Message From the President

Welcome to Empire State College, of the State University of New York. Empire State College was founded in 1971 to allow students to earn a college degree without taking classes at a set time and place. The innovative founders sought to untether learning from a “campus,” and open it up in ways that fit the lives of active, independent, adult learners. Our mission then, as it is now, is to be flexible, innovative and creative, and to offer people in the state of New York and beyond the opportunity to earn a high quality degree, while working, raising a family, serving their communities or following other pursuits.

Our graduate programs provide you with the opportunity not only to compete in a rapidly changing economy, but to contribute to a rapidly changing world. Our students learn from our faculty (called mentors), guest speakers, face-to-face gatherings and from one another. Our courses are online, with personal guidance and continuing interaction from course instructors.

Each program is designed to connect theory and practice, and to develop an understanding of what is and what could be. Our programs span policy studies, business administration, teaching, adult learning, liberal studies and emerging technologies. In addition, we offer numerous advanced certificate programs that can stand alone or be integrated into a master’s degree program.

We have an alumni family of 73,000 and growing – many who stay connected and are actively engaged in the college and its mission. Our graduates have distinguished themselves in every imaginable area – from the arts to business, technology, politics, human services, the military, teaching, public service, communications and beyond.

We count ourselves fortunate to have students who come to us with diverse backgrounds and accomplishments and who arrive with very specific educational objectives. We stand ready to serve you and help you meet your goals. On behalf of my SUNY Empire State College colleagues, welcome and best wishes for a successful academic experience.

Sincerely,

Merodie A. Hancock  
President
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Introduction to Graduate Programs

GENERAL INFORMATION

Empire State College, a regionally accredited college of the State University of New York (SUNY), is a world leader in educational programs for adult learners. The college’s programs are designed specifically for adult students who have work and family commitments and a desire for stimulating educational opportunities.

The Empire State College School for Graduate Studies offers 11 master’s programs:

- Master of Arts in Adult Learning
- Master of Arts in Community and Economic Development
- Master of Arts in Learning and Emerging Technologies
- Master of Arts in Liberal Studies
- Master of Arts in Social and Public Policy
- Master of Arts in Teaching
- Master of Arts in Work and Labor Policy
- Master of Business Administration in Global Leadership
- Master of Business Administration in Healthcare Leadership
- Master of Business Administration in Management
- Master of Education in Teaching and Learning

Additionally, 21 advanced certificate programs are offered which a student can complete alone or in combination with a master’s program:

- American Studies
- Child and Family Advocacy
- Community Advocacy
- Emerging Media and Technology for the Arts
- Financial Management and Analysis
- Global Brand Marketing
- Healthcare Management
- Heritage Preservation
- Human Resource Management
- Innovation Management and Technology Transfer
- Nonprofit Management
- Optometry Business Management
- Project Management
- Public History
- Social Entrepreneurship
- STEM Education and Emerging Technologies
- Teaching and Learning With Emerging Technologies
- Veterans Services
- Women’s and Gender Studies
- Work and Public Policy
- Workforce Development

Six combined bachelor’s/master’s degrees also are offered to highly qualified, current Empire State College students:

- B.A./B.S./B.P.S Public Affairs/M.A. in Community and Economic Development
- B.A. in Cultural Studies/MAT in Adolescent Education
- B.A./B.S. in Historical Studies/MAT in Adolescent Education
- B.A./B.S. in Science, Mathematics and Technology/MAT in Adolescent Education
- B.A./B.S./B.P.S Business, Management and Economics/MBA in Global Leadership

Each degree program is regionally accredited and is designed to enhance your communication and leadership skills.

ACCREDITATION

Empire State College is regionally accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA 19104. This accreditation covers all degree offerings of the college. In addition, all Empire State College programs are registered (approved) by the New York State Education Department.

The information in this catalog is current as of March 2015. The college reserves the right to make changes in policy and regulations, and its faculty reserves the right to change academic content as circumstances dictate, subsequent to publication. Each student is expected to have knowledge of the information in this document and in other college publications. For updated information, contact:

SUNY Empire State College
School for Graduate Studies
111 West Ave.
Saratoga Springs, NY 12866-6069
518-587-2100, ext. 2429
800-847-3000, ext. 2429
email Grad@esc.edu
www.esc.edu/Grad
MASTER OF ARTS IN TEACHING PROGRAM ACCREDITATION

The Empire State College Master of Arts in Teaching Program, which is designed to attract high quality candidates to the field of education by providing innovative pathways to teacher certification in the state of New York, is granted Accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from June 11, 2012-June 11, 2019. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC’s quality principles.

MASTER OF BUSINESS ADMINISTRATION IN MANAGEMENT PROGRAM ACCREDITATION

The Empire State College Master of Business Administration (MBA) in Management, which is designed for aspiring and mid-career managers seeking to enhance their analytic, decision-making and communication skills in complex organizational environments, is granted Accreditation through the International Assembly for Collegiate Business Education (IACBE) for a period of seven years from April 16, 2013-April 16, 2020. This accreditation certifies that the MBA in Management has undertaken a rigorous self-evaluation, has undergone a comprehensive, independent peer review and has demonstrated compliance with IACBE accreditation principles.
Graduate 2015-2016 Academic Calendar

2015

<table>
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<th>Date(s)</th>
<th>Event</th>
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<tr>
<td>June 1</td>
<td>Application deadline for M.A. and MBA fall term</td>
</tr>
<tr>
<td>June 2-Sept. 4</td>
<td>Registration period for fall term. Payment due by last date of registration period.</td>
</tr>
<tr>
<td>July 27-Aug. 17</td>
<td>Faculty reading period</td>
</tr>
<tr>
<td>Aug. 24</td>
<td>M.A. liberal studies new-student online orientation</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>M.A. liberal studies new-student orientation for central and western regions, Rochester location, 4-8 p.m.</td>
</tr>
<tr>
<td>Sept. 8-11</td>
<td>Late registration. $30 late fee applied.</td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Fall term starts</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Last date for add/drop</td>
</tr>
<tr>
<td>Oct. 1-3</td>
<td>M.A. labor, liberal studies, social and MBA in management residency, Albany Hilton, Albany, N.Y.</td>
</tr>
<tr>
<td>Oct. 8-10</td>
<td>MBA-HCL Executive Retreat, NYC/Manhattan, N.Y.</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Last day to withdraw and receive a credit to account (day 28 of term)</td>
</tr>
<tr>
<td>Nov. 3</td>
<td>Term midpoint</td>
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<tr>
<td>Nov. 10, 2015-Jan. 8, 2016</td>
<td>Registration period for the spring term. Payment due by last date of registration period.</td>
</tr>
<tr>
<td>Nov. 15</td>
<td>Application deadline for M.A. and MBA spring term</td>
</tr>
<tr>
<td>Dec. 23</td>
<td>Fall term ends</td>
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<tr>
<td>Dec. 28, 2015-Jan. 8, 2016</td>
<td>Faculty no-appointment period</td>
</tr>
</tbody>
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2016

