Experience and Seminar
- EDU 752 Aspects of Mathematics Learning
- EDU 753 Reading/Writing in Math Content Area

Secondary Mathematics for Grades 7-12

Required Courses for Certification

- MATH 700 Logic and Proof
- MATH 701 Number Systems
- MATH 702 Geometric Structures
- MATH 703 Statistics and Probability
- MATH 704 Linear and Abstract Algebra
- MATH 705 Discrete Mathematics
- MATH 706 Calculus I
- MATH 707 Calculus II
- MATH 708 History of Mathematics
- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 703 Methods, Strategies and Technologies to Meet the Needs of All Students
- EDU 707 Classroom Management
- EDU 734 Secondary School Mathematics Methods
- EDU 750 Culminating Field Based Teaching Experience and Seminar
- EDU 752 Aspects of Mathematics Learning
- EDU 753 Reading/Writing in Math Content Area

Additional Certifications for Already Certified Teachers

Reading and Writing Teacher (K-12)

Required Courses for Certification

- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 710 Teaching Language Arts and Literacy
- EDU 712 Reading Disabilities: Assessment and Instruction
- EDU 713 Content Area Literacy
- EDU 730A Foundations of Language and Literacy Development
- EDU 748 Developing Literate Students, K-12

Reading and Writing Specialist (K-12)

Required Courses for Certification

- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 710 Teaching Language Arts and Literacy
- EDU 711 Role of Reading and Writing Specialist I-Practicum

- 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

Note: Must be an already certified teacher with two years' experience and must complete a Master's degree for certification.

Advanced Endorsements

Additional Certifications for Teachers Certified in General Special Education or Early Childhood Special Education

Specific Learning Disabilities (K-12)

- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 736 Dynamic Assessment: Complexities of Identification of Learning Disabilities, Emotional/Behavioral Disabilities and Intellectual/Developmental Disabilities
- EDU 737 Behavioral Supports for Complex Behaviors
- EDU 738 Advanced and Assistive Educational Technology
- EDU 739 Advanced Programming for Students with Learning Disabilities
- EDU 740 Advanced Curriculum, Assessment and Instruction for Students with Learning Disabilities, Culminating Teaching Experience

Emotional and Behavioral Disabilities (K-12)

- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 736 Dynamic Assessment: Complexities of Identification of Learning Disabilities, Emotional/Behavioral Disabilities and Intellectual/Developmental Disabilities
- EDU 737 Behavioral Supports for Complex Behaviors
- EDU 738 Advanced and Assistive Educational Technology
- EDU 741 Advanced Programming for Students with Emotional/Behavioral Disabilities
- EDU 742 Advanced Curriculum, Assessment and

Instruction for Students with Emotional/Behavioral Disabilities, Culminating Teaching Experience

Intellectual and Developmental Disabilities (K-12)

- EDU 700 Introduction to Field Experience and Program Requirements
- EDU 736 Dynamic Assessment: Complexities of Identification of Learning Disabilities, Emotional/Behavioral Disabilities and Intellectual/Developmental Disabilities
- EDU 737 Behavioral Supports for Complex Behaviors
- EDU 738 Advanced and Assistive Educational Technology
- EDU 743 Advanced Programming for Students with Intellectual/Developmental Disabilities
- EDU 745 Advanced Curriculum, Assessment and Instruction for Students with Intellectual/Developmental Disabilities, Culminating Teaching Experience

Certificate

Applied Behavior Analysis

- EDU 700 Introduction to Field Experience and Program Requirements
- ABA 701 Principles of Applied Behavior Analysis
- ABA 702 Evaluation of Behavior
- ABA 703 Applied Behavior Analysis, Interventions and Support Systems
- ABA 704 Application of Applied Behavior Analysis
- ABA 705 Professional and Ethical Practice for the Behavior Analyst
- ABA 740 Clinical Practicum I and Seminar
- ABA 741 Clinical Practicum II and Seminar
- ABA 742 Clinical Practicum III and Seminar
- ABA 750 Applied Behavior Analysis Capstone

MASTER'S DEGREES

M.S. in LEADERSHIP

Granite State College's Master of Science in Leadership (MSLD) program is expertly tailored to fit the needs of individuals who want to make a career change, current managers in all industries who want to advance in their profession by gaining graduate qualifications for job security and flexibility, and individuals from a variety of disciplines who want to further expand their job opportunities by adding this professional degree to their portfolio.

Graduates will:

- assess and enrich their capacity to function as a leader in today's environment.
- develop an appreciation of how to become leaderful.
- determine organizational relationships to facilitate organizational effectiveness.
- assess their ethical framework in the context of an effective leadership model.
- augment their ability to lead people and teams to excellence in projects and organizational settings.
- conduct visionary exercises to facilitate organizational growth and opportunity.
- invent new ways to respond to changes in the environment of an organization and actualize organizational vision.

Required Courses:

LD 820	Cultivating Your Leadership Capabilities	3 cr
LD 821	Ethical Decision-Making	3 cr
COMM 800	Foundations of Organizational Communication	3 cr
LD 822	Maximizing Your Organization's Potential	3 cr
PM 804	Leading Teams	3 cr
LD 823	Emergence of a Strategic Leader	3 cr
PM 810	Change Management and Communication	3 cr
LD 850	Leadership Integrative Capstone	3 cr

Elective Courses:

(Select one of the following groups of approved courses)

Group 1 Business

MGMT 824	Financial Management	3 cr
MGMT 825	Corporate and Social Accountability	3 cr

or

Group 2 Project Management

PM 800	Project Management Seminar	3 cr
PM 801	Project Planning and Scheduling	3 cr

Total 30 credits

M.S. in MANAGEMENT

Granite State College's Master of Science in Management (MSM) program provides excellent preparation both for those already in management and for graduates of non-management Bachelor's degree programs whose career pathways and progression increasingly will require management knowledge.

Graduates will:

- increase their capacity to lead in organizational situations
- apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines
- adapt and innovate to solve problems
- learn how to cope with unforeseen events and manage unpredictable environments
- understand management issues from a global perspective

Required Courses:

ACCT 810	Management Accounting	3 cr
LD 821	Ethical Decision-Making	3 cr
MGMT 805	Organizational Behavior	3 cr
MGMT 810	Marketing Management	3 cr
MGMT 824	Financial Management	3 cr
MGMT 830	Changing Economics	3 cr
MGMT 835	Decision Analysis for Managers	3 cr
MGMT 850	Strategic Management Integrative Capstone	3 cr
PM 810	Change Management and Communication	3 cr

Elective Courses:

(Select one of the following groups of approved courses)

HRM 820	Employee and Labor Relations	3 cr
LD 822	Maximizing Your Organization's Potential	3 cr
LD 823	Emergence of a Strategic Leader	3 cr
MGMT 825	Corporate and Social Accountability	3 cr
PM 800	Project Management Seminar	3 cr
PM 804	Leading Teams	3 cr

Total 30 credits

M.S. in PROJECT MANAGEMENT

Granite State College's Master of Science in Project Management (MSPM) is a practice-oriented program ideal for managers who want to enhance their ability to integrate complex projects, motivate people and achieve cost-effective results.

Graduates will:

- effectively employ strategies for managing projects through the entire project cycle;
- acquire, deploy, and monitor resources to maximum benefit;
- determine and manage risk for strategic and ethical decision-making;
- manage changing project management environments including human resources, cost, timelines, and workflow;
- lead people and teams to excellence in projects and organizational settings;
- communicate effectively throughout the project management cycle;
- assess and evaluate project management processes to continuously improve;
- apply project management knowledge for quality assurance in real-world settings; and
- attain competency in the components of project management required for certification as a Project Management Professional (PMP).

Required Courses:

PM 800	Project Management Seminar	3 cr
PM 801	Project Planning and Scheduling	3 cr
PM 802	Risk Management	3 cr
PM 803	Cost and Budget Management	3 cr
PM 804	Leading Teams	3 cr
PM 805	Negotiation, Contracting, & Procurement	3 cr
PM 806	Managing Project Portfolios	3 cr
PM 807	Project Quality Management	3 cr
PM 808	Project Management Integrative Capstone	3 cr

Elective Courses:

(Select one of the following approved courses)

PM 809	Global Project Management	3 cr
PM 810	Change Management & Communication	3 cr

Total 30 credits

COURSES

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

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

**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
800-899	Graduate courses

USNH COURSE NUMBERING SYSTEM

Note: University System of New Hampshire policy states that courses taken at any of the institutions will transfer to the other institutions depending upon institutional program requirements and providing that the grade earned meets the policy of the college or university. Use in transfer will be determined by the receiving institution. Anyone taking a course from another institution must verify its use in his/her program with the department or assigned advisor prior to registration.

Keene State College

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

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

Plymouth State University

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

COURSE INDEX

POST-BACCALAUREATE COURSES

	ABA 701	Principles of Applied Behavior Analysis
	ABA 702	Evaluation of Behavior
P	ABA 703	Applied Behavior Analysis, Interventions & Support Systems
	ABA 704	Application of Applied Behavior Analysis
	ABA 705	Professional and Ethical Practice for the Behavior Analyst
	EDU 700	Introduction to Field Experience and Program Requirements
P	EDU 701	Roles and Responsibilities of the Special Education Teacher the Dynamic Role of the Special Education
P	EDU 702	Using Technology to Teach Social Studies
P	EDU 703	Instructional Methods, Strategies and Technologies to Meet the Needs of All Students
P	EDU 704	Strategies for Teaching Science
P	EDU 705	Assessment of Students with Disabilities
P	EDU 706	Transition Planning and Developing IEPs
P	EDU 707	Classroom Behavior Management
P	EDU 708	Co-Teaching for Inclusive Instruction
P	EDU 710	Teaching Language Arts and Literacy
P	EDU 710A	Teaching Language Arts and Literacy in Early Childhood and Early Childhood Special Education
P	EDU 711	Role of the Reading and Writing Specialist I -Practicum
P	EDU 711A	Role of the Reading and Writing Specialist II -Practicum
P	EDU 712	Reading and Writing Disabilities: Assessment and Instruction
P	EDU 713	Content Area Literacy
P	EDU 717	Students with Disabilities
P	EDU 721	Special Education Law
P	EDU 729	Foundations in the Education of Second Language Learners
P	EDU 730	Language Arts and Literacy for the Reading and Writing Specialist
P	EDU 730A	Foundations of Languages and Literacy Development
	EDU 731	Multicultural Perspectives
P	EDU 732	Elementary School Mathematics Methods
P	EDU 733	Middle School Mathematics Methods
P	EDU 734	Secondary School Mathematics Methods
P	EDU 736	Dynamic Assessment: Complexity of Identification of Learning, Emotional/Behavioral and Intellectual/ Developmental Disabilities
P	EDU 737	Behavioral Supports for Complex Behaviors
P	EDU 738	Advanced Assistive and Educational Technology
P	EDU 739	Advanced Programming for Learning Disabilities
P	EDU 740	Advanced Curriculum, Assessment and Instruction for Learning Disabilities
P	EDU 741	Advanced Programming for Emotional/Behavioral Disabilities
P	EDU 742	Advanced Curriculum, Assessment and Instruction for Emotional/Behavioral Disabilities
P	EDU 743	Advanced Programming for Intellectual/Developmental Disabilities
	EDU 744	Special Topics
P	EDU 745	Advanced Curriculum, Assessment and Instruction for Intellectual/Developmental Disabilities
P	EDU 746	Assessment of Students Who are Culturally and Linguistically Diverse
P	EDU 747	Content Area Literacy for English Speakers of Other Languages
P	EDU 748	Developing Literate Students, K-12
P	EDU 750	Culminating Teaching Experience and Seminar
P	EDU 752	Aspects of Mathematics Learning

P	EDU 753	Reading and Writing in the Mathematics Content Area
P	EDU 761	Young Children with Exceptionalities: Birth through Age 8
P	EDU 763	Assessment of Young Children: Birth Through Age 8
P	EDU 764	Science, Technology, Engineering and Mathematics in Early Childhood and Early Childhood Special Education
P	EDU 765	Curriculum, Assessment and Instruction in Early Childhood and Early Childhood Special Education: Birth through Age 8
P	EDU 766	Collaboration, Consultation, and Teaming in Early Childhood and Early Childhood Special Education
P	EDU 767	IFSP, IEP, and Planning Transitions: Birth through Age 8
P	EDU 768	Behavior Interventions for Young Children
	MATH 700	Mathematical Proof
P	MATH 701	Number Systems
P	MATH 702	Geometric Structures
P	MATH 703	Statistics and Probability
P	MATH 704	Linear Algebra
P	MATH 705	Discrete Mathematics
P	MATH 706	Calculus I
P	MATH 707	Calculus II
P	MATH 708	History of Mathematics
P	MATH 709	Algebra Theory for Teachers

GRADUATE COURSES

	ACCT 810	Management Accounting
	COMM 800	Foundations of Organizational Communication*
	HRM 820	Employee and Labor Relations
	LD 820	Cultivating Your Leadership Capabilities*
	LD 821	Ethical Decision-Making*
	LD 822	Maximizing Your Organization's Potential
	LD 823	Emergence of a Strategic Leader
P	LD 850	Leadership Integrative Capstone
	MGMT 805	Organizational Behavior
	MGMT 810	Marketing Management
	MGMT 824	Financial Management*
	MGMT 825	Corporate and Social Accountability
	MGMT 830	Changing Economics
	MGMT 835	Decision Analysis for Managers
	MGMT 850	Strategic Management Integrative Capstone
	PM 800	Project Management Seminar*
	PM 801	Project Planning & Scheduling*
P	PM 802	Risk Management
P	PM 803	Cost & Budget Management
	PM 804	Leading Teams*
P	PM 805	Negotiation, Contracting and Procurement
P	PM 806	Managing Project Portfolios
P	PM 807	Project Quality Management
P	PM 808	Project Management Integrative Capstone
	PM 809	Global Project Management
	PM 810	Change Management and Communication*

*Courses may be taken as Special Admission Status

P Prerequisite

COURSES DESCRIPTIONS

ABA 701 Principles of Applied Behavior Analysis

In this course, students will learn the basic principles of behavior, identify how environmental events influence human behavior, and delineate the basic behavior modification procedures and strategies. Students will (a) define and provide examples of key terms utilized in Applied Behavior Analysis, (b) develop and implement behavior modification strategies, (c) conduct formal observations, (d) identify target behaviors and contingencies, and (d) establish operations, and potential reinforcers. Additionally, students will practice collecting, graphing, and analyzing behavioral data. 3 credits

ABA 702 Evaluation of Behavior

In this field-based course, students will work with a Board Certified Behavior Analyst (BCBA) faculty mentor and a BCBA field supervisor. Students in the BCBA Program will (a) study the ethical guideline for the Behavior Analyst including background for ethics in behavior analysis, responsibility to clients and ethics regarding research, (b) learn how to target behaviors interfering with major life activities and prioritize behaviors that need to be taught and/or changed, (c) focus on data collection procedures with emphasis on gathering valid data efficiently and accurately, and (d) study and learn how to visually display data in a clear and useful manner. Reversal and alternate treatment designs, multiple baseline designs and assessing existing research will be studied. Implementation of assignments in the field may only be done under the supervision/approval of the BCBA field supervisor/BCBA faculty mentor. 3 credits

ABA 703 Applied Behavior Analysis, Interventions & Support Systems

In this course, students will become familiar with procedures behavioral analysts use to modify behavior including how to use reinforcement, punishment, stimulus control, imitation, shaping, chaining, extinction, verbal analysis, contingency contracts, token economies and generalization. These are strategies that can be used with in schools with students who have a variety of difficulties, such as learning, behavioral, emotional or developmental disabilities.