<table>
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<tr>
<th>Date(s)</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan. 1</td>
<td>M.A. liberal studies new-student online orientation</td>
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<tr>
<td>Jan. 6</td>
<td>Fall grades/outcomes due from faculty</td>
</tr>
<tr>
<td>Jan. 14</td>
<td>M.A. liberal studies new-student orientation for central and western regions, Rochester location, 4-8 p.m.</td>
</tr>
<tr>
<td>Jan. 11-15</td>
<td>Late registration. $30 late fee applied.</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Spring term starts</td>
</tr>
<tr>
<td>Jan. 22</td>
<td>Last date for add/drop</td>
</tr>
<tr>
<td>Jan. 28-30</td>
<td>MBA-HCL Executive Retreat, NYC/Manhattan, N.Y.</td>
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<tr>
<td>Feb. 4-6</td>
<td>M.A. labor, liberal studies, social and MBA in management residency, Saratoga Hilton, Saratoga Springs, N.Y.</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Last day to withdraw and receive a credit to account (day 28 of term)</td>
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<tr>
<td>March 9</td>
<td>Term midpoint</td>
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<tr>
<td>March 29-May 6</td>
<td>Registration period for the summer term. Payment due by last date of registration period.</td>
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<td>April 29</td>
<td>Spring term ends</td>
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<td>May 2-6</td>
<td>Faculty no-appointment period</td>
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<tr>
<td>May 9</td>
<td>Spring grades/outcomes due from faculty</td>
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<tr>
<td>May 9-13</td>
<td>Late registration. $30 late fee applied.</td>
</tr>
<tr>
<td>May 16</td>
<td>Summer 1 and 2 terms start</td>
</tr>
<tr>
<td>May 20</td>
<td>Last date for add/drop</td>
</tr>
<tr>
<td>June 1</td>
<td>Application deadline for M.A. and MBA fall term</td>
</tr>
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<td>June 5</td>
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<td>Summer 1 Term midpoint</td>
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Admission

ADMISSIONS REVIEW FOR A MASTER’S DEGREE

An application is reviewed when it is complete. A complete application includes:

- standard biographical information;
- a record of previous experience in employment and/or education (a resume);
- a personal essay describing academic and professional goals and an analytical essay (in the MAT program only one essay is required);
- all official transcripts of undergraduate and graduate study completed prior to submission of the application;
- two letters of recommendation from appropriately qualified persons who can attest to the applicant’s ability to pursue graduate study (personal references are not appropriate); and
- a $50 orientation fee (nonrefundable).

Applications are reviewed regularly throughout the year but only after all required documents have been received. You should submit all documents immediately upon applying. It is important to note that the MAT program only starts new students in the fall term. The M.A. programs and the MBA programs start new students in the fall and spring terms.

Transcripts, letters of recommendation, the personal essay, the analytical essay and employment experience are all considered in the admission decision. When necessary, the program chair/coordinator conducts a personal or phone interview. No single factor in itself will determine the admission decision. (Please see the Admission Policy located elsewhere in this catalog.)

PROGRAM PREREQUISITES

It is important to note that the M.A. in Community and Economic Development, MAT and MBA programs have prerequisite requirements. Please refer to the program sections (located elsewhere in this catalog) for a detailing of the prerequisite requirements.

ADMISSIONS REVIEW FOR AN ADVANCED CERTIFICATE PROGRAM

An application is reviewed when it is completed. A complete application includes:

- an application form
- an official transcript verifying bachelor’s degree completion
- a $25 orientation fee (nonrefundable).

EVALUATION OF FOREIGN EDUCATIONAL CREDENTIALS

All foreign educational documents should be evaluated by World Educational Services, Inc. (WES) or any National Association of Credential Evaluation Services (NACES) member evaluator prior to being submitted to Empire State College. Evaluation reports must be submitted directly from the evaluation service to the college.

Canadian transcripts must be in English and approved by the Association of Universities and Colleges of Canada (AUCC) or Canadian Colleges of Applied Arts and Technology (CAAT). All other transcripts will be required to be evaluated by a NACES member evaluator.

Applicants for whom English is not the first language must submit proof of proficiency. The School for Graduate Studies will accept Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) test scores taken within the last three years. You must score within the range of 79-94 on the TOEFL Internet-based test (iBT), 250 on the computer-based test (CBT), 600 on the TOEFL paper-based test (PBT), or 6.5-7 on the IELTS to be considered for admission to the Empire State College advanced certificate programs. Applicants, who have completed a bachelor’s degree from a U.S. institution or from an institution where the instruction was given in English, may be exempt.

Canadian Border Commuter Student Admission

Canadian students who maintain their residence in Canada and travel to the U.S. for required residencies, orientations or meetings with their advisors are considered border commuter students and must apply for admission to the college and meet the following additional admission documentation requirements:

- Students whose first language is not English must demonstrate that they have sufficient English proficiency to study at Empire State College. See above;
- proof of financial ability to pay for tuition;
- proof of health insurance coverage.

Canadian transcripts must be in English and from institutions approved by the Association of Universities and Colleges of Canada (AUCC) or Canadian Colleges of Applied Arts and Technology (CAAT). All other transcripts from non-U.S. educational documents must be evaluated by any of these approved evaluation services. See above.
I-20 Information

Canadian border commuter students must obtain an I-20 to study in the U.S. Canadian citizens are not required to apply for or hold an F-1 student visa in order to enter the U.S., however, permanent residents of Canada who are not Canadian citizens will need to apply for a F-1 student visa at a U.S. Embassy or Consulate once they have applied for and received their initial I-20 from the college.

Canadian border commuter students accepted to the college are entered into the federal Student and Exchange Visitor Information System (SEVIS), generating the student’s I-20. All international students who are issued an I-20 document are required to pay the federal SEVIS fee. The current fee is $200 and must be paid directly to the U.S. government. More information on the SEVIS fee and how to pay it is available at www.ice.gov/sevis/i901. Students are required to present receipt of this payment when they cross into the U.S. Border commuter students are issued a new I-20 each term, but are not required to pay the SEVIS fee for each consecutive term they are in attendance. If a student does not maintain status for each consecutive term, he or she will be required to pay a new SEVIS fee when issued a new I-20.

To cross the border, students are required to have a valid passport, an I-20 issued for the current term, their SEVIS fee receipt and their financial documents.

Citizens and permanent residents of Canada are allowed to attend classes on a part-time basis. However, part-time students should submit new financial documents to the international student liaison every term, in order to receive a new I-20 for that term.

Students should contact the international student liaison once they have registered for their program so that their registration is entered into SEVIS, demonstrating that they are in status. The earliest border commuter student may enter the U.S. is 30 days before the start of the term.

Canadian border commuter students are not eligible for financial aid, college-sponsored scholarships or employment while studying with Empire State College. Border commuter students are always considered nonresidents for tuition purposes. Border commuter students are not allowed to establish a residence in the U.S.

For visa or international student questions, please contact Melanie Kaiser, international student liaison, toll free at 800-847-3000, ext. 2447 or email Melanie.Kaiser@esc.edu.

Please visit www.esc.edu/ISS for more detailed information on Canadian border commuter student admissions requirements, including demonstration of financial resources and evaluation of non-U.S. credentials. All documents should be mailed to Admissions, SUNY Empire State College, 2 Union Ave., Saratoga Springs, NY 12866-4390, Attention: International Student Liaison, U.S.A.

MATRICULATION

A matriculated student is one who has been admitted for study toward a master’s degree or advanced certificate program.
Masters Degrees

Master of Arts in Adult Learning

The Master of Arts in Adult Learning is designed for students interested in adult learning, education and training, including learning in education, business, government, unions and not-for-profit organizations. Students in the program engage in studies related to learning in organizations, online learning, adults in higher education, adult literacy and adult learning for social change and community engagement. This fully online program is a meld of theory and application with opportunities for students to both choose from structured groups studies with other learners and to individualized studies to respond to the interests of the particular learners. As a student in the program, your reflection on your own learning will be deepened within a collaborative community of faculty members and peers.

Drawing on a solid foundation, students are able to meet individual goals and customize their degree programs to meet those needs. Therefore, students entering the program are encouraged to articulate a proposed final project – i.e., a concrete and focused task in the field of adult learning – around which learning goals will be formulated.

For students with more extensive applied experience or study in a related area to adult learning, the program allows for up to 6 credits of evaluated learning through prior learning assessment. The American Council of Education has evaluated some credit sources from organizational or military learning at the graduate level. In addition, in consultation with program faculty, students can submit learning essays for graduate level prior learning assessment.

The hallmarks of the program include:

- a supportive online community with opportunities for collaboration;
- a meld of theory and application, with possibilities for internships designed by the student;
- a robust learning environment with opportunities to deepen understanding of technology mediated learning;
- opportunities for hands on engagement with the innovative practices of Empire State College;
- a deepening of reflection on practice and awareness of self as a learner;
- practice in learning design, program evaluation and research.

Admission is selective, new students can start in the fall and spring terms.

FALL START ENROLLMENT SEQUENCE

The typical enrollment sequence is as follows for students enrolled in two courses per term. (Enrollment also can be for one course per term):

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First term</td>
<td>6 cr.</td>
<td>Rethinking Experience and Learning, 3 cr. Learning and Development in Contemporary Adulthood, 3 cr.</td>
</tr>
<tr>
<td>Second term</td>
<td>6 cr.</td>
<td>Strategies for Effective Adult Learning, 3 cr. Approaches to Critical Inquiry and Research, 3 cr.</td>
</tr>
<tr>
<td>Third term</td>
<td>6 cr.</td>
<td>electives, 6 cr.</td>
</tr>
<tr>
<td>Fourth term</td>
<td>6 cr.</td>
<td>electives, 6 cr.</td>
</tr>
<tr>
<td>Fifth term</td>
<td>6 cr.</td>
<td>Project Design 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td>Sixth term</td>
<td>6 cr.</td>
<td>Final Project, 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td>Total</td>
<td>36 cr.</td>
<td></td>
</tr>
</tbody>
</table>

SPRING START ENROLLMENT SEQUENCE

The typical enrollment sequence is as follows for students enrolled in two courses per term. (Enrollment also can be for one course a term):

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First term</td>
<td>6 cr.</td>
<td>Rethinking Experience and Learning, 3 cr. Learning and Development in Contemporary Adulthood, 3 cr.</td>
</tr>
<tr>
<td>Second term</td>
<td>6 cr.</td>
<td>Strategies for Effective Adult Learning, 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td>Third term</td>
<td>6 cr.</td>
<td>Approaches to Critical Inquiry and Research, 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td>Fourth term</td>
<td>6 cr.</td>
<td>electives, 6 cr.</td>
</tr>
<tr>
<td>Fifth term</td>
<td>6 cr.</td>
<td>Project Design, 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td>Sixth term</td>
<td>6 cr.</td>
<td>Final Project, 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td>Total</td>
<td>36 cr.</td>
<td></td>
</tr>
</tbody>
</table>

The graduate fall and spring terms are 15 weeks long, and the summer terms have some offerings for 8 weeks and some for 15 weeks. So exact enrollment sequence should be planned between the student and the advisor as part of degree planning, and all students do not enroll in 6 credits every term. This is a sample enrollment sequence only.
ELECTIVES

Students in this program must complete 18 credits of electives devoted to their area of focus. You may choose to take scheduled or individualized electives. You also may cross register at another college or use transfer credit to complete elective credits. Examples of electives include but are not limited to:

- Community Adult Literacy Education and Social Change
- Organizational Development and Change
- Workplace Learning
- Human Resource Development
- Education Policy
- Issues in Contemporary Higher Education
- Learning Theory and Practice in Adult Education
- Adult Learning in the Community College
- Philosophical Foundations of Adult Learning
- Social Activism and Adult Learning
- The Experiences of Adults in Higher Education
- Facilitating Online and Blended Instruction
- Critical Theory
- Mentoring Adult Learners
- Learning as Transformation

DEGREE PROGRAM PLANNING AND PRIOR LEARNING ASSESSMENT

By the end of the second two courses, you will have developed a degree plan for the remainder of the program. The planning of individual degrees is initially grounded in a critical exploration of your experiential learning, as well as your needs as an adult learning practitioner. From the start of the program, you actively engage with your roles and responsibilities as a learner and educator, your knowledge of the field in both capacities, and your professional and social values and commitments. The articulation of learning and inclusion in the portfolio will both introduce you to an important modality in adult learning and serve as the occasion for identifying your own learning and learning needs. You will draw and build upon your initial exploration of experiential learning and the nature of inquiry in the field in crafting the degree program plan and rationale essay.

The rationale essay integrates prior learning and explores choices in terms of intellectual and academic development, professional needs and social purposes. It also provides an initial articulation of the final project. You will consider choices in designing the degree, given professional values, commitments and needs; optimal ways to use the range of opportunities provided by the program; opportunities for collaboration; and the expertise and methodologies needed to complete the final project.

If interested in requesting transfer credit, you will begin this discussion with your academic advisor during the degree program planning process. It is important to note that the total number of transfer and PLA credits combined cannot exceed 9 credits.

If you are considering doctoral study, you also should investigate the requirements of programs that interest you so that you can incorporate their requirements into your M.A. degree.

Note: You may not enroll for more than 21 credits without an approved degree program in place.