PREREQUISITE: ABA 701 Principles of Applied Behavior Analysis 3 credits

ABA 704 Application of Applied Behavior Analysis

In this course, students will learn applications of behavior analytic theories, procedures and methods as it pertains to special populations. Specific behavioral challenges and research in selected topics will be reviewed. Students will develop and implement behavior modification strategies to effectively “change” behavior. Students will conduct formal observations and

identify target behaviors and contingencies, and establish operations, and potential reinforcers. Students will practice collecting, graphing, and analyzing behavioral data. Given the focus on application, students will be required to conduct and complete a comprehensive written project utilizing behavior analytic principles. *PREREQUISITES: ABA 701 Principles of Applied Behavior Analysis and ABA 702 Evaluation of Behavior.* 3 credits

ABA 705 Professional and Ethical Practice for the Behavior Analyst

This final course is intended for students to prepare to sit for the Board Certified Behavior Analyst Exam. Through the assignments, students will review content areas of the Board Exam Task List, complete practice modules to obtain subject area fluency and review real world applications of applied behavior analysis. *PREREQUISITES: ABA 701 Principles of Applied Behavior Analysis and ABA 702 Evaluation of Behavior.* 3 credits

ABA 740, 741 & 742 Clinical Practicum I, II & III

The Clinical experiences require the completion of activities under the direct supervision of a Board Certified Behavior Analyst (BCBA). Clinical practicum experiences and seminars will follow the experience guidelines of the Behavior Analysis Certification Board. Each practicum and seminar will include a practicum project to include a client profile, a functional and/or descriptive assessment and appropriate intervention work. Additionally, each practicum requires 375 hours of documented clinical experience. 3 credits each

ABA 750 Applied Behavior Analysis Integrative Capstone

This integrative course is the final course in the Post-Baccalaureate Program in Applied Behavior Analysis and requires 375 hours of documented clinical experience. Students apply the principles learned and demonstrate competence by integrating and applying skills to real-world scenarios. All other coursework must be completed prior to this course. 3 credits

ACCT 810 – Management Accounting

In this course, students will build on traditional concepts of managerial accounting (break-even analysis, alternate choice decisions, profit planning, and transfer pricing) and develop the skills that an executive needs in strategic cost analysis. In addition, emphasis on using managerial accounting data in executive planning and control along with an exploration in strategic decisions of value chains and activity-based management will occur. 3 credits

COMM 800 Foundation of Organizational Communications

This course examines fundamental principles and theories of organizational communication. Students analyze the effects of communication on organizational quality; discuss specific skill sets necessary for effective internal communication; analyze methods of managing information; discuss the value and methods used to create organizational networks; and study the influence of organizational culture on organizational communication. Crisis communication, intercultural communication, and communication assessment are introduced. 3 credits

EDU 700 Introduction to Field Experience and Program Requirements

For students enrolled in teaching certification programs. Students work with Field Placement faculty to create a field experience plan and placement necessary to develop the skills in teaching and to gain technical and/or professional competence not otherwise available. This course is a prerequisite for all clinical courses. 4 credits

EDU 701 The Dynamic Role of the Special Educator

In this field-based course, students 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 student with the overall program requirements and resources within the PBTC program including specific formats and documentation; b) explore the GSC Digital 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 702 Using Technology to Teach Social Studies

Technology is a necessary tool in teaching today's youth. In this course, students develop, teach and evaluate Social Studies curriculum, integrating different types of educational technology to meet individual and classroom needs. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 703 Instructional Methods, Strategies and Technologies to Meet the Needs of All Students

In this field-based course, students develop expertise in using a variety of research-based strategies to improve learning for a diverse, student population facing complex individual learning challenges. Through their understanding of the principles of how human beings acquire language, reading, and mathematics skills, students determine the most efficient teaching methods to use with a student who requires specialized instruction. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 704 Strategies for Teaching Science

This course focuses on learning theories and their application to science instruction. Students examine a variety of instructional strategies through readings, observation and participation in the field-based placement, and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide science instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate an integrated/ thematic unit with lessons that align with the New Hampshire Science Curriculum Frameworks. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 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, students review school records, observe IEP team meetings, consult with district evaluators, student and parents, analyze previously written IEPs and progress reports, and develop the skills necessary to prepare IEPs inclusive of transition plans. The culminating activity of the course is the development of two IEPs and a 3-5 page essay that addresses the legal and ethical considerations and implications in the

development, implementation and evaluation of IEPs. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 2 credits

EDU 707 Classroom Behavior Management

In this field-based course, students 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 student documents the use of individual and classroom strategies in a management portfolio. 4 credits

EDU 708 Co-Teaching for Inclusive Instruction

In this field-based course, students examine, implement, and evaluate research-based practices to support the social-emotional, physical, and instructional needs of students with disabilities. Students observe school-age learners, 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: EDU 700 Introduction to Field Experience and Program Requirements.* 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. Students analyze a language arts series in relation to the National Council of Teachers of English standards, and the National Reading Panel's recommendations in each of the following areas: phonemic awareness, phonics, fluency, comprehension of vocabulary and text. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 6 credits

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

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

process. Students then evaluate the effectiveness of their instruction. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 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 students 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 700 Introduction to Field Experience and Program Requirements, EDU 730 Language Arts and Literacy for the Reading and Writing Specialist, EDU 712 Reading and Writing Disabilities: Assessment and Instruction, and EDU 713 Content Area Literacy.* 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 students 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 700 Introduction to Field Experience and Program Requirements, 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, students examine, implement and evaluate both traditional and contemporary means of assessing reading/writing strengths and needs, as well as research-based developmental and corrective instruction for struggling readers and writers, kindergarten through grade 12. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 713 Content Area Literacy

In this field-based course, students examine, develop, implement and evaluate a variety of strategies to teach reading and writing in content areas. Additionally, they examine the critical role that all teachers play in developing literacy and thinking. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 717 Students with Disabilities

This course provides an overview of educational disabilities and the opportunity to explore their implications for learning. Students examine definitions, characteristics, and teaching strategies

for students from preschool through secondary school who have a variety of special needs. Students research the following educational disabilities: learning disabilities, speech and language impairments, mental retardation, emotional and/or behavioral disorders, physical, health and low incidence disabilities, sensory impairments, autistic spectrum disorders, low vision and blindness, and deafness and hard of hearing. 4 credits

EDU 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. Students will gain an understanding of the relationship between constitutional law, statutory law, regulatory law and case law as it relates to current special education law. The focus on policies and procedures provides the background future teachers and paraprofessionals need to fulfill their legal and ethical responsibilities and to understand the changing dynamics of special education law. 4 credits

EDU 729 Foundations in the Education of Second Language Learners

In this field-based course students will learn and apply the major concepts, theories, and research related to the nature of second language acquisition. They will construct learning environments that support ESOL students' academic achievement, language and literacy development. Students will be expected to demonstrate language proficiency in oral and written English in social and academic settings, and serve as a sound role model for ESOL students. Students will be expected to become current with the history of ESOL teaching, current research and practice, and issues of state and federal legal compliance as they relate to ESOL education. Their role as advocates for parents and students will be explored. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

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

In this field-based course, students develop a comprehensive personal philosophy of reading/writing instruction. The development of this personal philosophy is based on in-depth research and analysis of this research, and is the foundation for program development, implementation and evaluation at both the school and district levels. Additionally, the student develops a personal three-year professional development plan to address areas of needed growth. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 730A Foundations of Languages and Literacy Development

In this field based course, students complete a comprehensive review of various principles and methods which integrate the language arts: speaking, listening, writing, reading, viewing, and presenting. Students review the reading and writing process, develop, implement and evaluate a variety of methods and strategies to teach language arts and explore software and websites to enhance literacy instruction. The student will observe a K-12 student's emerging literacy and analyze a language arts series in relation to the National Council of Teachers of English standards, and the National Reading Panel's recommendations in each of the following areas: phonemic awareness, phonics, fluency, comprehension of vocabulary and text. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 731 Multicultural Perspectives

In this field based course, students will demonstrate an understanding of the major principles, theories, and research pertaining to the influence of cultural groups on language learning, school achievement, and acculturation; they will explore the role of culture and demonstrate the ability to apply this knowledge in constructing learning environments that support ESOL students' cultural identities and academic needs. The role of the dominant culture and its impact on students will be explored. Students are expected to immerse themselves in diverse and authentic cultural experiences. 4 credits

EDU 732 Elementary School Mathematics Methods

This field-based course focuses on learning theories and their application to elementary school mathematics instruction. Students research a variety of instructional strategies through readings, observation and participation in the field-based placement and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for elementary school instruction. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 733 Middle School Mathematics Methods

This field-based course focuses on mathematics learning theories and their application to middle school mathematics instruction. Students examine a variety of instructional strategies through readings, observation and participation in a 12-hour practicum, and determine the appropriateness of each in the learning

process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for middle school instruction. Students implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 734 Secondary School Mathematics Methods

This course focuses on mathematics learning theories and their application to high school mathematics instruction. Students examine a variety of instructional strategies through readings, observation and participation in a 12-hour practicum, and determine the appropriateness of each in the learning process. Students will develop mathematics teaching methods and strategies; methods of integrating reading, writing and study skills in mathematics. Focus on strategies to present mathematical concepts, evaluation procedures specific to mathematics in selected topics in arithmetic, algebra, and geometry, techniques for facilitating problem solving and reasoning, and creating an interest in mathematics. Planning and providing for individual student differences is an important component of this class. Effective formative, summative and alternative assessment strategies are utilized. Students plan, implement and evaluate an integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for high school instruction. Students will implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 736 Dynamic Assessment: Complexity of Identification of Learning, Emotional/ Behavioral and Intellectual/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: EDU 700 Introduction to Field Experience and Program Requirements.* 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: EDU 700 Introduction to Field Experience and Program Requirements.* 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: EDU 700 Introduction to Field Experience and Program Requirements.* 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: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 740 Advanced Curriculum, Assessment and Instruction for Students with 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: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 741 Advanced Programming for Emotional/Behavioral 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 emotional and behavioral disabilities. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

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

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: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 743 Advanced Programming for Intellectual/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: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 744 Special Topics

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. 1-6 credits

EDU 745 Advanced Curriculum, Assessment and Instruction for Intellectual/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: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 746 Assessment of Students who are Culturally and Linguistically Diverse

In this field based course, students will learn, apply and demonstrate the knowledge of and the ability to use a variety of standards-based language proficiency instruments to inform instruction and for identification, placement, and demonstration of language growth for ESOL students. Alternative means of assessing culturally and linguistically diverse students will be explored and reflected in assignments. Discussion of bias in testing instruments will be explored. Students will learn of current state- and federally-mandated assessments and their implications for ESOL students. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 747 Content Area Literacy for English Speakers of Other Languages

In this field-based course students will demonstrate an application of how to teach second language students in the content areas of Language Arts, Science, Mathematics and Social Studies. Students will be exposed to unique methodologies on the K-12 levels to facilitate cognitive/academic language proficiency for ESOL students. Scientifically-based practices and strategies related to planning, implementing and managing ESOL and content area instruction will be explicitly explored as students construct lessons/learning experiences for ESOL students and implement them in their settings. Students will be expected to reflect upon their work and self-evaluate. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 748 Developing Literate Students, K-12

This field-based course provides preparation for teaching literacy and critical thinking in middle and secondary grades. The focus is on planning, selecting, and using research-based strategies for reading and writing instruction, assessment, and evaluation of student progress towards fluency. Reading and writing in the content areas and development of student study skills also are emphasized. This will include application of a wide range of strategies to comprehend, interpret, evaluate, and appreciate a variety of texts. Strategies for teaching linguistically and culturally diverse students will be explored. In addition, state, and national standards in reading and language arts will be used to construct units and lessons. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 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 360 minimum hours of teaching experience. *PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program and EDU 700 Introduction to Field Experience and Program Requirements. 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 752 Aspects of Mathematics Learning

This course is designed to provide prospective secondary school and middle school teachers with the skills to develop an integrated approach to teaching and learning. It will cover cultural and psychological aspects of learning mathematics, models of instruction and planning, teaching and learning styles, assessment strategies, models and organization and selection of curriculum materials, classroom management, and the role of technology and media within these. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 753 Reading and Writing in the Mathematics Content Area

This course is designed to provide prospective secondary and middle school teachers with the knowledge, skills, and resources necessary to incorporate literacy skills into their mathematics content area plans. Emphasis will be on integrating the teaching of reading, writing, and oral literacy skills from various fields; students will explore and practice the methods and strategies, including testing and measurement assessments, necessary to meet the diverse literacy needs of today's students allowing them to become independent students. Teaching and discussing theoretical and practical application of current theories and methods involved in teaching literacy to diverse secondary and middle student populations within the contemporary pluralistic classroom, including differentiated learning styles through socio-economic status, gender, and heritage will be emphasized. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 761 Young Children with Exceptionalities, Birth through Age 8

In this field-based course, students examine typical and non-typical development of children from birth through age 8. This is a time of rapid brain growth and overall development that forms the foundation for all learning. For young children who have exceptionalities in the physical, behavioral, developmental, or learning domains, these years are even more critical. The purpose of this course is to provide current, research-based knowledge and resources for professionals and their families who nurture, support, and provide services to exceptional children. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

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

In this field-based course, students use procedures involved in the evaluation process for determination of eligibility for special education. Students develop the skills necessary to administer and interpret assessment tools commonly used by early intervention staff and early childhood special education teachers.

Under the supervision of the district mentor, students review early support and services records and/or school records, gather information, observe an evaluation team meeting, consult with district evaluators, and review a variety of assessment tools and evaluation reports for young children through age 8. Students participate in preparing an assessment plan, administering chosen assessment tools, and writing assessment reports. Emphasis is placed on working with team members in the evaluation process. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 764 Science, Technology, Engineering and Mathematics in Early Childhood/ Early Childhood Special Education

In this field-based course, students focus on STEM content, effective practice, instructional strategies, materials and curriculum integration, based on standards, inquiry, and connections to the real world. STEM concepts of curiosity, creativity, collaboration and critical thinking are researched and explored. Students will learn about the Scientific Method, as well as the roles of observation, classification, description, experimentation, application and imagination. Students will learn how to use technology and interactive media in the early childhood classroom to support learning. The role of engineering in the curriculum will be investigated, including design of methods and ideas for product development. Students will understand and apply math process standards of problem-solving, reasoning and proof, communication, connection, and representation. The course emphasizes application of principles in order to investigate and create experiences which employ STEM concepts and teaching strategies. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

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

In this field-based course, students examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood special education settings, for young children ages 5 (kindergarten) through age 8 (grade 3). Students use district and state curriculum and integrate subjects with one another. Students develop skills to create and advocate for healthy, supportive, respectful, and challenging learning environments for all children, ages 5 through 8. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

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

In this field-based course, students research and evaluate family, community and professional partnerships which support the growth and

development of children with disabilities. The specific roles and responsibilities of each contributing partner will be explored and analyzed. Students, using knowledge acquired in areas of collaboration, consultation and teaming, construct service delivery models to support young children with diverse needs and their families. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 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, students review school records, observe IFSP/IEP team meetings, consult with district evaluators, student and parents, analyze previously written IFSPs/IEPs and progress reports, and develop the skills necessary to prepare IFSPs/IEPs inclusive of transition plans and/or services. The culminating activities of the course include the development of an IFSP and an IEP, and a research paper which addresses the legal/ethical considerations and implications in the development of IFSPs and IEPs. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

EDU 768 Behavior Interventions for Young Children

In this field-based course, students examine basic principles and components of life skills that children need as foundation for the development of positive social skills, e.g. attachment, affiliation, self-regulation, initiative, problem solving, and respect. The student develops and implements a variety of activities and lesson plans to teach young children these critical life skills. Students develop strategies to be used with young children receiving early intervention services and/or to motivate young children in their preschool programs/classrooms by facilitating the development of positive peer relationships, addressing emotional needs, and minimizing disruptions resulting in increased learning. The GSC student documents the use of individual activities and/or classroom strategies in a professional portfolio. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 credits

HRM 820 Employee and Labor Relations

This course will focus on the rights and responsibilities of employees and organizations in union and nonunion environments in the United States. The federal legal framework for collective bargaining is reviewed. Topics include common employment contract trends, topics, and issues, as well as all phases of unionization, from organizing through contract maintenance. Emphasis is on conflict management, negotiation, and alternate dispute resolution. 3 credits

LD 820 Cultivating Your Leadership Capabilities

In this course the student is introduced a variety of unique perspectives about leadership, which are drawn from different traditions in the literature, and from which the student selects to develop his or her own model of leadership. An action-based learning approach is conducted by each student to connect personal experiences with the theoretical construct. 3 credits

LD 821 Ethical Decision-Making

This course focuses on the conflicts which arise when an individual's ethics are counter to the organization's practices. A historical review of various leader's actions taken and consequences faced when confronted with an ethical dilemma is conducted. Each student assesses their ethical framework in context to an effective leadership model. 3 credits

LD 822 Maximizing Your Organization's Potential

This course focuses on the choices that are important for cultivating and sustaining an effective and efficient organization. A company's profitability and success, the engagement of the employees, and consumer satisfaction are all impacted by the leadership's actions. Therefore, in order to ensure long term growth, it is necessary for a company to create a healthy organizational identity. This is predicated on the pipeline of leadership talent within the organization. Succession planning requires a proactive approach. This class focuses on the best practices for developing and coaching leaders as well as the creation of organizational systems that ensure the company has strong leadership talent for future success. 3 credits

LD 823 Emergence of a Strategic Leader

This course focuses on the strategy making process. Strategic leaders must consider multiple aspects when developing a strategic approach. Strategic leaders must evaluate the external and internal environment to determine the right course of action. Students investigate core concepts of strategy-making to aid in their development of a strategic mindset. 3 credits

LD 850 Leadership Integrative Capstone

This integrative course is the final course in the Master of Science in Leadership. All other required coursework must have been completed prior to receiving approval to register for this course. Students during the capstone experience form e-learning teams of approximately 6-9 participants who contract to support each other in their workplace project activity. Learning teams' members, often assisted by a facilitator or coach, help each other make sense of their action learning project experiences in light of relevant theory. Set members become skilled in the art of questioning in order to challenge the assumptions underlying planned interventions in members' projects. Subsequent analysis and actions taken tend to be clearer, better informed, and more

defensible as a result of the team dialogue. After documenting the above, students discuss and defend their project orally. *PREREQUISITE: All required coursework must be completed.* 3 credits

MATH 700 Mathematical Proof

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics chosen from the following areas: functions and relations, set theory, number theory, and logic, Euclidian and non-Euclidian geometry, algebra, mathematical reasoning, proof, and problem solving. Connections to middle and secondary school mathematics curriculum emphasized. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. 4 credits

MATH 701 Number Systems

This course examines the structures and properties of mathematics while focusing on the development of mental mathematics strategies and problem solving skills. Includes sets, functions, applications of rational numbers, integers, fractions, decimals, percents, and number theory. Utilizes appropriate grade level techniques to investigate algorithms, probability and statistics, counting techniques, scientific notation, complex numbers, exponents, geometry, and measurement. Course includes investigation of ratio, proportion, data analysis, patterns, and the connections to algebra and geometry topics in the context of the 5-12 grades mathematics curriculum. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. 4 credits

MATH 702 Geometric Structures

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, 2 and 3 dimensional perspectives, congruence and similarity, properties of and relationships among geometric shapes and structures. Students will investigate graphing, vectors, motion and symmetry. Students will engage in course concepts through proofs, problem solving, dynamic geometric software, and through activities used in secondary and middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. 4 credits

MATH 703 Probability and Statistics

In this course students will study topics in data analysis including: descriptive and inferential statistics, probability, odds and fair games, probability distributions, normal distributions, and estimation. Among the topics are numerical and graphical summaries for one and two variables, linear regression and correlation, confidence intervals and tests concerning means, sampling and experimentation, basic probability, confidence intervals, hypothesis testing, sampling distributions, two-sample t-tests for means, chi-squared tests, regression and correlation, and possible other topics. A standard statistical software package is used throughout the course to support the course format that will include: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual secondary and middle school mathematics classroom activities. Throughout the course students will be given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. 4 credits

MATH 704 Linear Algebra

This course will examine concepts in algebra including: Patterns and functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, inequalities, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, linear equations. Course will develop the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, systems of linear equations, and linear transformations. Students will engage with these concepts through exploration, analysis, proof, and problem solving based on activities used in secondary and middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. 4 credits

MATH 705 Discrete Mathematics

This course is designed to introduce students to discrete and abstract mathematical topics: including propositional and predicate logic; elementary set theory; introduction to proof techniques including mathematical induction; sets, relations, functions and relations; recurrence

relations, graph theory, as well as the properties of groups, rings, and fields. Students will study number systems, mathematical induction, algorithms and complex number systems, matrix manipulation, combinatorics, graph theory, and finite differences. Course activities will be based on secondary and middle school mathematics curricula. This course considers the basic objects of mathematics through real-world examples and the methods used to elucidate their properties. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. 4 credits

MATH 706 Calculus I

The first semester of a calculus sequence dealing with applications and modeling of the differential and integral calculus. Course will focus on functions and their graphs, limits, continuity, differentiation, integration, the derivative and its uses in optimization and mathematical modeling, as well as the Fundamental Theorem. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. 4 credits

MATH 707 Calculus II

The second semester of a calculus sequence dealing with applications of the differential and multivariable calculus. Calculus of transcendental functions, applications of integration, some differential equations, multidimensional calculus with applications, sequences and series, differentiation and integration of trigonometric functions. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. 4 credits

MATH 708 History of Mathematics

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. 4 credits

MATH 709 Algebra Theory for Middle School Teachers

This course will examine concepts in Algebra including patterns, functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common division, inequalities, basic properties of groups and fields and polynomial arithmetic and algebra. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. 4 credits

MGMT 805 Organizational Behavior

The aim of this course is to provide an overview of the fundamental concepts of organizational theory and design in the context of a postindustrial and increasingly global society. The study of organizations encompasses several key knowledge areas essential to today's manager: the impact of technological and workforce changes on society, organizational ethics and social responsibility, global issues, history of management thought and its relevance for managers today, and systems thinking and the challenges of managing in today's complex and rapidly changing environment. Discussion addresses essential concepts in organizational theory and design, including measuring effectiveness, organizational life cycles, options for organizational structure, and becoming the learning organization. 3 credits

MGMT 810 Marketing Management

This course will concentrate on an analytical approach to the study of marketing problems. Examine the influence of the marketplace and the marketing environment on marketing decision making: the determination of the organization's products, prices, channels and communication strategies; and the organization's system for planning and controlling its marketing effort. 3 credits

MGMT 824 Financial Management

This course focuses on managerial finance from both domestic and international perspectives. Topics include valuation, capital budgeting, capital structure and financial leverage, long-term financing decisions, cost of capital, mergers and acquisitions, international finance, and risk management. Students use spreadsheets and financial calculators to apply course concepts to real world examples. 3 credits

MGMT 825 Corporate and Social Accountability

This course will examine the social responsibilities of corporations and individuals in the global twenty-first century. Topics may include outsourcing, off-shoring, international labor laws, global environmental responsibility, global human rights, global citizenship, and sustainable development. 3 credits

MGMT 830 Changing Economics

Current issues in economics and their relationship to the achievement of organizational goals will be discussed. The impact of economic reality on real organizations will be analyzed. 3 credits

MGMT 835 Decision Analysis for Managers

The aim of this course is to provide an introduction to the methodology of decision analysis using computer based techniques and systems analysis. Concepts of modeling, probability, and choice will be introduced. The philosophy and detailed methods involved in decision analysis will be reviewed. The methods reviewed will be applied to address routine and special business decisions. 3 credits

MGMT 850 Strategic Management Integrative Capstone

The capstone course brings together the knowledge and skills needed to be successful in the global marketplace. The focus of the course is on defining and researching a practical business problem or entrepreneurial opportunity. The research project provides the opportunity to utilize strategy, research skills, analytical tools and models, as well as decision sciences with a culminating business project that can be of strategic benefit to the student and/or a current organization. The capstone is based on an e-learning team approach, in which team members and team processes become essential to the strength of the subsequent workplace project. The project requires documentation of the above process and an oral project presentation component. 3 credits

PM 800 Project Management Seminar

Project Management Seminar is a survey course introducing project management as a profession and an academic field of study. It provides the foundation for more advanced project management courses. It serves as a prerequisite to other courses in the degree program unless permission is granted based on previous work or academic experience. Students will be introduced to the Project Management Body of Knowledge, (PMBOK® Guide), published by the Project Management Institute. The course will examine key tools and methodologies currently in use to manage large, complex projects; explore how these tools and techniques can be used to assess the overall status of a project and its variance from the project plan; and evaluate alternative recovery scenarios. Students will be introduced to the roles of project and program managers in current business enterprises and to the triple constraints of scope, time and cost. 3 credits

PM 801 Project Planning and Scheduling

This course will address project scheduling challenges in the current economic environment. Studies have shown that nearly 75% of commercial projects are deemed not to have met

the expectations of their funding sponsors. One reason is the inability to achieve the committed schedule. This course will examine state of the art planning and scheduling tools and techniques. It will also explore the application of the Earned Value methodology as a tool to determine and quantify current project status and as a tool to predict future project team performance. Specific emphasis will be given to current deterministic and probabilistic scheduling techniques. Students will learn the interrelationship and planning dependency between scheduling and risk assessment, project constraint analysis and the application of diverse scheduling methodologies. The course explores the impact that proprietary technologies; limited resources, competition and bargaining agreements might have on the planning and scheduling decision making processes. Dependency management, particularly discretionary dependencies and their impact on the scheduling process will be discussed in detail. 3 credits

PM 802 Risk Management

This course will focus on the importance of risk assessment in the overall project decision-making process. It will explore and evaluate multiple methodologies to identify and evaluate the overall risk posture of a project and investigate current risk scoring techniques. Students will learn the application of multiple risk response techniques, secondary risk avoidance and residual risk monitoring. Risk exposure cost estimating and contingency budget application will also be addressed within a systematic risk management framework. *PREREQUISITE: PM 800 Project Management Seminar.* 3 credits

PM 803 Cost and Budget Management

Cost and Budget Management will examine current cost estimating techniques and commonly used tools that can be applied to evaluate project alternatives: break-even, life cycle costing, net present value and others. Students will learn to apply the earned value methodology to describe a project status for both schedule and cost in terms of the dollar value of work performed. Students will also investigate how financial elements such as cost categorization, depreciation, net present value and project duration can impact the project decision making process. *PREREQUISITE: PM 801 Project Planning & Scheduling and PM 802 Risk Management.*

3 credits

PM 804 Leading Teams

Project leadership is the process of motivating people to achieve project goals, usually in a dotted-line organizational setting. The success or failure of the project, and by extension the project manager, is dependent upon the project manager's ability to assess the team as a whole (strengths and weaknesses), and then apply that analysis to the individual team members and to the project. Within the course, students will

survey and discuss multiple methodologies used to evaluate project teams. Students will analyze how organizational dynamics and structure impact the project manager, limit or increase their power, and influence their ability to perform their job. 3 credits

PM 805 Negotiation, Contracting, and Procurement

Outsourcing is becoming more and more critical in today's economic environment making it essential that a project manager in the multi-national marketplace have a firm understanding of the negotiating, contracting and procurement environment and potential pitfalls. This course will address the interdependence of the make-or-buy decision making process and the success of many projects in terms of risk management as well as achieving acceptable financial goals. Students will explore contracting pitfalls by addressing and proving an understanding of the key factors, regulations, and vocabulary which are critical for the project manager to be able to employ in their business dealings with contracting and legal departments. *PREREQUISITES: PM 801 Project Planning and Scheduling and PM 802 Risk Management.* 3 credits

PM 806 Managing Project Portfolios

This course addresses the processes and techniques used in the strategic management of project portfolios. Students examine the decision making tools, techniques, and rationale used to reach consensus for funding specific programs and projects and to bring them into the tactical layer for execution. The course reviews objective methodologies and benefit measurement techniques as well as market analytics, competitive analysis and market driven approaches. Elements of requirements gathering techniques as addressed by the International Institute of Business Analysis will be investigated and analyzed. *PREREQUISITE: PM 800 Project Management Seminar.* 3 credits

PM 807 Project Quality Management

Project Quality Management is critical in today's complex project management endeavors. It is also a dual track effort as it must address both project quality and project management quality. Students will review the history of the quality efforts from Deming, Juran and Crosby in the setting of the original quality efforts, international competition, and the concept of six-sigma as initiated by the Motorola Corporation in response to that threat. Students will examine multiple quality process improvement efforts and their impact on the business world: Prevention over Inspection, Continuous Improvement, Voice of the Customer, Just in Time, and others. This course is compatible with and will cover a subset of the Six Sigma methodologies and practices. *PREREQUISITE: PM 800 Project Management Seminar.* 3 credits

PM 808 Project Management Integrative Capstone

This integrative capstone is the final course in the Master of Science in Project Management program. All other required coursework must have been completed prior to receiving approval to register for this course. Students in this course will have the opportunity to apply the principles learned in the entire program of study and will demonstrate competence by integrating and applying those skills to a real-world scenario. Students will apply knowledge in a group case study setting while documenting the decision making process, and will analyze methodologies and rationale for selecting those methodologies in a project log including templates designed and used, case study analytical results, and decision outcome analysis/results. *PREREQUISITE: All required coursework.* 3 credits

PM 809 Global Project Management

Global Project Management addresses the growing demand for project management across international boundaries. This environment requires project managers and their teams to develop an awareness of and sensitivity to a field which is becoming increasingly more diverse through the lenses of culture, economics, and politics. Students will examine multiple distribution channels, outsourcing and unique pricing policies. Students will also discuss the need for adaptive procedures to account for unique sales and management styles, legal settings and the expectation of the target environments. 3 credits

PM 810 Change Management and Communication

This course provides students with an understanding of the principles of assessing change, managing change and employing the communication tools necessary to implement change effectively. Issues regarding client satisfaction, morale and relationships will be explored. The effective project manager must possess skills in adaptability to ensure that projects are responsive to changing conditions and that all stakeholders receive appropriate communication. This course develops a thorough understanding of strategic change and communication within organizations. 3 credits



ADMISSION

APPLICATION PROCEDURES FOR POST-BACCALAUREATE PROGRAMS

Applications for admission are accepted on a rolling basis, offering the opportunity to begin studies at Granite State College at any term during the year. There are four start dates (Fall, Winter, Spring and Summer) throughout the academic year. Priority is given to those applications received at least two weeks prior to the start of the term. Students who have application files completed and reviewed after the priority application dates will not be guaranteed full acceptance and may not be eligible for financial aid for the upcoming term.