For additional information, please refer to A Guide to Degree Program Planning and Prior Learning Assessment available through the graduate Web page at www.esc.edu/Grad.

PROGRAM DELIVERY

This master’s program is delivered through online courses.
Master of Arts in Community and Economic Development

The Master of Arts in Community and Economic Development program incorporates two distinct, yet related bodies of theory and practice. One addresses economic development and the other addresses the larger area of community development. This program stresses the importance of linking these two concepts in a model that integrates the development of social capital and community capacity with the economic development of the community. After a broad examination of the public policy process, students will examine theoretical development concepts, as well as approaches that real communities have used in an effort to produce positive economic outcomes, as well as improvement in the quality of life of their members. Building on this foundation, students explore issues of relevance to community and development by selecting, in consultation with the program coordinator, elective courses that satisfy their particular interests and career needs. This master’s degree program culminates with a final project that provides the opportunity to examine a community development problem or issue in an in-depth manner.

STUDENTS FOR WHOM THIS PROGRAM IS APPROPRIATE

This program is designed for students who wish to build agencies, businesses and nonprofit organizations which simultaneously pursue economic and socially responsible objectives – the integrated bottom line – to create more attractive, inclusive and sustainable communities. Graduates of the M.A. in Community and Economic Development program will transform existing organizations to be socially responsible, start their own organizations that embrace social issues and pioneer new ways of management that meet human needs and treat stakeholders with justice and respect.

Students may come from business or nonprofit organizations or governmental agencies such as economic development agencies or they may be “private” individuals who want to assume positions of leadership in changing their communities.

ADMISSIONS REQUIREMENTS

Admission to the M.A. in Community and Economic Development is selective. Typically, students begin in the fall and spring terms but may begin in the summer with an elective course, determined in consultation with the program coordinator.

In addition to completing the graduate application, candidates must have completed the following academic prerequisites or their equivalent to be considered for admission:

- 3 credits of statistics
- 3 credits of macroeconomics

A candidate who has not completed these prerequisites may be accepted into the program but acceptance will be contingent upon completing them before the student enrolls for research methods.

UNDERGRADUATE ENROLLMENT IN GRADUATE COURSES

An advanced undergraduate student (within the last 32 credits of the bachelor’s program) with a concurred degree program may apply to take up to 9 credits of selected graduate course work as determined by the appropriate graduate program chair or coordinator (but only six hours during a single term) related to the student’s degree program. For details see the Policies section of this catalog.
ENROLLMENT SEQUENCE
The typical enrollment sequence is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Admits</th>
<th>Spring Admits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>Policy Process – CAED</td>
<td>Policy Process – CAED</td>
</tr>
<tr>
<td></td>
<td>Public Policy Analysis</td>
<td>Public Policy Analysis</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Research Methods</td>
<td>Stakeholder Sensitive Business Models</td>
</tr>
<tr>
<td></td>
<td>Principles of Community and Economic Development</td>
<td>Possible Elective: Workforce Development Policy</td>
</tr>
<tr>
<td>Summer 1</td>
<td>Stakeholder Sensitive Business Models</td>
<td>Stakeholder Sensitive Business Models</td>
</tr>
<tr>
<td></td>
<td>Possible Elective: Workforce Development Policy</td>
<td>Possible Elective: Workforce Development Policy</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Possible Elective: Strategic Planning for Public and Nonprofit Organizations Policy</td>
<td>Research Methods</td>
</tr>
<tr>
<td></td>
<td>Possible Elective: Macroeconomics for Public Policy</td>
<td>Principles of Community and Economic Development</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Ethics and Community Leadership</td>
<td>Ethics and Community Leadership</td>
</tr>
<tr>
<td></td>
<td>Final Project Design</td>
<td>Final Project Design</td>
</tr>
<tr>
<td>Summer 2</td>
<td>Possible Elective: Population, Land Use and Municipal Finance</td>
<td>Possible Elective: Macroeconomics for Public Policy</td>
</tr>
<tr>
<td></td>
<td>Final Project</td>
<td>Possible Elective: Population, Land Use and Municipal Finance</td>
</tr>
<tr>
<td>Fall 3</td>
<td>Possible Elective: Strategic Planning for Public and Nonprofit Organizations</td>
<td>Possible Elective: Strategic Planning for Public and Nonprofit Organizations</td>
</tr>
<tr>
<td></td>
<td>Final Project</td>
<td>Final Project</td>
</tr>
</tbody>
</table>

* to be determined in consultation with program coordinator

CHANGES IN COURSE SEQUENCE
Changes in the sequence of courses should be made in consultation with the program coordinator to insure course availability and to maintain the basic structure of the program.

PROGRAM DELIVERY
This master's program is delivered through online courses.

COMBINED DEGREE PROGRAMS IN THE MASTER OF ARTS IN COMMUNITY AND ECONOMIC DEVELOPMENT
- B.A./B.S./B.P.S. in Public Affairs/M.A. in Community and Economic Development

Enrollment in a combined program allows highly qualified, current SUNY Empire State College students to work on the Master of Arts in Community and Economic Development while completing the bachelor's degree. Up to 12 credits of designated master's courses are incorporated into the bachelor's degree program and will count toward both the bachelor's and master's degrees.

Program Requirements
The combined program requires 148 credits total, of which 36 are master's credits leading to the M.A. in Community and Economic Development. Students must meet all college, AOS and relevant concentration guidelines.

The program requires careful planning that should begin in the first term of a student's undergraduate career at Empire State College. The student and the primary mentor should consult in planning the undergraduate degree program so that these requirements are met during undergraduate study and that the 12 credits of master's study from M.A. in Community and Economic Development program also are included in the degree plan. Students must meet master's expectations for academic progress and grade point average in their master's level courses to remain in the combined program.

Combined Program Admission
Admission into the combined program is highly selective. Matriculated undergraduate students may apply to the combined program and will complete all of the application requirements for the master's degree program. The admission application process includes a review of all course work completed and a minimum
GPA of 3.2, two recommendations (one must be from his/her SUNY Empire State College undergraduate primary mentor), and two application essays.

**Prerequisite Courses**
Applicants must include undergraduate level courses in statistics (3 credits) and macroeconomics (3 credits) in their degree program.