Applications from prospective teacher candidates will be reviewed by the Dean and Associate Dean of the School Of Education. A complete application includes the following:

- Bachelor's degree with a 3.0 GPA average from a regionally accredited college or university. Strong candidates with less than a 3.0 GPA will be considered for conditional admission.
- Completed application form
- 500-1000 word essay using topic listed in part 2 of the application form
- Three letters of professional or academic reference and/or three completed recommendation forms
- Current resume
- Official transcripts of all previous college work

- Copy of existing certification (if applicable)
- PRAXIS Core Academic Skills for Educators scores, unless exempt. Candidates who have not taken PRAXIS will be expected to register for the test within two terms of admission
- Apply free online (<http://www.granite.edu/students/prospect/getstarted/admissions.php>).

Materials should be submitted to:
 School of Education Admissions Office
 Granite State College
 25 Hall Street
 Concord, NH 03301

FULL ADMISSION STATUS

Fully admitted status is attained when the application is complete and all transcripts and references have been received and approved by the School of Education Associate Dean. Teacher candidates will receive notification in writing or by email.

CONDITIONAL ADMISSION STATUS

The School of Education Dean and Associate Dean can grant conditional admission to a student who has not completed the application process or met GSC's Post-Baccalaureate Program admission criteria. The student may enroll in up to twelve post-baccalaureate credits without being fully admitted to the post-baccalaureate program. The conditional admission status will be changed to full admission status

once the application has been completed and/or the required conditions have been met. Required conditions may include successful completion of several courses while maintaining a GPA of 3.0 or better.

SPECIAL ADMISSION STATUS

Non-matriculated students with proof of Bachelor's degree completion may petition the School of Education Associate Dean to enroll in up to twelve credits of post-baccalaureate study without being fully admitted to the program. Special Admission status students will work with the School of Education Associate Dean for suitable course options. Students seeking to matriculate must meet GSC's Post-Baccalaureate Program admission criteria.

DEGREE CANDIDATES

Students who apply to and are accepted into a degree program are degree candidates. All others attending the college shall be considered non-degree.

TRANSCRIPTS

Post-baccalaureate students must ensure that all official prior college transcripts are received by the School of Education Admissions Office. Contact the Registrar's Office at the attended college or university to request an official transcript. In order for a transcript to be 'official', it must be in a sealed envelope from the college or university. Be sure to confirm with the institution's Registrar's Office whether your classes were undergraduate, post-

baccalaureate, graduate or all three. Teacher candidates who have received a Bachelor's degree from Granite State College can request that the Admission's Office obtain their transcripts through the GSC Registrar's Office.

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:

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

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

CREDIT FOR PRIOR LEARNING

Credit for Prior Learning is only applicable to the Post-Baccalaureate Teacher Certification program, not Master's degree programs.

Prior learning acquired through previous college courses, work or life experience is acknowledged and recognized as the foundation on which to build a 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
- Portfolio assessment of learning from unaccredited colleges or universities
- Workplace and military training evaluated by the American Council on Education
- Standardized examinations
- Workplace and military training evaluated by the National College Credit Recommendation Service

MILITARY TRAINING

All branches of the United States military offer training for enlisted personnel and commissioned officers. The American Council on Education (ACE) has evaluated hundreds of training programs and classifications and has published credit

recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Services. Visit the site at: www.militaryguides.acenet.edu. Official transcripts are required for evaluation of transfer credit.

Information about military transcripts and how to request the transcripts is available from each branch of the military.

- Army (AARTS transcript): <http://aarts.army.mil>
- Navy & Marine Corps (SMART Transcript); <https://smart.navy.mil/smart/welcome.do>
- Air Force (CCAF Transcript): <http://www.au.af.mil/au/ccaf/transcripts.asp>
- Coast Guard (CGI Transcript): http://www.uscg.mil/hq/cgi/ve/official_transcript.asp

TRANSFER CREDITS

Transfer credits from regionally-accredited colleges or universities may be awarded for courses satisfactorily completed with grades of C or better. The number of transfer credits accepted will depend upon the specific requirements in the degree program selected.

EXAMINATION PROGRAMS

Certain tests are available to demonstrate college-level knowledge and earn credit. The College recognizes competency demonstrated through CLEP (College Level Examination Program), DSST, Excelsior College Examinations and certain other post-secondary exams.

For credit to be awarded, the content of the exam must meet an outstanding program requirement. Credits acquired through testing cannot duplicate credits earned from other sources.

CLEP (College Level Examination Program)

Students who take a CLEP test and do not receive a passing score must wait 180 days before retaking the test. For detailed information about CLEP exams, visit: <http://clep.collegeboard.org>

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.

CLEP SUBJECT EXAMS

Contact a Campus 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. Following is a list of available examinations:

American Government
American Literature
Analyzing and Interpreting Literature
Calculus
College Algebra
French Language
German Language
Spanish Language
English Literature
Financial Accounting
Biology
Chemistry
Human Growth and Development
Information Systems and Computer Applications
Introductory Business Law
Introduction to Educational Psychology
Introductory Psychology
Introductory Sociology
Precalculus
Principles of Macroeconomics
Principles of Management
Principles of Marketing
Principles of Microeconomics
U.S. History I: Early Colonization to 1877
U.S. History II: 1865 to Present
Western Civilization I
Western Civilization II

CLEP AND ENG 500 THE WRITING PROCESS

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

English Composition (no essay) was recently replaced by College Composition Modular and neither satisfies the ENG 500 requirement. They may not be taken for credit after matriculation at the College.

College Composition, Freshman English, or Freshman College Composition, if passed with the minimum ACE recommended score and taken prior to matriculation at the College, will fulfill the ENG 500 requirement. A maximum of 2 courses or 8 credits is allowed for introductory writing courses.

DSST EXAMS

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. For detailed information about DSST exams, visit: www.getcollegecredit.com/index.html

Current Title

Art of the Western World
Astronomy
Business Ethics and Society
Business Law II (U)
Business Mathematics
Civil War and Reconstruction (U)
Criminal Justice
Environment and Humanity
Ethics in America (essay required)
Foundations of Education
Fundamentals of College Algebra
Fundamentals of Counseling
General Anthropology
Here's to Your Health
History of the Vietnam War
Human and Cultural Geography
Human Resource Management
Introduction to Business
Introduction to Computing
Introduction to Law Enforcement
Introduction to the Modern Middle East
Introduction to World Religions
Lifespan Developmental Psychology
Management Information Systems (U)
Money and Banking (U)
Organizational Behavior
Personal Finance
Physical Geology
Principles of Finance (U)
Principles of Financial Accounting
Principles of Physical Science I
*Principles of Public Speaking
Principles of Statistics

Principles of Supervision
Rise and Fall of the Soviet Union (U)
Substance Abuse (U)
Technical Writing (with Technical Writing Essay)
Western Europe Since 1945

(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 the College Campuses. Register and pay online at <http://my.granite.edu/orientation/testing.htm> or contact a test center for additional information.

Test Centers and Codes

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

The fee for tests taken at the above sites is \$102 per CLEP test and \$110 per DSST test. The fee is subject to change without notice. Register 30 days in advance of the testing date. To request an official copy of a CLEP transcript, contact:

CLEP Transcript 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 order form available on the DSST web site: www.getcollegecredit.com.

EXCELSIOR COLLEGE EXAMINATIONS (ECEs)

For detailed information about ECEs, visit <http://www.excelsior.edu/ecapps/exams/creditByExam.jsf>. There are limitations to the total number of times an exam can be retaken and a waiting period between attempts. ECEs must be taken with Pearson VUE. Test centers can be located at: <http://www.pearsonvue.com/excelsior/>

Cost varies depending on exam. Upper level credit may be awarded for some tests. A minimum score of 45, C, or Pass is required for all ECE examinations.

Credit Recommendations Title

Abnormal Psychology (U)
Adult Nursing (U)
American Dream (U)
Anatomy and Physiology
Bioethics: Philosophical Issues (U)
Community-Focused Nursing (U)
Cultural Diversity (U)
Earth Science
English Composition
Essentials of Nursing Care: Chronicity
Essentials of Nursing Care: Health Differences
Essentials of Nursing Care: Health Safety
Essentials of Nursing Care: Reproductive Health
Ethics: Theory and Practice (U)
Foundations of Gerontology (U)
Fundamentals of Nursing
Health Differences Across The Life Span 1
Health Differences Across The Life Span 2
Health Differences Across The Life Span 3
Human Resource Management (U)
Introduction to Music
Introduction to Philosophy
Juvenile Delinquency (U)
Labor Relations (U)
Life Span Developmental Psychology
Literacy Instruction in the Elementary School (U)
Management in Nursing (U)
Maternal and Child Nursing (associate)
Maternal & Child Nursing (baccalaureate) (U)
Maternity Nursing
Microbiology
Organizational Behavior (U)
Pathophysiology (U)

- Psychiatric/Mental Health Nursing (U)
- Psychology of Adulthood & Aging (U)
- Research Methods in Psychology (U)
- Research in Nursing (U)
- Social Psychology (U)
- Transition to the Registered Professional Nurse
- Role (associate)
- World Conflicts Since 1900 (U)
- World Population (U)

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

Note: Credits awarded for nursing subjects will be used as non-program elective credit, unless approved as part of an Individualized Studies program.

APPLICATION PROCEDURES FOR MASTER'S PROGRAMS

Applications for admission are accepted on a rolling basis, offering the opportunity to begin studies at Granite State College at any term during the year. There are four start dates (Fall, Winter, Spring, and Summer) throughout the academic year. Priority is given to those applications received at least two weeks prior to the start of the term. Students who have application files completed and reviewed after the priority application dates will not be guaranteed full acceptance and may not be eligible for financial aid for the upcoming term.

Applications from prospective degree students will be reviewed by the Graduate Program Director and Vice Provost for Graduate Studies. A complete application includes the following:

- Bachelor's degree with a 3.0 GPA average on the last 60 credit hours, or a 3.0 GPA at the graduate level, from a regionally accredited college or university.
- Completed application form. (<http://www.granite.edu/students/prospect/getstarted/admissions.php>)
- 500-1000 word statement which includes professional goals and aspirations, motivation for applying for the degree, and relevant formal or informal experiences.
- Two letters of professional or academic reference and/or two completed recommendation forms.

- Current resume.
- Official transcripts of all previous college work (with translation and evaluation if completed outside of the United States) sent directly to the Admissions Office, by the Registrar of the colleges or universities attended.
- Apply free online (<http://www.granite.edu/students/prospect/getstarted/admissions.php>).

Materials should be submitted to:

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

FULL ADMISSION STATUS

Fully admitted status is attained when all transcripts and references have been received and approved by the Graduate Program Director. Students will receive notification in writing or by email within two business days of the College's receipt of the completed application.

CONDITIONAL ADMISSION STATUS

The Graduate Program Director or Vice Provost for Graduate Studies can grant conditional admission to a student who has not completed the application process or met GSC's Graduate Studies admission criteria. The student may enroll in up to twelve credit hours of graduate study without being fully admitted to the degree program. The conditional admission status will be changed to full admission status once the application has been completed and/or the required conditions have been met. Required conditions may include successful completion of several courses while maintaining a GPA ≥ 3.0 .

SPECIAL ADMISSION STATUS

Non-matriculated students with proof of Bachelor's degree completion may petition the Program Director to enroll in up to twelve semester hours of graduate study without being fully admitted to the degree program. Special admission status students will work with the Program Director for suitable course options. Students seeking to matriculate must meet GSC's Graduate Studies admission criteria.

TRANSFER CREDITS

The Office of Graduate Studies does not accept transfer credits. In the case when a student has completed the equivalent course

content from another accredited institution in the past seven years, a course waiver may be appropriate.

COURSE WAIVER

Course Waiver is only applicable to the Master's degree programs.

Course waivers may be awarded to a student who has completed the equivalent course content from another accredited institution in the past seven years. Students in graduate programs may request to waive one course. The waiver will exempt the student from completing the required course. The student will complete another course, as approved by the program director, to satisfy the number of credits required for the program. Granite State College awards course waivers for courses taken at regionally and programmatically accredited institutions. Information about the organizations responsible for these two sorts of accreditation is provided by the Council for Higher Education Accreditation. Students may petition for course waiver evaluation at the time of application.

An official course evaluation will take place after an applicant has been accepted to the degree program and has submitted the Graduate Course Waiver Form, and after all official transcripts, course descriptions, and syllabi have been received by the Office of Graduate Studies. Graduate courses will not be evaluated for a course waiver if they were earned to fulfill an academic requirement for a graduate degree program. All graduate course waiver awards are made on a case-by-case basis at the discretion of the Graduate Program Director or Vice Provost for Graduate Studies.

DEGREE CANDIDATES

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

CHANGE OF PROGRAM

A graduate student matriculated in a degree program who would like to change their program of study to a different graduate program needs to conduct the following steps:

1. Notify their current Program Director of the request to change degree program.

2. Submit the following documents to the Office of Graduate Studies:
 - a. Completed Graduate Change of Program Form
 - b. A 500-1000 word statement which includes professional goals and aspirations, motivation for applying for the new degree, and relevant formal or informal experiences
 - c. Updated resume

Submissions will be reviewed and approved by the Program Director in charge of the new degree program. Previously awarded transfer credit awards are subject to change.

TRANSCRIPTS

Master's degree candidates must ensure that all official prior college transcripts are received by the Admissions Office. Contact the Registrar's Office at the attended college or university to request an official transcript. In order for a transcript to be "official," it must be in a sealed envelope from the college or university. Be sure to confirm with the institution's Registrar's Office whether your classes were undergraduate, graduate or both. Candidates who have received a Bachelor's degree from Granite State College can request that the Admissions Office obtain their transcripts through the Registrar's Office.

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 the Office of Graduate Studies 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 the Office of Graduate Studies to see if the College will accept the evaluation.

ENGLISH PROFICIENCY

English proficiency is required for academic success at the college. Adequate proficiency is demonstrated by a minimum Test of English as a Foreign Language (TOEFL) score of 80 (internet) with a writing portion of 20; or a minimum International English Language Test System (IELTS) score of 6.5 with no band lower than 6.0. Any student not demonstrating adequate proficiency will be referred to an institution that offers courses in English for Speakers of Other Languages. Scores must be sent directly from the testing center to the Admissions Office. Use code 0458.

<http://www.toeflgoanywhere.org/>
<http://www.ielts.org/>

Note: *Individuals who are in the U.S. as permanent residents or with visa status allowing education participation are eligible for study with GSC. Granite State College does not currently accept students needing J-1, F-1, or M-1 Visa status requirements.*

TUITION AND FEES

TUITION AND FEES

Mandatory tuition and fee charges are subject to final approval by the University System of New Hampshire Board of Trustees. Course charges, fees, and regulations are subject to change without advance notice. Tuition and fees are effective for Fall 2013 term charges unless otherwise noted.

Visit <http://granite.edu/students/prospect/tuition.php> for current tuition rates and fee information.

POST-BACCALAUREATE FEES

Per Credit Hour

Resident	\$285
Non-resident	\$305

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.

Application

Online Application	No Charge
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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.

Materials

Variable

The Post-Baccalaureate program requires all students to purchase a subscription with an e-Portfolio system for the duration of their plan of study at GSC. Additional technologies, educational applications, supplementary materials and other charges are required beyond tuition. These fees are assessed on a course-by-course and program basis.

Field-Based Mentoring Fee

\$250

Any field-based course that requires oversight of a GSC field-mentor will have an additional fee assessed.

Testing

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

CLEP per test	\$105
DSST per test	\$110

Training Portfolio

\$275

Flat fee for review of professional training programs (e.g., corporate, organizational, governmental, medical, educational) or of individual training experiences.

Overdue Accounts

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

Returned Checks

\$25

Personal checks returned by the bank.

Re-registration Fee

\$25

MASTER'S FEES

Per Credit Hour

Resident	\$495
Non-resident	\$515

Application

Online Application	No Charge
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Conferral Fee

\$150

This fee covers the costs of degree audits, degree certification and diploma printing. Conferral 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.

Materials

variable

The Master's programs require all students to purchase a subscription with the E-portfolio Provider for the duration of their plan of study at GSC. Visit <http://bookstore.mbsdirect.net/gsc.htm> for subscription rates.

Note: When applicable, Master's degree programs require students to purchase memberships to professional organizations related to their degree program. Additionally, some courses require supplementary materials or other charges beyond tuition. These fees are assessed

on a course by course basis and will be specified during the course registration period.

Overdue Accounts

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

Returned Checks

\$25

Personal checks returned by the bank.

Re-registration Fee

\$25

STUDENT ACCOUNTS

The Student Accounts Office's core mission is to serve the College community by establishing and maintaining business practices that will enable staff to provide consistent information and quality service to all students, faculty, staff, and vendors. The Office generates bills, processes payments and refunds, and assists students in understanding and managing their accounts and payment obligations. This includes scholarship payments, veteran's benefits, vocational rehabilitation or other third party payments and the Tuition Management System's interest-free monthly payment plan.

Note: Students are responsible for the status of their accounts and should contact the Student Accounts Office immediately with questions or concerns about accounts, or if there have been changes in any payment arrangements.

STATEMENTS OF FINANCIAL RESPONSIBILITY

By enrolling in classes at the 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

The 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 <http://my.granite.edu/index.html>
2. Login to WebROCK
3. Select Student Accounts
4. Select Make an Online payment

Payments by Phone: Students may make credit card payments (Visa, Mastercard, Discover) by phone at 603-513-1330.

Payments by Mail: Mail a check or credit payment to:

Student Accounts
Granite State College
25 Hall Street
Concord, NH 03301

CONSEQUENCES FOR NON-PAYMENT

If an account balance is unpaid by the due date, students may be dropped from courses, charged a late fee, or have a hold placed on their account which prevents registration or obtaining transcripts. The account may also be assigned to an outside agency for collection efforts. For more information e-mail student.accounts@granite.edu or visit online at: <http://my.granite.edu/studentaccounts.htm>

TAXPAYER RELIEF ACT OF 1997

The College is required to file form 1098-T with the U.S. Internal Revenue Service to report certain enrollment and identifying information for payments received toward “Qualified Tuition and Related Expenses” in a tax year. IRS Form 1098-T provides information from educational institutions to students which may be of use in determining a student’s eligibility for tax credits (American Opportunity Tax Credit or Lifetime Learning Credit). In order to provide this information, the first time an individual registers, their social security number will be required.

FINANCIAL AID

Students who need assistance with tuition and other costs related to their education may find help through one of several financial aid programs. Federal, State, and most institutional aid programs require the filing of the Free Application for Federal Student Aid (FAFSA). Types of aid include gift aid (grants), work study (part-time employment while enrolled), and loans (borrowed money that must be repaid with interest).

For full descriptions, disclosures, deadlines, and additional information for any financial aid listing, please visit <http://my.granite.edu/finaid.php> or contact the Office of Financial Aid at (603) 513-1392.

FEDERAL FINANCIAL AID ELIGIBILITY

To be eligible for federal financial aid, students must meet these general requirements:

- Be a U.S. citizen or eligible non-citizen; and
- Have a high school diploma or equivalent, or have been home-schooled in a setting approved by state law; and
- Not have or have resolved any drug conviction that occurred while receiving federal student aid; and
- Not owe a refund on a federal grant or be in default on a federal student loan; and
- Be accepted in an eligible degree or post-baccalaureate certificate program; and
- Be enrolled at-least half time (4 credits) during any term(except for Pell Grant eligibility); and
- Be making Satisfactory Academic Progress at each scheduled review; and
- Not be receiving federal or state financial aid from another institution for the same period of enrollment.

FEDERAL AID

FEDERAL DIRECT LOAN PROGRAM

Direct Stafford Loans are low-interest loans for students to help pay for the cost of an education. The lender is the U.S. Department of Education and offers the following types of loans:

Subsidized: For students with demonstrated financial need, as determined by the FAFSA. No interest is charged while a student is in school at least half-time. Available to eligible students enrolled in an undergraduate or Post-Baccalaureate program.

Unsubsidized: Loans that are not based on financial need; interest is charged during all periods, even during the time a student is in school.

Repayment begins six months after the student graduates, withdraws, stops attending, or drops below half-time enrollment. The standard repayment term is 10 years, although one can get access to alternate repayment terms (extended, graduated and income contingent repayment).

Under the terms and conditions that Federal Student Loan assistance is received, students may obtain deferral of the repayment of principle and interest for service under the Peace Corps Act, service under the Domestic Violence Service Act of 1973, or comparable service as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

DIRECT GRAD PLUS LOANS

Direct Parent PLUS Loans are unsubsidized loans for the parents of students. Grad PLUS Loans help pay for education expenses up to the cost of attendance minus all other financial assistance. To be eligible, the borrower must be the student's biological or adoptive parent or stepparent, a U.S. citizen or eligible non-citizen, and cannot have an adverse credit history. A credit check is required. A valid FAFSA is required to apply for a Direct PLUS Loan.

The interest rate for Direct Grad PLUS Loans is a fixed rate of 7.9%. Interest is charged during all periods, beginning on the date of the loan's first disbursement. There is also a 4.0% origination fee that is deducted from the amount borrowed.

RIGHTS AND RESPONSIBILITIES

Federal, state, and institutional student financial aid is a privilege, which creates both rights and responsibilities.

- Know and understand the authorized educational expenses involved in the cost of attendance and that aid awards are only used for these expenses while enrolled;
- Be informed about the financial aid application process/procedures and respond promptly to all documentation and information requests;
- Understand how financial need is determined, how outside resources may affect eligibility, and report all resources received.
- Understand the award and the guidelines of the aid programs involved;
- Know and understand the refund policies pertaining to dropping and the return of federal aid as a result of withdrawing from coursework; as well as student responsibility for repayment of any returned funds;
- Understand the requirements for Satisfactory Academic Progress to receive federal financial aid and the responsibility to maintain SAP standards;
- Understand that financial aid records are confidential and maintained in accordance to the Federal Family Educational Right and Privacy Act (FERPA).
- Maintain copies of all forms and agreements signed;
- Recognize that the student and his/her family are primarily responsible for educational costs;
- Notify the Office of Financial Aid of any changes in anticipated enrollment, any drug conviction or incarceration, since it may affect eligibility;
- Satisfactorily perform and complete work assignments accepted through the federal work study program.

FEDERAL FINANCIAL AID PENALTIES FOR DRUG CONVICTIONS

Federal guidelines focus strongly on illicit drug use and distribution. The Higher Education Act states that a federal or state drug conviction can disqualify a student for federal financial aid. Without a valid FAFSA for federal financial aid, students are also ineligible for State aid and most institutional aid programs. In accordance with an HEOA provision, a student whose eligibility has been suspended due to a drug conviction is allowed to resume eligibility if the student successfully passes two unannounced drug tests conducted by a qualified drug rehabilitation program.

STATE GRANTS

State grants may be available to residents from Vermont, Massachusetts, and Rhode Island for the College’s students. Information from the FAFSA is sent to each state to determine eligibility.

INSTITUTIONAL AID NATIONAL GUARD TUITION WAIVER

This program is available to students serving in the New Hampshire Air and Army National Guard. NH National Guard Waivers are for tuition costs only on a space available basis which means that a seat is available in a course without excluding paying students.

THE ALA MERIT SCHOLARSHIP FUND

The Alumni Scholarship Fund provides up to ten \$1,000 academic merit scholarships to deserving students every year. Qualified recipients are selected through an application process. To be eligible, students must:

- be an undergraduate enrolled in a degree program, or a student enrolled in the Post-Baccalaureate Teacher Certification Program.
- have completed a minimum of twenty-four credits at the College.
- have completed a minimum of four terms at the College.
- have a 3.5 grade-point average or better.

Interested applicants may obtain a Scholarship Application through the MyGranite website each year. For more information, current students should call Alumni Relations at 603.513.1308.

OTHER SOURCES OF AID

Aid may be available from local sources, including local banks with education assistance trusts, community and civic groups, Veterans Administration, NH Job Training Council, Vocational Rehabilitation, and employer tuition reimbursement.

NEW HAMPSHIRE CHARITABLE FUND

New Hampshire residents pursuing undergraduate or graduate study at approved institutions of post-secondary education are eligible to apply for grants and scholarships from this fund. For more information, please visit www.nhcf.org.

VETERAN’S BENEFITS

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

Department of Veterans Affairs
888-GIBILL-1
www.gibill.va.gov

VA Vocational Rehabilitation
Manchester, NH
800. 827. 1000

GSC Veterans Point of Contacts
Claremont: 603.542.3841
Concord: 603.513.1398
Conway: 603.447.3970
Rochester: 603.332.8335

GSC Military Outreach and Support
Specialist
603.513.1365

GSC School Certifying Official
603.513.1330
gsc.veterans@granite.edu

MONTHLY PAYMENT OPTIONS

The 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 or visit granite.afford.com.

PRIVATE (ALTERNATIVE) LOANS

Private loans, also known as alternative loans, are non-federal student loans that may be needed by students to fund and/or supplement the cost of their education. All private loans are credit-based and have variable interest rates (meaning there is no limit to the amount the rate can increase). Students may borrow up to the cost of attendance less any financial aid and are required to complete a self-certification form. Private Loans should be used as a last resort to fund one’s education.

The Office of Financial Aid strongly encourages the use of all federal, state and institutional aid programs identified through the filing of the FAFSA before applying for any private loan option.

TUITION REIMBURSEMENT

Employer reimbursement can help offset the cost of graduate education. Many of Granite State College’s graduate students receive full or partial reimbursement from their employers. Check with your Human Resources Department about this option.

FINANCIAL AID APPLICATION PROCESS

1. **Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov** Receive your estimated financial aid award within 2 weeks. Awards will be issued beginning early May.
2. **Complete your admissions application.** Once processed, this will give you access to WebROCK to move forward with your financial aid. www.granite.edu/students/prospect/getstarted/admissions.php
3. **Check WebROCK often for any additional requirements.** Requirements will vary from student to student and may include submitting an extra document or two, or you might find that you’ve been chosen for Verification. Your award may change as a result of the Verification process, so check WebROCK for updates and respond to any changes. All additional documents must be submitted before any financial aid can be finalized.

4. Complete Federal Student Loan Requirements, if applicable.

For all new GSC Federal Student Loan Borrowers, complete the following two steps in order to begin classes:

- a) Stafford Loan Entrance Counseling: Learn your rights and responsibilities associated with borrowing Federal Direct Loan funds.
- b) Master Promissory Note (MPN) with Direct Lending: a legal document you sign which explains the terms and conditions of your loan, as well as your repayment responsibilities.

5. *We assume you accept all loans and grants, as offered, unless you inform us, in writing, otherwise.* Please complete an Award Revision Request form if you wish to : decline all or a portion of your loans, are requesting, or are attending fewer terms than are reflected on your award. Please allow sufficient time for us to process these change requests. Typically, changes are completed in 3-5 business days. During peak times, the 3 weeks prior to each term start, processing times may be longer.

VERIFICATION

Federal regulations require verification to be completed for some applicants and they may be selected by the U.S. Department of Education CPS or by the College. The purpose of verification is to maintain the integrity of student aid programs by verifying the information provided by students and parents on financial aid applications. If selected for verification, students are required to submit:

- Eligible students should utilize the IRS Data Retrieval Tool available via the FAFSA to satisfy the tax transcript requirement. This is the most efficient way to complete this requirement. If you are not able to complete data retrieval, then submit copies of all tax transcripts received directly from the IRS (we can no longer accept tax returns from aid applicants) or Non-Tax Filer Statement(s).
- Completed Verification Form
- Other documentation as requested upon review.

Requirements for verification must be completed before aid is finalized or disbursed.

APPLICATION PROCESSING TIMELINE

Applications are accepted on a rolling basis. Student aid is packaged when all requirements are satisfied. Financial aid application processing may take up to fourteen days once the FAFSA results are received. Apply as early as possible to avoid delays. Verification documents must be completed prior to the last day of enrollment that is at least half-time, (no later than 120 days after the last day of at least half-time status). Students must reapply for financial aid each academic year.