**Combined Program Courses**
- POL-611500, Policy Process, 3 credits
- POL-611001, Public Policy Analysis, 3 credits
- CAED-611003, Principles of Community and Economic Development, 3 credits
- POL-611009, Macroeconomics for Public Policy, 3 credits

B.A./B.S./B.P.S. Public Affairs and M.A. Community and Economic Development
- POL-611500, Policy Process, 3 credits
- POL-611001, Public Policy Analysis, 3 credits
- CAED-611003, Principles of Community and Economic Development, 3 credits
- POL-611009, Macroeconomics for Public Policy, 3 credits
Master of Arts in Learning and Emerging Technologies

The Master of Arts in Learning and Emerging Technologies is designed for individuals from a variety of backgrounds, comprising a community engaged in exploring and researching the learning process, specifically with emerging online technologies. This program is appropriate for community college faculty, instructional designers, trainers in corporate and nonprofit organizations, K-12 teachers and international educators, among others. For a student, being part of this community of practice is to model the types of interactions and creative, problem-based activities made possible by using a range of technology tools for learning. The program’s overall goal is to come to a better collective understanding of how we can meet learning outcomes using various new, digital technologies. These emerging technologies include tools that extend online learning experiences beyond a single learning management system into a matrix of tools that can make up personal and networked learning environments. These tools include, but are not limited to, means of networking and communication (Skype, social networking sites, text chat rooms, blogs); interacting in immersive environments (SecondLife); engaging in simulations and games; sharing sources by bookmarking (digg, de.li.cious); consolidating images, audio and video content (flickr, podcasting, YouTube); and collaborating on projects (wikis, google sites).

Faculty members and students will engage in authentic learning activities that incorporate emerging technologies, while at the same time basing their research on sound pedagogy, practice and research methods that inform this expanding, interdisciplinary field.

In what ways do specific tools help us as learners demonstrate not only what we know, but our capacity to create, interact and collaborate across multiple settings? Understanding these new dynamics requires complex communicative understandings and collaborative skills. The following are the goals of this master’s program:

- consider the social, ethical and legal impacts of new technologies on our lives, individually and collectively.
- explore the multiple, unfolding political and economic impacts of digital media as a transformative agent in the global civic and market arenas.
- develop an understanding of how people learn in technology-mediated environments.
- examine and evaluate learning that occurs in technology-mediated environments, and the impact of digital tools, resources and pedagogical methods in these settings.
- acquire the skills and capacity to identify, employ and evaluate technologically supported tools and methodologies.
- conduct original research projects, both individually and in collaborative faculty–student teams, in order to expand knowledge in the field.

ADMISSION REQUIREMENTS

Admission to the M.A. in Learning and Emerging Technologies is selective. This program begins new students in the fall and spring terms only. In addition to completing the graduate application, acceptable candidates should have evidence of research literacy skills (quantitative and/or qualitative), such that the student has competence in reading, interpreting and using various data. Students should have the capacity to further develop graduate-level research and reasoning skills. This may be demonstrated by the traditional avenues such as successful completion of a college-level (or more advanced) social science research or evaluation course, or through demonstration of similar literacy as applied in work or other academic activities.

ENROLLMENT SEQUENCE

The typical enrollment sequence for 6 credits a term is as follows for fall start. Students and advisors adjust for lower or greater enrollment based on availability. It also is important to note that students using financial aid must enroll in at least 5 credits per term.

The graduate fall and spring terms are 15 weeks long, and the summer terms have some offerings for 8 weeks and some for 15 weeks. The exact enrollment sequence should be planned between the student and the advisor as part of degree planning, and all students do not enroll in 6 credits every term. This is a sample enrollment sequence only.
The typical enrollment sequence for 6 credits a term is as follows for spring start. Students and advisors adjust for lower or greater enrollment based on availability. It also is important to note that students using financial aid must enroll in at least 5 credits per term.

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>6 cr.</td>
<td>Learning with Emerging Technologies: Theory and Practice, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Media and New Literacies, 3 cr.</td>
</tr>
<tr>
<td>Spring</td>
<td>6 cr.</td>
<td>Designing Online Learning Environments, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Issues and Ethics in the Digital Age, 3 cr.</td>
</tr>
<tr>
<td>Summer</td>
<td>6 cr.</td>
<td>Assessing Learning in Digital Environments, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td>Fall</td>
<td>6 cr.</td>
<td>Advanced Design Seminar: Portfolio Project, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td>Spring</td>
<td>6 cr.</td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proposal Seminar, 3 cr.</td>
</tr>
<tr>
<td>Summer</td>
<td>6 cr.</td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td>or Fall</td>
<td></td>
<td>Final Project, 3 cr.</td>
</tr>
<tr>
<td>Total</td>
<td>36 cr.</td>
<td></td>
</tr>
</tbody>
</table>

The typical enrollment sequence for 6 credits a term is as follows for spring start. Students and advisors adjust for lower or greater enrollment based on availability. It also is important to note that students using financial aid must enroll in at least 5 credits per term.

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>6 cr.</td>
<td>Learning With Emerging Technologies: Theory and Practice, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Media and New Literacies, 3 cr.</td>
</tr>
<tr>
<td>Summer</td>
<td>6 cr.</td>
<td>Designing Online Learning Environments, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Issues and Ethics in the Digital Age, 3 cr.</td>
</tr>
<tr>
<td>Fall</td>
<td>6 cr.</td>
<td>Assessing Learning in Digital Environments, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td>Spring</td>
<td>6 cr.</td>
<td>Advanced Design Seminar: Portfolio Project, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td>Summer</td>
<td>6 cr.</td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td>or Fall</td>
<td></td>
<td>Proposal Seminar, 3 cr.</td>
</tr>
<tr>
<td>Fall or</td>
<td>6 cr.</td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>Final Project, 3 cr.</td>
</tr>
<tr>
<td>Total</td>
<td>36 cr.</td>
<td></td>
</tr>
</tbody>
</table>

**ELECTIVES**

Students in this program must complete 12 credits of electives devoted to their area of focus. You may choose to take scheduled or individualized electives. You also may cross register at another college or use transfer credit to complete elective credits. Examples of electives include but are not limited to:

- Assistive Technologies and Learning
- Game-Based Learning
- Practicum 1 and 2: Virtual Worlds
- Digital Tools for Education and Training
- Identity in Digital Environments
- Evaluation, Assessment and Data Driven Learning Design
- Performance Theory
- Emerging Media and the Arts
- Digital Media, Arts and Technology
- Integrating STEM
- STEM Tools: Devices and Simulations
- Facilitating Learning in Online and Blended Environments
- Innovation: Meeting the Challenges of Organizational and Systems Integration
- Rethinking Experience and Learning in Adulthood
- Media and Public Policy

**DEGREE PROGRAM**

To begin planning your degree program, think about your long- and short-range goals and your area of focus. Your academic advisor can assist you in thinking through these goals/interest and the ways in which they can be made into appropriate electives. If you are considering doctoral study, you also should investigate the requirements of programs that interest you so that you can incorporate their requirements into your Master of Arts degree. Degree program planning should begin before you enroll in electives. You cannot graduate without an approved degree program on file.