FINANCIAL NEED

Federal, state, and most institutional aid programs are awarded based on financial need except for the Direct Unsubsidized Loan and the Direct Parent PLUS Loan which are categorized as non-need based aid. Financial Need is the difference between the Cost of Attendance and your Expected Family Contribution added with external Educational Resources.

Cost of Attendance (COA), also known as the student's budget, is an estimate of educational and related expenses incurred during a period of enrollment.

The Expected Family Contribution (EFC) is a measure of your family's financial strength and resources available to assist with the cost of your education which is calculated through the FAFSA.

Any anticipated Educational Resource, paid directly to you or to the College on your behalf, is your legal responsibility to report, and may affect your financial aid eligibility. Examples include, but are not limited to, Vocational Rehabilitation, Veterans Administration, and employer tuition reimbursement.

Special Circumstances

The College does recognize that a student and/or family's true circumstances may not be accurately portrayed at the time they file their FAFSA. Special circumstances may include, but not limited to: loss of job, divorce, and medical expenses above the average allowance. A special circumstance application requires completion of the verification process, supporting documentation, and providing further information upon request.

CODE OF CONDUCT

The staff of the Office of Financial Aid and designated agents of the College are expected to always maintain exemplary standards of professional conduct and to follow this code of conduct outlined by the National Association of Student Financial Aid Administrators (NASFAA).

The professional shall:

1. refrain from taking any action for his or her personal benefit.
2. refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
3. ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
4. be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
5. refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
6. disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

FINANCIAL AID CALENDAR 2013-14

This calendar applies to standard term courses. Late Start coursework and/or contract courses may affect the disbursement and credit balance check dates due to different published drop dates. Dates are subject to change.

Summer Term (July 6 – August 30, 2013)

July 2, 2013 – Advanced funds for qualified Pell recipients to obtain books and supplies

July 12, 2013 – Last day to drop a class and receive a refund

July 12, 2013 – SAP appeal deadline for term reentry

July 15 - 17, 2013 – Credits verified and aid released to student accounts

July 30, 2013 – Check printed and mailed for credit balances

Fall Term

(September 7 – December 6, 2013)

August 23, 2013 – SAP appeal deadline for term reentry

September 4, 2013 – Advanced funds for qualified Pell recipients to obtain books and supplies

September 20, 2013 – Last day to drop a class and receive a refund

September 23-25, 2013 - Credits verified and aid released to student accounts

October 8, 2013 - Check printed and mailed for credit balances

Winter Term

(January 4 – March 28, 2014)

December 22, 2013 – SAP appeal deadline for term reentry

December 31, 2013 - Advanced funds for qualified Pell recipients to obtain books and supplies

January 17, 2014 – Last day to drop a class and receive a refund

January 20-22, 2014 - Credits verified and aid released to student accounts

February 4, 2014 - Check printed and mailed for credit balances

Spring Term

(April 5 – June 27, 2014)

March 21, 2014 – SAP appeal deadline for term reentry

April 1, 2014 - Advanced funds for qualified Pell recipients to obtain books and supplies

April 18, 2014 - Last day to drop a class for tuition refund

April 21-23, 2014 - Credits verified and aid released to student accounts

May 6, 2014 - Check printed and mailed for credit balances

Constitution Day

September 17 is designated as Constitution Day for all schools eligible for Title IV funding. Granite State College annually celebrates Constitution Day to promote an understanding and appreciation of the U.S. Constitution.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL AID

All GSC students are required to achieve minimum SAP standards to receive financial aid. Graduate and Post-Baccalaureate students are required to:

1. maintain a cumulative GPA of 3.0
2. successfully complete 67% of all credits attempted
3. complete the credit requirements for the degree within 150% of the published credit length of the degree program.
Example: A Master's degree requires 30 credits; students may not exceed 45 credits attempted to earn a Master's degree.

Students are reviewed annually at the end of the Spring term. For more information on satisfactory academic progress, please visit: <http://my.granite.edu/finaid/sap.htm>

FINANCIAL AID REFUNDS

TUITION REFUND POLICIES

The following student financial aid refund policies are in effect for the 2013-2014 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 and fees for courses dropped during the Add/Drop period for the course. For courses that do not follow the twelve week schedule, specific drop dates are noted in the course schedule or posted at <http://my.granite.edu/>. After the Add/Drop deadline there will be no refund of tuition or fees. For specific information on dropping courses please refer to page 30.

AID RETURNS FOR WITHDRAWALS

If a student receiving federal financial aid officially or unofficially withdraws from course work in a term or from a degree program, return policies designated by the U.S. Department of Education will apply. A prorated schedule is used to determine the amount of federal aid a student has earned at the time of withdrawal up to the 60% point of a student's enrollment. If grant and/or loan funds are returned to the federal funding source, the student will be responsible for any tuition charges remaining after the return. If a student withdraws from a course, but is registered or plans to register for a late start course in the same term (and the drop date has not passed for the late start course), then written confirmation of the student's intent to return is required to be provided to the Office of Financial Aid or a return calculation will be performed.

Questions on these policies may be directed to:

Office of Financial Aid
603.513.1392 or 888.228.3000, ext. 711
Or
Student Accounts Office
603.513.1330 or 888.228.3000, ext. 330.



ACADEMIC YEAR

The Academic Calendar including registration periods appears at www.granite.edu. Please visit the web for a copy of the current term course schedule.

COURSE SELECTION

Students should refer to Granite State College website for program curriculum information. Students may search for and register for courses through their MyGranite web portal, but are encouraged to consult with the Program Director about their course selections before registration.

PREREQUISITES

Course prerequisites are those courses that are required to have been completed prior to enrolling in another course.

Before registering for a course, students should check the course description to determine whether they have taken the course prerequisites.

For more information about course prerequisites, please contact the Program Director.

ENROLLMENT STATUS

Students who are registered for at least three (3) credits in Fall, Winter, Spring or Summer term are considered to be enrolled as part-time graduate students. Those who are registered for at least six (6) credits in a term are considered to be enrolled as full-time graduate students.

GRADUATE COURSE OVERLOAD POLICY

A full load for graduate students is at least six semester hours taken concurrently.

To be eligible for an overload (greater than six semester hours concurrently), a graduate student must satisfy the following criteria:

- Must have a record of successful study at Granite State College
- Must have a GPA of 3.500 or higher.

Students may request a course overload by completing the appropriate form and sending it to the Program Director.

REGISTRATION

Students can register for courses by registering online via WebROCK at my.granite.edu, by completing a Graduate Registration form and faxing, mailing, or dropping it off at a local campus, or calling the Student Information Center. Non-matriculated students need Program Director approval to register for classes.

The college reserves the right to deny enrollment in any course for which the prospective student lacks the necessary background or prerequisites. For each course, check to ensure all prerequisites have been satisfied.

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

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. For policies, procedures and due dates, please refer to the course schedule at <http://my.granite.edu/resources/schedules.htm>.

Financial clearance is confirmed when any of the following conditions are met:

- Payment for all tuition, fees, and charges is made in full, OR
- A payment arrangement is approved by the Student Accounts Office for all remaining charges (ex. third party payments, VA, Voc Rehab, pending scholarships, etc.) OR

For admitted degree candidates using financial aid:

- Financial Aid is finalized and covers all charges, OR
- Financial Aid is finalized; however the award does not cover all charges and a payment arrangement with the Student Accounts Office is approved, OR
- The FAFSA and all required documents are received by the Office of Financial Aid, loans are accepted and provisional clearance is approved.

Note: *New degree candidates, or individuals applying for a subsequent degree, must have all admission and financial aid documentation submitted to the College by the published due date for the term. To apply for admission and financial aid and register for a course after the payment due date for the term has passed, another form of payment must be secured at the time of registration. Students may receive reimbursement after acceptance to a degree program is achieved, a financial aid award is determined and funds are disbursed to the student's 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 Registration, Tuition, and Fee 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 Campus, by completing the Course Add/Drop Form located at my.granite.edu, or by contacting the Student Information Center at 855.472.4255. See the following sections 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.

ADDING COURSES

Students may add a twelve-week course up to the end of the second week of the term or a six week course up to the end of the first week (see the course schedule) by either:

- Calling or e-mailing the Office of Graduate Studies or
- Completing a Course Add/Drop Form at <http://my.granite.edu/resources/registrationchanges.htm> and faxing it to the Office of Graduate Studies at 603.513.1387 or the Registrar's Office at 603.513.1386.
- Call the Student Information Center at 855.472.4255 or ask.granite@granite.edu

To add a course after the class start date, the instructor's permission will be required. Courses that do not follow a twelve-week schedule may be added during specified add/drop periods, as published in the term course schedule.

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 during the official add/drop periods, only tuition is refunded. Fees and charges other than tuition are nonrefundable after the start of the term. Notification of a drop after the start of the term must be received in the Office of Graduate Studies 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 the Office of Graduate Studies or
- Complete a Course Add/Drop Form at <http://my.granite.edu/resources/registrationchanges.htm> and fax it to the Office of Graduate Studies at 603.513.1387 or to the Registrar's Office at 603.513.1386.

The last day to drop a six or twelve-week course is the end of the first and second week of the term, respectively. For courses that do not follow the six or twelve-week schedule, specific drop dates are noted in the course schedule. Students who

remain registered after the drop period are financially responsible for all tuition and fees.

Officially dropped courses are not recorded on transcripts. Failure to officially drop will result in an AF grade (administrative failure), which is maintained on the official student record and included in the grade point average (GPA). An AF may also result in an unpaid balance due to Granite State College if federal financial aid has been received.

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 six or twelve-week course please see the schedule published at My.Granite.edu. To withdraw from a course that does not follow a twelve-week schedule, please consult the Program Director or the course schedule.

To withdraw from a course, submit a completed Course Withdrawal Form located at <http://my.granite.edu/resources/registrationchanges.htm> before the last published day to withdraw. Withdrawal from course(s) is official once a signed form has been received by the Office of Graduate Studies 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. 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. Please check with an advisor and the Financial Aid Office before withdrawing if receiving financial aid, including 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:** Students who drop or withdraw from a course are required to return all college property.*

PETITIONS FOR CHANGE IN ENROLLMENT STATUS

Students with extreme extenuating circumstances who have been unable to 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 Program Director. 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 student thinks that reconsideration of the decision is warranted due to the availability of additional information, or the need to further clarify information previously presented, he or she may appeal the decision within 30 days of receipt of the letter indicating the decision, through the following appeal process:

1. An Appeal Form should be completed and signed by the student and sent to the Office of Graduate Studies. (The Appeal Form is available in all Campuses and online.)
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 Provost for 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 student will be notified immediately in writing.

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. A request to change from an audit status to a credit-bearing status or vice versa must be submitted using 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 student will be evaluated in any way. The extent to which auditors will participate in the course will be at the complete discretion of the instructor. A grade of AU will be entered on the official 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 the Office of Graduate Studies. AUDIT must be marked in the upper left-hand corner of the registration form. Online registration is not available for audits.

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 the Program Director, degree candidates may use the Pass/Fail option at the time of registration. A maximum of 3 elective credits may be earned through Pass/Fail per term, not to exceed 6 elective credits within the degree program. When registering, obtain the Program Director's signature on the registration form that authorizes the Pass/Fail registration status. The Pass/Fail option can only be used for elective credit. 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 at the graduate level is C. 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. Degree students are not eligible. Space available means that a seat is available without excluding paying students. Registration takes place at Regional Campuses. 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.
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.

ENROLLMENT VERIFICATION

The College sends enrollment data for each term to the National Student Clearinghouse soon after the standard add/drop date. Once the data has been processed by the Clearinghouse, students may obtain instantaneous enrollment verifications by logging on to WebROCK at my.granite.edu and linking to the National Student Clearinghouse website. Students may print a certification of enrollment to send to their health insurers and credit issuers. Students can view any electronic notification forms that the Clearinghouse has sent to their lenders, servicers, and guarantors, and

my also link to real-time student loan information to determine outstanding balances and due date of their next payment.

UNIVERSITY SYSTEM OF NEW HAMPSHIRE POLICIES

Suspension from any University System of New Hampshire Institution

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

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 Program Director or Associate Dean of School of Education prior to registering. Complete a Cross Registration form available from any campus staff member. 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

No person shall be eligible for in-state status unless s/he is domiciled within New Hampshire. For University System purposes, a person does not acquire a domicile in New

Hampshire until s/he has been a resident of the state for twelve consecutive months immediately preceding registration for the term for which in-state status is claimed and meets all other requirements for domicile.

STUDENT SUPPORT AND CAMPUS RESOURCES

ADVISING

Granite State College is committed to providing comprehensive services and opportunities that enable students to take ownership of their education and to make sound decisions to further their academic and professional success. The Graduate Program Directors are available to assist students in planning their program of study, identifying and meeting their goals and navigating the academic resources and support services offered by Granite State College.

ETHICAL STANDARDS

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

1. Seek the best possible education for the student.
2. Treat students equitably.
3. Enhance the student's ability to make decisions.
4. Advocate for the student with other offices.
5. Interact with the student with fidelity, about college policies and procedures.
6. Support the college's educational philosophy and its policies
7. Maintain the credibility of the advising/coaching process.
8. Accord colleagues appropriate courtesy and respect.

ORIENTATIONS

The Office of Graduate Studies and the School of Education provide orientation sessions for students. Included in these orientations is information on degree programs, purchasing books, faculty and courses, course work and ePortfolios, accessing library resources, and strategies for success.

Orientations are also available for electronic resources including the MyGranite portal, eLearning+ and WebROCK. Look for announcements of these orientation sessions through the MyGranite portal at

<http://my.granite.edu/orientation.htm> and in the term course schedules.

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 student. 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 a student coach at a campus or the Dean of Students in the Administrative Offices in Concord at 513-1308.

Accommodations for Disabilities:

1. Decide if support is needed – Talk with a coach 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: <http://my.granite.edu/supportservices/disabilities.htm>.

Evaluations and testing must be current (within the past three years). High school IEP's or testing results are not accepted for documentation at the college level.

4. Review of documentation – Complete an "Authorization to Review Documentation" form and send it to the Dean of Students. All materials will be reviewed and summary materials will be prepared which suggest accommodations. These will be sent to the student for endorsement.
5. Plan ahead – Determine an academic plan with a coach. 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 Dean of Students' Office once the documentation regarding a disability has been reviewed.

LIBRARY AND RESEARCH COMMONS

At Granite State College we believe that proactive delivery of library services is fundamental to a student's academic success. The GSC Library & Research Commons (LRC) seeks to be a nexus of virtual and innovative learning and research services that support the GSC community. Our approach to services reflects this mission.

The LRC serves the Granite State College community by providing services and resources that support, enrich, and enhance the students' educational experience. Services of the LRC include an extended hours electronic reference

service, bibliographic instruction available in a variety of convenient venues, a focus on integrate information literacy skills for the workplace, and growing access to curriculum-driven digital resources. Our newly redesigned website is at: <http://library.granite.edu/>

Our digital library is available 24/7, a necessity for busy students and faculty. It provides access to the full-text of scholarly journals and thousands of other periodicals that support all programs of study. The LRC also offers research guides organized by program that provide additional tutorials, as well as multi-media resources, and websites that support teaching and learning.

Our Research Toolkit walks a student through the research process, from when an assignment is first made, and the questions a student should ask, to the final editing, proofreading, and physical presentation of the research paper.

For our GSC faculty the LRC provides basic advice on copyright issues, access to teaching resources, a host of venues for delivering library instruction to classes, and recommendations for developing effective research assignments. The LRC also seeks always to collaborate with faculty in meeting students' educational needs.

As part of Granite State College's membership in the New Hampshire College and University Council (NHCUC) students may use resources, and borrow books from other NHCUC libraries.

NHCUC Libraries

Colby-Sawyer College, *New London*
 Dartmouth College, *Hanover (no borrowing privileges)*
 Franklin Pierce College, *Rindge*
 Great Bay Community College, *Portsmouth*
 Keene State College, *Keene*
 Lakes Region Community College, *Laconia*
 Manchester Community College, *Manchester*
 Nashua Community College, *Nashua*
 New England College, *Henniker*
 NHTI, *Concord's Community College*
 Plymouth State University, *Plymouth*
 River Valley Community College, *Claremont*
 Rivier College, *Nashua*
 Saint Anselm College, *Manchester*
 Southern New Hampshire University, *Manchester*
 University of New Hampshire, *Durham*
 UNH-Manchester, *Manchester*
 White Mountains Community College, *Berlin*

To learn more about the LRC's services contact the College Librarian at: <http://library.granite.edu/research-help-available/>

ONLINE RESOURCES

MyGranite, eLearning+ and WebROCK

MyGranite is the go-to resource for current student information and support services. It is also the launch pad to other online college resources such as the library, WebROCK, eLearning+, the GSC Library and Research Commons, IT Help and Go.Granite email. MyGranite can be found at: <http://My.Granite.edu>.

eLearning+, powered by Moodle, is the college's learning management system for delivering course content and learning activities online. It is used for online, hybrid, blended and classroom based courses. eLearning+ also offers access to e-portfolios, a file repository accessible from multiple courses and a streaming server for audio and video files.

Each faculty and student receive a Go.Granite email account which includes a suite of applications such as scheduling, reminders, file storage and sharing, instant messaging, remote access and collaboration. This email address is directly linked to the eLearning+ account. This email account can be used or forwarded to a preferred email address.

WebROCK provides direct access to student records and registration. Once logged on, students can:

- register for courses
- make e-payments
- request official transcripts
- verify enrollments
- view financial aid information
- view academic history
- view account information
- access the tax information the College has sent to the IRS

TEXTBOOKS

Textbooks can be purchased from MBS Direct, the College's online bookstore. Books may also be ordered from MBS Direct by fax or telephone. For more information including ISBN numbers for required books visit <http://bookstore.mbsdirect.net/GSC.htm>

TECHNICAL ASSISTANCE

For general information, account set up and answers to frequently asked questions, visit the IT Help site at: <http://it.granite.edu>. To request assistance in regard to any of these online resources, submit an online help request form on this help site or call 1.888.372.4270 during regular business hours. Visit the IT Help site for hours of operation.

UNIVERSITY SYSTEM STUDENT BOARD

The University System Student Board (USSB) is an advisory board to the USNH Board of Trustees, comprised of one student from each of the four component institutions.

Members of the USSB will serve from October 1 of the year they are elected until June 30 of the following year. Each member of the USSB will be entitled to one vote on all matters coming before the USSB. Each of the USSB members will also be assigned to one of the USNH Board of Trustees'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.

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 MERIT SCHOLARSHIP FUND

Merit Scholarships are available to qualified current students. See the Financial Aid section for details.

THE ALUMNI AMBASSADOR PROGRAM

This program extends the outreach abilities of the College by enlisting alumni volunteers to help with College wide efforts. Alumni

Ambassadors may assist the College in connecting with prospective students from their local communities.

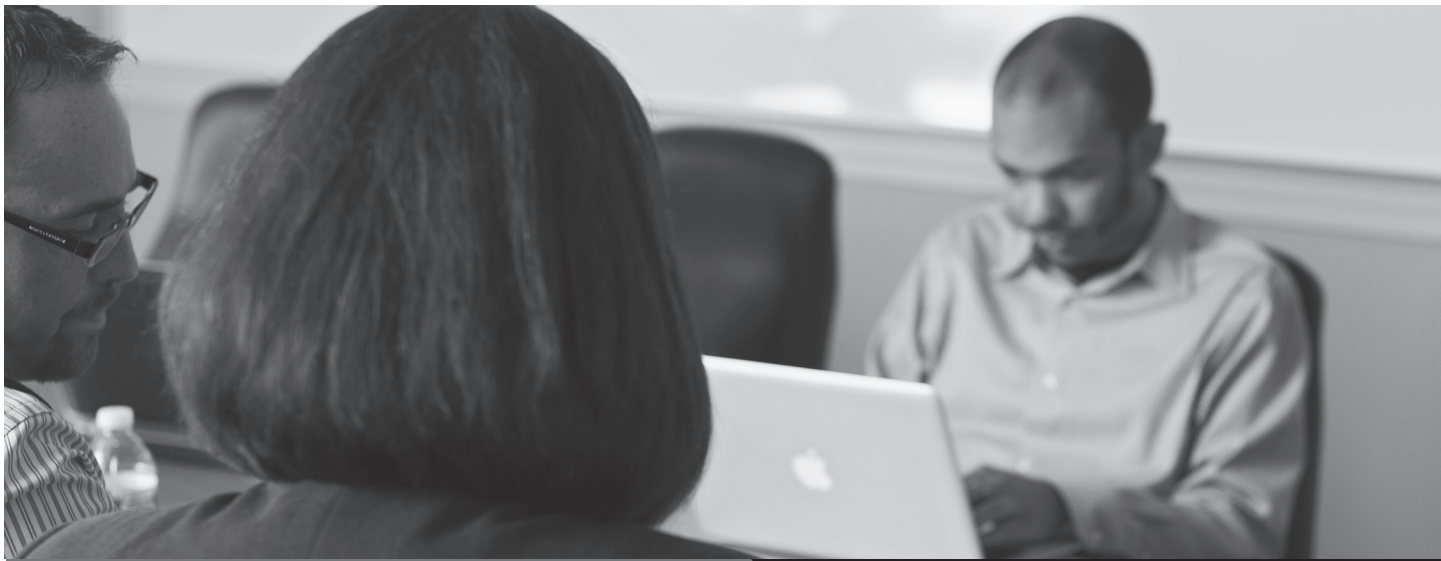
VICTOR MONTANA ALUMNI AWARD

In honor of Dr. Victor B. Montana, past president of the College, an annual award is presented to an alumnus/a who most closely personifies Dr. Montana's spirit during his tenure with Granite State College.

Once a qualified name is submitted and an application form received, a committee of the Alumni Learner Association will make a decision based on the following criteria. The nominee must:

- demonstrate a commitment to lifelong learning.
- demonstrate a commitment to serving the community through professional or volunteer work.
- approach life with a "Can Do!" attitude as noted by others.
- demonstrate professional achievement or notable accomplishments in a chosen field.
- show personal integrity and credibility as noted by others.

A recognition award will be given to the recipient annually.



ACADEMIC POLICIES AND PROCEDURES

ACADEMIC INTEGRITY

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

ACADEMIC HONESTY

Joining an academic community is a privilege with a long and honored history. All who join the community share in this history and, as in any community, all are charged with maintaining the integrity and standards of the academy. A primary function of this community is to stimulate scholarship that creates new knowledge or verifies existing knowledge. Academic dishonesty, therefore, seriously undermines the integrity of the academic community and interferes with this quest for knowledge. Such dishonesty hurts everyone. In particular, students who cheat diminish the value of their education and weaken their prospects for future academic successes. Our policies emphasize the seriousness of academic dishonesty and give faculty some options for handling violations of these standards. Faculty and students have a joint responsibility to ensure the integrity of the academic experience.

DEFINITIONS

To ensure that students, faculty, and staff are operating within common guidelines, the following definitions of academic dishonesty are provided:

PLAGIARISM

Plagiarism is defined as submitting or presenting another person's words and/or ideas as if they were one's own. This includes the use of the published or unpublished work of another person (including online)—either by paraphrasing or by copying word-for-word—without giving full and clear acknowledgement of where the words or ideas originated.

For more information about plagiarism and how to avoid it, please refer to information in the GSC Library tab at my.granite.edu.

CHEATING

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

POLICY

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

PROCEDURES

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

1. The faculty member contacts the student for discussion of the possible violation of the academic honesty policy within one week of discovering the incident.
2. Regardless of whether the incident is deemed to be intentional on the part of the student or not, if the instructor remains convinced after discussion with the student that a violation of the academic honesty policy has taken place, he or she contacts the Program Director promptly after the discussion with the student to report the incident and discuss next steps.

3. The Program Director will review the incident with the instructor, who has the option of assigning a failing grade for the assignment 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 Program Director.
5. The Program Director will contact the student in writing within one week of receiving the faculty member's written report. The Program Director will offer the student an opportunity to respond in writing within one week.
6. The Program Director will forward the faculty member's written report to be placed on file in the office of the Vice Provost for Graduate Studies, together with the evidence of academic dishonesty and any written response that the student has provided within the timeline permitted. The Dean will acknowledge in writing to the student, faculty member, and Program Director, receipt of the materials.
7. If the report is a first offense, the materials will be kept on file in the office of the Vice Provost for Graduate Studies until the student graduates from Granite State College. If the report documents a second offense by a student who has already been penalized for a prior instance of academic dishonesty, the Provost for Academic Affairs will be notified, and the following procedures will apply.

In the case of a second offense, additional sanctions beyond grading penalties may be imposed. The Provost for Academic Affairs may determine that temporary suspension from the College or academic dismissal is warranted. Upon notification of a second academic dishonesty incident by the same student, the Provost for Academic Affairs notifies the student in writing that he or she is aware of the two charges made, the dates of the incidents, and the sanctions imposed by the faculty members. In this communication, the Provost for Academic Affairs informs the student of any additional sanctions imposed and of the student's right

to a hearing to respond to the charge and sanctions. A copy of this letter from the Provost for Academic Affairs will be placed in the student's official file.

When a student has received notification from the Provost for Academic Affairs of a second charge of academic dishonesty, the student has the option of making a request in writing to the dean for a hearing within 30 days. The student may choose to bring a non-attorney third party to the hearing.

The hearing will be conducted by the Provost for Academic Affairs, with others in attendance at the discretion of the Provost for 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 Provost for 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. The College Librarian can assist the GSC community in answering basic copyright questions. A copyright overview is available on the Library & Research Commons website at: <http://library.granite.edu/copyright-basics/>, as well as more extensive copyright resources in the LRC's Research Toolkit.

PROCEDURES

The College follows the guidelines for "Educational Fair Use" as stated in the United States Code #107. They are:

1. Single Copy for Teachers

A single copy may be made of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a. a chapter from a book;
- b. an article from a periodical or newspaper;
- c. a short story, short essay or short poem, whether or not from a collective work;
- d. a chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper.

2. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- a. the copying meets the tests for brevity and spontaneity as defined and
- b. meets the cumulative effect test as defined and
- c. each copy includes a notice of copyright.

Definitions of what is allowable under the conditions of brevity, spontaneity, and cumulative effect as well as specific prohibitions are available online at <http://library.granite.edu/copyright-basics/>

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**HUMAN PARTICIPANT AND
 INSTITUTIONAL REVIEW
 BOARD (IRB)**

POLICY

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

Regulations, Part 46 (45 CFR 46). The review process is outlined in the Granite State College *Guidelines for the Protection of Human Participants in Research and Guidelines for Students*. These guidelines apply to any student, faculty, or staff who conducts research with human participants under the auspices of the College. Both documents are available at my.granite.edu under Academic Resources.

In accordance with this policy, all Granite State College research activities which involve human participants, regardless of the level of risk foreseen, require review and written approval by the College's IRB prior to the initiation of the activity.

PROCEDURES, OBLIGATIONS AND RESPONSIBILITIES OF RESEARCHERS

1. Research investigators acknowledge and accept their responsibility for protecting the rights and welfare of human participants and for complying with all applicable Granite State College policies.
2. Research investigators who intend to involve human participants will not make the final determination of exemption from review.
3. Research investigators are responsible for providing a copy of the informed consent document to each participant at the time of consent.
4. Research investigators will promptly report proposed changes in previously approved human participant research activities to their instructor. If the research investigator is not a student, changes will be reported to the Office of Academic Affairs.
5. Research investigators will promptly report to their instructor or to the Office of Academic Affairs any injuries or other unanticipated problems involving risks to participants and others.

CODE OF CONDUCT

Membership in society implies minimal norms for civil behavior towards one another. It is our expectation that all members of our college community treat faculty, staff, and fellow students with respect. Students need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions

and the consequences of any behavior that is inconsistent with these values and expectations

If an individual student 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 student will be notified by the Dean of Students that the College may suspend or dismiss him/her and withdraw him/her from the course and/or the College.

After notification, the student has the opportunity to request a hearing. At this time evidence of the inappropriate behavior will be presented, and the student 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 student by the Dean of Students and is final.

GRIEVANCE POLICY AND PROCEDURES

A. Intent

All students are expected to conduct themselves as responsible members of the academic community.

Should there be an instance whereby a student 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 student 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 students 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 Student Handbook 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 unless it is a sexual harassment or discrimination complaint which will continue through the entire process.

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 Dean of Student's Office with a cross reference in the student'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 student, 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 student 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 student who feels his/her rights have been violated has the option of reporting a complaint to the Dean of Students.
- 1b. The Dean of Students is available to answer questions about policy rights or filing a grievance. Contact the Dean at 603.513.1308.
2. The Dean of Students will set up a meeting with the student 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 student has 3 months after the student knew, or should have known of the alleged violation, in which to file a grievance. He/she must notify the Dean of Students, in writing, that he/she wishes to pursue the next step.
- B. Process
 1. The complainant and the Dean of Students 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 student 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 student, faculty and/or staff member) to hear the case and recommend a decision.
5. The Dean of Students 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

The following is the grading system used by the College:

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Outstanding
A-	90-94	3.67	
B+	87-89	3.33	
B	84-86	3.0	Satisfactory
B-	80-83	2.67	
C+	77-79	2.33	
C	74-76	2.0	*Below Average
C-	70-73	1.67	
F	69	0	Failure, no credit

* A grade of C or better is required to meet the credit requirements for the degree at GSC.

ACCESSING GRADES

1. All faculty enter final grades via WebROCK and are required to report grades by seven days following the last scheduled class.
2. Students may access their grades and other records by logging into WebROCK via the MyGranite portal, my.granite.edu. College policy prevents staff from releasing grades over the telephone.

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 will be required to work with faculty to complete the incomplete grade contract which specifically outlines expectations, missing assignments, and agreed to timeline. Faculty will file all incomplete grade contracts with the Registrar. Incomplete course work not finished by the agreed to deadlines will result in a grade of F which will be calculated into the GPA. An incomplete in the final term of a student's program will prevent graduation.