*Note: You may not enroll for more than 21 credits without an approved degree program in place.*

**PROGRAM DELIVERY**

This master’s program is delivered through online courses.
Master of Arts in Liberal Studies

The distinctive feature of the Master of Arts in Liberal Studies is that you have the freedom to design a highly individualized, interdisciplinary program in your own focused area of interest. You can pursue an intellectual or creative interest and develop theoretical understandings by approaching that interest from a variety of disciplinary perspectives. The disciplines must be drawn primarily from the liberal arts (e.g., the humanities, social sciences and/or natural sciences).

Every M.A. in Liberal Studies degree program is unique. Nonetheless, there are some common approaches to designing programs.

The Creative Project Approach – Perhaps you have a large project in mind. It may be a book, either fiction or nonfiction, or it may be an artistic work that can be produced, performed or exhibited. This program can help you achieve your goal. Each of the electives planned will be a step that leads to a final project. With the support of faculty who will guide and coach you, you can acquire the knowledge and tools needed to actualize your project. Examples of such projects include a book on utopian thought, a novella about an elderly woman, a “tree of life” quilt.

The Thematic Approach – Perhaps you have a topic of special interest. You may be interested in the lives of college students, Elizabethan England, the study of leisure or the family in contemporary society. Each of the electives can address a different aspect of the theme. For example, you can do electives on the psychology, history, art, biology, philosophy or politics of your theme. The final project for the program can be an in-depth look at some aspect of the theme. You may not have a definite idea for a final project when you begin the program, but it can emerge as electives are completed.

The Professional Approach – This program is fundamentally liberal and interdisciplinary in nature, rather than professional and applied. Yet some students find that liberal studies can meet their professional needs. There are many graduate programs that will help develop professional skills (e.g., M.Ed., MBA, MSW). The M.A. in Liberal Studies is different: it allows you to view your field from a broad social and historical perspective, to explore alternative perspectives, and to draw upon a variety of disciplines to enrich your professional practice. Often a final project will be of an applied nature: a practicum on commercial theater, development of an online program or a plan for a holistic health center, to give some examples.

Admission to the M.A. in Liberal Studies program is selective. This program begins new students in the fall and spring terms only.

ENROLLMENT SEQUENCE

The typical enrollment sequence is as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>6</td>
<td>Seminar in Liberal Studies,* 3 cr. Models of Critical Inquiry,* 3 cr.</td>
</tr>
<tr>
<td>Second</td>
<td>6</td>
<td>Perspectives on Interdisciplinary Study,* 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One elective – literature review, 3 cr.</td>
</tr>
<tr>
<td>Third</td>
<td>6</td>
<td>two electives, 3 cr.</td>
</tr>
<tr>
<td>Fourth</td>
<td>6</td>
<td>one elective, methodology, 3 cr.</td>
</tr>
<tr>
<td>Fifth</td>
<td>6</td>
<td>two electives, 6 cr.</td>
</tr>
<tr>
<td>Sixth</td>
<td>6</td>
<td>one elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Project, 3 cr.</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

* residency-based courses

ELECTIVES

Students design and/or select their electives through a combination of individualized electives, scheduled electives, transfer credit or cross registration.

Individualized electives are those in which students work one-to-one with a faculty member in their field. These electives are designed during the process of planning the degree program in Perspectives on Interdisciplinary Study and tend to focus on a specific area of inquiry. Students interact regularly with a course instructor through face-to-face meetings, the phone and/or email. These electives are an opportunity to delve deeply into a specific topic, to work closely with a faculty member and scholar, and to develop habits of close reading and in-depth analysis.

Scheduled electives are offered each semester through a combination of face-to-face workshops and online interaction. Typically, scheduled electives are structured around a broad theme: creativity, concepts of time and space, the role of culture, gender and sexuality, multiculturalism, social change. Scheduled electives begin with shared readings and assignments. Each student then designs an individual project in a focused area relevant both to the general theme and the student’s degree program.

Up to 9 transfer credits from previous graduate work can be included in the degree program. These credits must be directly relevant to the student’s degree program. (Please see the Transfer Credit Policy located elsewhere in this catalog.)
Students are permitted to cross register for courses at another graduate program. This allows students to draw on local academic networks, engage with a local scholarly community, and access local facilities. These opportunities are often particularly important for the technical aspects of a student’s degree program such as video production, photographic technique or lab science.

**DEGREE PROGRAM**

The degree program materials to be submitted at the end of Perspectives on Interdisciplinary Study consist of a degree program cover sheet and a rationale essay. Other items may be required.

When planning your degree program, you may already have a good idea of what your final project might be. With a specific final project already in mind, degree planning most likely will begin by trying to determine, through readings, interviews and discussions with your mentor, what kinds of study you must do prior to carrying out that project.

Your academic advisor and Perspectives on Interdisciplinary Study course instructor also will have suggestions, both about the possible shape of your program and about useful research activities you may want to undertake as you explore and develop your degree program plan. Fairly early on in the process, the three of you will work together to spell out the particular activities – topics to investigate at the library, people to interview, books and articles to read – that will be included in the learning contract for Perspectives on Interdisciplinary Study. By the time you are about half way through this course, you should have developed a provisional plan of study and begun considering what authors, ideas, concepts and writings you will want to study in each of the projected courses. As each course begins to take shape in your mind, it may be helpful to identify two or three major subareas and to think separately about each one in terms of objectives and readings.

In making the final selection of the courses that will comprise your degree program, you must keep in mind a number of criteria set by the School for Graduate Studies for the M.A. in Liberal Studies program. In some cases the criteria are rather broad and in other cases they are quite specific, but all are criteria upon which the program is ultimately judged. Thus, when you have completed a final version of your degree program, you must make sure it meets the following criteria:

- It must be interdisciplinary or multidisciplinary.
- It must be focused in the liberal arts and sciences.
- It must embody breadth and depth.
- It must be coherent.
- At least one proposed course must deal with the broad historical or theoretical background of your field of interest.
- It must contain no more than 9 credits of professional courses.
- It may include no more than 9 credits in a single discipline.
- It may include up to 9 credits of transfer course work. (Please see the Transfer Credit Policy located elsewhere in this catalog.)
- It may contain no more than 15 credits of transfer and cross-registered credit combined. (Please see the Cross-Registration Procedure located elsewhere in this catalog.)
- It should show that the proposed courses together represent a planned progression toward a final project.
- It should be capped by a 3 credit final project that is a significant piece of research in a focused topic within the liberal arts or a creative work of art. (Please see the section on the M.A. final project located elsewhere in this catalog.)

If you are considering doctoral study, you also should investigate the requirements of programs that interest you so that you can incorporate their requirements into your M.A. degree.

*Note: You may not enroll for more than 21 credits without an approved degree program in place.*

**RATIONALE ESSAY AND LITERATURE REVIEW**

Perspectives on Interdisciplinary Study provides the structure and support, not only to design your degree program, but to produce the rationale essay. You also will develop a review of literature for your degree program as part of an individualized elective.

It is important to note that this rationale essay should reflect a level of writing and research that is appropriate to graduate-level study. In addition to being well written, your rationale essay also should meet the following objectives:

- It must set a comprehensive framework for your degree program. What is the focus of your area of study? What is its context? Why is it important to you?
- It should explain the interdisciplinary nature of your program and show how these various courses fit together as an integrative whole.
- It should show where and how you have incorporated the historical and theoretical dimensions of your field of study into the program.
- It should contain your reflections upon the contribution of the three required courses to your total degree program.
- It is expected to contain a specific discussion of the remaining courses, showing how they relate to one another, make sense in relation to the selected field of study, and prepare you for your final project. This discussion is required for courses you may have transferred from other institutions as well as for those you propose to cross register for or enroll in at the college. Indeed, you should provide an explicit justification for transferring in, or cross registering for, courses at other institutions.
- The degree program and rationale must be accompanied by a literature review of one topic of central importance to your degree.
- You should follow appropriate academic conventions in your bibliography, documentation and citations.

**Degree Content Requirements:**

- It must be interdisciplinary or multidisciplinary; (or it must present as strong and well-integrated, clear, interdisciplinary theme or focus of the program proposed.)
- It must be focused in the liberal arts and sciences;
• it must embody breadth and depth;
• it must be coherent;
• at least one proposed course must deal with the broad historical or theoretical background of your field of interest;
• it must provide an identification of a clearly articulated method or approach to the subject matter, with a specifically identified methodology study as part of the program;
• it should show that the proposed courses together represent a planned progression toward a Final Project; and
• it should be capped by a 3 credit Final Project which can be a thesis, practicum, position paper, series of papers, case study or creative project. You work with your academic advisor to produce a project that integrates your course work and reflects your individual focus.

Degree Mechanics Requirements:
• it must include a cover page, listing all course titles and number of credits in each for the degree. The cover page is available through the Graduate Student Center at www.esc.edu/Grad.
• it must include a summary description of the purpose and intended content of each course including the core courses in the program, including two or three examples of relevant bibliography, fully cited;
• it must contain no more than 9 credits of professional or applied courses;
• it may include no more than 9 credits in a single discipline;
• it may include up to 9 credits of transfer coursework. (Please see the Transfer Credit Policy located elsewhere in this catalog.); and
• it may contain no more than 15 credits of transfer and cross-registered credit combined. (Please see the Cross Registration Policy located elsewhere in this catalog.)

SUBMITTING THE DEGREE PROGRAM, RATIONALE ESSAY AND LITERATURE REVIEW
The final degree program plan must be electronically submitted on a degree program form available from the School for Graduate Studies Web page at www.esc.edu/Grad, signed by your academic advisor and submitted to the chair of liberal studies. Once the chair has reviewed this, it will be forwarded to the members of the Liberal Studies Degree Program Review Committee. This committee, which comprises members of the graduate faculty, convenes approximately once a month to review proposed degree programs and rationale essays. Each program and rationale essay is carefully considered and evaluated against the program and rationale criteria listed earlier. Several outcomes of a review are possible:
• the committee approves the program and rationale as is;
• the committee needs additional information before it can approve the program;
• the committee recommends changes that will not affect the basic design of the program;
• the committee approves the general design of the program but requires revisions to the rationale essay and/or the literature review; or
• the committee does not approve the program design and suggests revisions in the program and/or rationale essay.

You will be notified, in writing, of the committee’s decision within approximately one week of their meeting.

CHANGING YOUR DEGREE PROGRAM
If you want to make changes in your degree program after it has been formally approved, you must immediately consult with your academic advisor. After the two of you agree upon the proposed changes, you should prepare a short letter explaining the changes and send it to your academic advisor for his or her approval and signature. Then, your revised degree program will go through a similar process as with the original program: it is sent to the chair of liberal studies, who then forwards it to the Liberal Studies Degree Program Review Committee, which makes the final determination as to whether or not it should be approved. In practice, minor changes are easy to make. To ensure a prompt response, you should provide a brief and clear description of what you want to change and why. If you are making major changes in your program, however, you must submit a more detailed explanation of the proposed changes. You may even be asked to rewrite your degree program plan and rationale essay and to submit it again for review and approval.

RESEARCH METHODS
The research methods you will need to successfully complete your electives and write your final project will depend very much on your topic and on the various disciplines you bring to bear. There are a number of scheduled electives that focus on a variety of research methods in the humanities and the social sciences. Often, they can be taken for variable credits. Whether you include one of these scheduled electives in your degree program or work with your academic advisor to create an individualized research elective, we strongly suggest that you consider an elective in research methods to be taken as a lead-in to your final project. Typically, the final project proposal, which should be completed and approved a semester before registering for your final project, can be one of the outcomes of such an elective.

PROGRAM DELIVERY
This master’s program is delivered through online courses with some face-to-face meetings required. These face-to-face meetings, known as residencies, are attached to specific courses and are a fundamental part of the program. The residencies are held in the Capital District region of New York state.
Master of Arts in Social and Public Policy

The Master of Arts in Social and Public Policy program draws students who are committed to social change, are open and often experienced. The program helps prepare graduates for advanced careers within government and nongovernmental settings involving public policy, advocacy, health care, human services, philanthropy, policy research and analysis, policy implementation, public administration and community work. Our students develop critical thinking and expertise in policy areas (concentrations), including human services, health care policy, poverty alleviation, child welfare, aging, veterans services, community and criminal justice.

Admission is selective. New students can begin in the fall and spring terms.

ENROLLMENT SEQUENCE
Students matriculated as of, or after, the spring 2014 term, should follow this enrollment sequence and are strongly encouraged to take Research Methods prior to the Qualitative or Quantitative Methods courses.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th></th>
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<tbody>
<tr>
<td>First term</td>
<td></td>
</tr>
<tr>
<td>6 cr. Policy Process*, 3 cr.</td>
<td></td>
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<tr>
<td>Social Policy Perspectives*, 3</td>
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<tr>
<td>cr.</td>
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<tr>
<td>Second term</td>
<td></td>
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<tr>
<td>6 cr. Policy Implementation, 3</td>
<td></td>
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<tr>
<td>Research Methods, 3 cr.</td>
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<tr>
<td>Third term</td>
<td></td>
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<tr>
<td>6 cr. Ethical Issues in Social</td>
<td></td>
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<tr>
<td>Policy, 3 cr.</td>
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<tr>
<td>elective, 3 cr.</td>
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<tr>
<td>Year Two</td>
<td></td>
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<tr>
<td>Fourth term</td>
<td></td>
</tr>
<tr>
<td>6 cr. Quantitative Methods or</td>
<td></td>
</tr>
<tr>
<td>Qualitative Methods, 3 cr.</td>
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<tr>
<td>elective, 3 cr.</td>
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<tr>
<td>Fifth term</td>
<td></td>
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<tr>
<td>6 cr. Final Project Design*, 3</td>
<td></td>
</tr>
<tr>
<td>cr. elective, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>Sixth term</td>
<td></td>
</tr>
<tr>
<td>6 cr. elective, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>Final Project, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>36 cr.</td>
</tr>
</tbody>
</table>

* residency-based courses

The graduate fall and spring terms are 15 weeks long, and the summer terms have some offerings for 8 weeks and some for 15 weeks. The exact enrollment sequence should be planned between the student and the advisor as part of degree planning, and all students do not enroll in 6 credits every term. This is a sample enrollment sequence only.