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 1 for Winter Term (January-March)

Faculty to process paperwork by June 15.

September 1 for Spring Term (April-June)

Faculty to process paperwork by September 15.

November 1 for Summer Term (July-Aug.)

Faculty to process paperwork by November 15.

A request to extend an incomplete after the above deadlines must be submitted by the student to the Graduate Program Director or Associate Dean of School of Education who facilitates the request with the faculty member. The Graduate Program Director or Associate Dean of School of Education will notify the student and the Registrar's office of the decision.

REPEATING A COURSE

A minimum overall grade of B is required for graduation. Students who earn less than a B in an individual course may choose to repeat the course. Students who receive a failing grade (F or AF) are required to repeat the course. When a student repeats a course, the second course grade will be computed in to the total GPA, whether it is higher than, the same as, or lower than the first course grade. While the first grade will not be computed into the total GPA, it will continue to appear on the transcript. Repeated courses must be taken for a grade and 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. 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 refer to the following section.

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 Program Director.

If the student is not satisfied with the decision, he or she may proceed to Step II.

Step II. Program Director

If the student wishes to appeal the faculty member's decision to the Program Director, he or she must do so in writing within 14 calendar days of receiving the faculty member's decision.

The appeal should include the specific reasons for disputing the grade. The Program Director may request that the student or faculty member provide within seven days, in writing, further documentation as needed. The Program Director 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. Vice Provost for Graduate Studies

If the student wishes to appeal the Program Director's decision to the Vice Provost for Graduate Studies, he or she must do

so in writing within seven calendar days of the date of the Program Director's correspondence. The appeal should clearly state the ground(s) on which the student is asking to have the grade reviewed and any relevant information. The Program Director will forward all materials concerning steps already taken and information received in Step II to the Vice Provost. The Vice Provost will review the appeal in consultation with the Provost for Academic Affairs and will provide to the student and faculty member a final written decision.

ACADEMIC PETITIONS AND APPEALS

Waivers of academic policies and procedures are considered by Academic Affairs through a written petition process facilitated by the Program Director. Academic Affairs rules on all petitions, and the student is notified of the decision by letter.

If a student thinks that reconsideration of the decision is warranted due to the availability of additional information, or the need to further clarify information previously presented, he or she may appeal the decision within 30 days of receipt of the letter indicating the decision, through the following appeal process:

1. An Appeal Form should be completed and signed by the student and sent to the Office of Academic Affairs. (The Appeal Form is available at all Campuses.)
2. The Appeal Form should include a brief statement as to why the decision should be reconsidered as well as additional supporting evidence or clarification of the original request.
3. Upon receipt, the appeal will be forwarded to the Academic Appeal Committee for review. The committee will consist of three members of the Office of Academic Affairs and at least one Dean. Every effort will be made to handle the appeal within 10 working days.
4. The decision by the Academic Appeal Committee is final, and the student will be notified immediately in writing.

ACADEMIC STANDING

The policies concerning academic standing are intended to foster standards of academic quality in student performance and to ensure that students are making reasonable progress toward the completion of their degree programs.

All degree-seeking students have their academic standing reviewed at the end of each term. To be in good academic standing, a student must maintain a cumulative GPA of at least 3.0, the minimum GPA required for graduation. A degree candidate who does not maintain a 3.0 cumulative GPA will be placed on Academic Warning, Academic Probation or Academic Dismissal, the three levels of academic status with appropriate notations on their Granite State College transcripts. Notifications from the Vice Provost for Graduate Studies are sent to the students advising them to discuss their progress with their Program Director and to take advantage of the academic assistance services offered in each Center.

ACADEMIC WARNING

A graduate student receives a warning of low academic performance if her/his cumulative Grade Point Average (GPA) is below 3.000 after she/he has attempted 9 credits at Granite State College and/or earns one or more failing grades (F or AF). At this point, the student is strongly encouraged to consult with her/his designated program director to develop an action plan toward improving her/his academic standing.

ACADEMIC PROBATION

The student is placed on academic probation if her/his cumulative Grade Point Average (GPA) is below 3.000 after she/he has attempted 12 credits at Granite State College.

While on probation, the student is required to consult with Program Director to develop options and provide support and recommendations for services for the student to improve her or his academic standing.

ACADEMIC DISMISSAL

A graduate student who remains on probation (cumulative GPA below 3.000) after attempting 12 credits may be dismissed from the program and/or

College. If the student has a minimum cumulative GPA below 3.0 after attempting 12 or more credits, she or he is dismissed from the program. Notation of academic dismissal from the College will appear on the permanent transcript.

A graduate student may appeal this decision to the Vice Provost for Graduate Studies if she or he can provide documented evidence supporting an appeal.

COMPLETING PROGRAM REQUIREMENTS FOR TEACHER CERTIFICATION

Upon full acceptance to the program, teacher candidates will receive a letter of acceptance and their Individualized Professional Development Plan (IPDP). The IPDP will list all program requirements, which will include unmet pre-requisites, required courses and testing requirements as identified by the New Hampshire Department of Education (NHDOE). The NHDOE has the following testing requirements:

TESTING REQUIREMENTS:

All candidates for certification are required to submit to educational testing unless you meet the exemption requirements.

PRAXIS I: (or equivalent testing)
Praxis I is a basic skills testing in Reading, Writing and Mathematics and is required for all educators who do not hold a Master's degree or do not meet one of the exemptions

PRAXIS II: (or equivalent testing)
Praxis II testing is content specific. It is required for Chemistry, Early Childhood Education, Earth/Space Science, Elementary Education, English/Language Arts, Life Science, Middle School English/Language Arts, Middle School Mathematics, Middle School Science, Middle School Social Studies, Physics, Secondary Mathematics, Social Studies and World Language (French, German and Spanish). It is required for all educators who do not hold a Master's degree in the core content area or do not meet one of the exemptions.

Exemption from PRAXIS I: Ed 513.01(b) (July 2003)

- (1) a master's degree or higher; or
- (2) seven or more years of educational experience under a credential issued by another state.

Exemption from PRAXIS II: Ed 513.01(c) (d)

- (1) A master's degree or higher in the subject to be taught from a college or university accredited by a recognized national, regional, or state accrediting agency; or
- (2) seven or more years of educational experience in the subject area under a credential issued by another state.

A Master Degree does not exempt the PRAXIS II for Early Childhood Education and for Elementary Education.

Both the Basic Academic Skills - Praxis I and Subject Assessment - Praxis II - requirement apply to all FIVE certification alternatives.

Upon successful completion of program requirements, teacher candidates will contact the School of Education, request a file audit and schedule the exit interview. In the exit interview, the teacher candidate presents his/her Professional Portfolio. For more information on the Exit Interview and the Professional Portfolio, please go to this link:

Upon successful completion of the Exit Interview and receipt of a passing PRAXIS I and PRAXIS II, the teacher candidate will be recommended to the New Hampshire Department of Education for certification.

COMPLETING DEGREE REQUIREMENTS FOR GRADUATE DEGREE PROGRAMS

To earn a graduate degree at Granite State College, students must complete all courses as prescribed in the curriculum and the required number of credits as per the curriculum, and must maintain a minimum cumulative Grade Point Average of 3.000 or as outlined by the specific program.

TIME LIMITS ON COMPLETION FOR GRADUATE PROGRAMS

Graduate students enrolled in a Master's degree program have up to seven full years to complete the program. Accommodations

are made for military service and medical leaves of absence. Requests for accommodations or time limit appeals must be made in writing to the Program Director.

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EARNING A SECOND MASTER'S DEGREE AT GRANITE STATE COLLEGE

CONSECUTIVE MASTER'S DEGREES

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

To this end, a student:

1. must formally apply and be accepted for admission to the second graduate program
 - a. Components of application
 - i. New Personal statement
 - ii. Updated resume, if applicable
 - iii. At least one letter of reference for the second degree
2. must obtain the second program's approval for the courses to be "accepted" from the other degree because certain course credits (e.g., electives) may not be sufficiently relevant to the second degree. The second program will determine which courses from the first program, up to a maximum of 9 credits, will be

accepted toward the second Master's degree.

3. must complete any specific requirements beyond coursework in the second program.
4. must complete the capstone requirements for both programs.
5. must earn all credits for their second master's degree within the five calendar years immediately preceding the receipt of the first degree.
6. will receive separate diplomas for each degree program.

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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 graduate degree program for a period of three consecutive terms, s/he will be inactivated. A student may voluntarily withdraw from a degree program by notifying the College in writing. If requesting withdrawal from a degree program, a student will be considered to be inactive.

REACTIVATION

Students who have been inactivated may be readmitted under current degree requirements with the approval of the Program Director and will follow all policies and procedures in effect at the time of readmission. Students requesting readmission two years or more after the date of inactivation must reapply to the college.

MILITARY DEPLOYMENT

Granite State College recognizes the importance of supporting our military students that are deployed in the service of this country. Students that are called to duty will need to present a copy of their deployment papers and work with their Graduate Program Director or Associate Dean of the School of Education to decide the best option for them to explore. When a student is called to active duty in a term they may select from two options:

- A student can elect to accept an incomplete grade, which will be recorded at the end of the term, provided that more than half of the class meetings have passed and both

the student and faculty agree to this option. A student selecting this option will have 90 days after the completion of active duty to complete any missing assignments. Faculty of students electing the incomplete grade option must complete an incomplete grade contract that is an agreement of the terms and specifics about the deadlines and assignments. A student who does not complete the work within the 90 day period will need to repeat the course; in this case, the incomplete grade will be treated as a F and the student will not be refunded any tuition or fees.

- A student can elect to withdraw from one or more courses with a grade of "W" if the official add/drop period for the college has passed. A student electing this option will have his tuition refunded or credited, whichever is deemed appropriate, without credits awarded.

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ATTENDANCE AND PARTICIPATION

Participation in class is essential to success whether the course is conducted in a traditional classroom setting, in a blended format, or as an online class. The instructor will make the participation requirements clear to the students.

Attendance requirements vary. It is the student's responsibility to ascertain what each instructor requires. If a student will be absent, it is his or her responsibility to inform the instructor and to abide by the terms about attendance as explained in the course syllabus. Unexplained absence from classes or failure to meet an assignment deadline may seriously affect the student's academic standing and may result in a final grade of "F."

EXTENDED ABSENCE BECAUSE OF ILLNESS

A student who is absent from school for an extended period of time must inform his or her college by letter, message, or telephone.

ABSENCE BECAUSE OF JURY DUTY

Students who miss classes because of this obligation must notify their instructors in writing, explaining which classes will be missed on which days. The instructors will work with students to make up missed assignments or exams. Upon completion of their jury duty, students must bring a copy of the documentation of their service to the appropriate instructors. Students on co-op or internship are expected to inform their supervisors if called to jury duty.

GRADUATION**GRADUATION PROCEDURE**

The College will invite students to apply for graduation, via e-mail, when 15 credits or less remain to be earned towards the minimum required for their degree program. Students must file their Intent to Graduate through WebROCK. A standard conferral fee is required for students who apply by the appropriate conferral deadline. See page 23 for fees.

Once a student applies to graduate, the Registrar's Office will complete an official degree audit for students who have filed before their final term. The Registrar's Office will complete an official degree audit. The audit will summarize current status and list any outstanding degree requirements.

All remaining coursework must be completed prior to the conferral date. All prior college transcripts, validation and portfolio assessment requests must have been received by the deadlines for applying to graduate.

Deadlines for applying to graduate:

- February 1 for June 30th conferral
- April 1 for September 30th conferral
- August 1 for December 30th conferral
- November 1 for March 30th conferral

GRADUATION REQUIREMENTS FOR GRADUATE STUDENTS

To graduate from a Granite State College degree program students must:

1. earn an overall 3.0 or better cumulative grade point average.
2. have a minimum grade of C in all courses.
3. meet all curriculum and residency requirements.

RESIDENCY

Thirty semester credits must be completed with Granite State College after application. Prior Granite State College credits earned in non-degree status will apply to the residency requirements if the credit is applicable to the student's approved degree program.

COMMENCEMENT

Candidates for graduation are encouraged to attend commencement ceremony, which is held in June each year. Participation in the ceremony is open to September and December graduates of the prior year, March, June and September graduates of the current year. Students pending conferral for September 30th must apply to graduate before March 1 to be eligible to attend the current year's commencement ceremony. In order to participate in the commencement ceremony, students pending conferral for June 30th or September 30th must have met at least one of the following conditions:

1. Completion of all requirements for a Master'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.

RECORDS

PRIVACY RIGHTS (FERPA, BUCKLEY AMENDMENT)

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

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

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

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

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, 25 Hall Street, 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. Alumni may request a transcript by completing a transcript request form available on My.Granite.

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.

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, non-licensed relatives and childcare staff of NH residential facilities, and DCYF staff.

MISSION STATEMENT

The Mission of the Education and Training Partnership is to enhance the quality of care for children in placement and build capacity for sustained family relationships through caregiver training.

The E&TP achieves this mission by providing competency based, accessible training. Curriculum is developed responsively and collaboratively, in a manner designed to maximize adult learning, and courses are delivered in a supportive atmosphere that recognizes participants' level of experience. The 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 pursuing a license to provide foster/adoptive care. It consists of a minimum of 21 hours of training that promotes a better understanding of working with children, families and the child welfare system. This training assists in preparing the applicant to be a skilled caregiver, birth parent role model and a professional team member. Courses are primarily instructed by foster and adoptive parents. The training consists of seven three-hour modules.

Caregiver Ongoing Training (COT): provides competency-based education and training. COT offers more than 60 different classes in a variety of topics including behavior management, adolescence, matters related to health and education and abuse/neglect/trauma. Many are offered online or through other distance learning modalities. Courses are often instructed by local experts/

practitioners. CEUs/training hours fulfill NH re-licensing requirements.

Residential Counselor Core Training (RCCT): is offered to residential counselors, in preparation for their work with children, youth in care in any of New Hampshire's children's residential facilities; and their families. RCCT is a 30-hour competency-based training series, consisting of five modules. Courses are instructed by local, residential-care-experts. RCCT meets New Hampshire's residential certification and child-care licensing requirements.

OSHER LIFELONG LEARNING INSTITUTE (OLLI)

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.

MILITARY PARTNERSHIPS AIR UNIVERSITY

Granite State College is proud to have been selected by the air force to join the prestigious institutions offering degree programs to support Air University – Associate to Baccalaureate Cooperative for active duty Air Force Personnel. For more information go to: <http://www.granite.edu/students/prospect/getstarted/military/airu.php>

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/>

FACULTY

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

The faculty of Granite State College is comprised of a group of dedicated instructors and independent scholars representing many businesses and professions. At Granite State College, Senior Lecturers, Lecturers, and Adjunct Faculty teach with expertise and enthusiasm. Faculty provide a supportive yet academically challenging environment for the adult student. Active faculty as of February 2013 are:

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