ELECTIVES
Students must complete 12 credits of electives. You may choose to take residency-based, scheduled or individualized electives. Examples of electives include but are not limited to:

- Aging and Public Policy
- Race, Class and Gender in U.S. Public Policy
- Advocacy for the Mentally Disabled
- Citizen and State: Contemporary American Politics
- Media and Public Policy
- Family Policy
- Community Organizing
- Human Services Policy
- Advocacy in State and Community-Level Government
- Public Policy Analysis
- Veterans Outreach, Services and Advocacy
- Veterans Programs and Benefits

DEGREE PROGRAM
To begin planning your degree program, think about your long- and short-range goals, the area you want to investigate or learn more about, policy areas that interest you, or any gaps that you have noticed in your education. Your academic advisor can assist you in thinking through these areas of interest and the ways in which they can be made into appropriate electives. If you are considering doctoral study, you also should investigate the requirements of programs that interest you so that you can incorporate their requirements into your Master of Arts degree. In Social and Public Policy, degree program planning should begin in your second term. You cannot graduate without an approved degree program on file.

Note: You may not enroll for more than 21 credits without an approved degree program in place.

PROGRAM DELIVERY
This master's program is delivered through online courses with some face-to-face meetings required. These face-to-face meetings are known as residencies, which are attached to specific courses, and they are a fundamental part of the program. The residencies are held in the Capital District region of New York state.
Master of Arts in Teaching

The Master of Arts in Teaching (MAT) program is an innovative, clinically-rich approved teacher education program consisting of multiple tracks designed to meet the diverse needs and experiences of our students. The MAT program is a fully accredited teacher education program appropriate for both career changers and recent college graduates seeking certification in order to teach in New York state middle and high schools. This is a 42 credit program of part-time study taught through onsite and online resources. It provides mentoring and other forms of professional development throughout the program.

The MAT certification areas are:

- Middle Childhood Education Specialist – Biology, Chemistry, Earth Science, English; Language other than English (French), Language other than English (Spanish), Mathematics, Physics, Social Studies, General Science 5-9 extension
- Adolescence Education – Biology, Chemistry, Earth Science, English, Language other than English (French), Language other than English (Spanish), Mathematics, Physics, Social Studies

Upon admission to the MAT program, you are assigned an academic advisor. Your academic advisor will guide you through the program.

It is important for MAT students to be mindful of the fact that their participation in this program requires that they adhere to multiple policies/requirements. In addition to being an Empire State College student and responsible for adhering to the college policies and procedures as listed in this catalog, students also must follow NYS Education Department requirements for the teacher certification process and, if a school district employee, must follow the policies and procedures of the school district.

ADMISSION REQUIREMENTS

Admission to the MAT program is selective. The MAT program enrolls new students in the fall term only.

To be admitted to the MAT program, the candidate must meet prerequisites in three areas:

1. Subject matter preparation – you must:
   • meet NYS certification requirements for content by having a bachelor’s or master’s degree with a major in the subject area in which you will seek certification or 30 credits in the subject area, of which, 12 credits can be in related courses (cognates);
   • meet any other certification content requirements that may apply (e.g., the NYS social studies distribution, at least 6 credits of advanced-level course work).

2. General education preparation – you must:
   • meet the NYS certification requirements for the general education core;
   • submit entrance exams scores from the Graduate Record Exam (GRE), Miller Analogies Test (MAT) or other graduate level admission exam.

3. Academic excellence – you must:
   • have a cumulative 3.0 GPA or the equivalent;
   • demonstrate the academic skills necessary to meet the academic and professional demands of the program;
   • demonstrate the capacity to develop skills in using learning technologies.

Application decisions are based on:

• undergraduate and graduate transcripts which document the required GPA, content area and general education preparation;
• an application essay by the candidate which demonstrates the writing and critical-thinking skills needed for success in a demanding graduate program, as well as strong potential to make a successful transition into teaching as a profession;
• the candidate’s employment and volunteer/community service history; and
• interviews with college faculty.

An applicant who meets all other admissions requirements and has two deficiencies in relation to the NYS content area or general education requirements may be admitted to the program. The student must make up the deficiencies by the end of the second term in the program.

For the most recent teacher supply and demand information from the New York State Education Department, please visit http://www.highered.nysed.gov/oris/stats/tsd.htm.

REQUESTING TRANSFER CREDIT

Students in the MAT program should discuss the possibility of transfer credit with their academic advisor. Students then complete the MAT and MBA Transfer Request Form available from the Graduate Student Center on www.esc.edu/Grad and send it to Graduate Student Services. Graduate Student Services forwards the request to the appropriate content area advisor and the MAT program chair for approval.

PROGRAM DELIVERY

This master’s program is delivered through online courses with some face-to-face meetings required. These face-to-face meetings are attached to specific courses and are held regionally throughout New York state.
PROGRAM TRACKS
There are two tracks within the MAT program: The Transitional B certification track and the residency track. Students in both tracks complete the same first-year course work.

Transitional B Certification Track
In the first year, students enroll on a part-time basis, completing 15 credits of graduate course work and 50 hours of field experience (15 of which must be in Special Education). Upon successful completion of the first year of courses, meeting New York State Education Department requirements and obtaining a qualifying teaching position, students may apply for a Transitional B Teaching Certificate. While employed as an entry-level teacher, MAT degree candidates complete 15 credits in year two of the program and 12 credits in year three. During this period, a mentor teacher in the school setting and an Empire State College faculty member provide instructional support. Successful completion of years two and three of the program result in the award of the MAT degree. Once the graduates successfully pass the final New York state teacher certification exam, they apply for the New York state initial teaching certificate. After one additional year of successful teaching, graduates of the MAT program are eligible for professional certification.

ENROLLMENT SEQUENCE
The enrollment sequence is as follows:

Year One – Introductory Year (15 credits)*
- Fall – U.S. Schools in Social Context, 3 credits
- Middle Childhood and Adolescent Development, 3 credits
- Spring – Teaching and Learning, 3 credits
- Exceptionalities, 3 credits
- Summer – Teaching Diverse Learners, 3 credits

Year Two – First In-service Year (15 credits)
- Fall – Teaching and Curriculum, 3 credits
- Mentored Teaching 1, 3 credits
- Spring – Educational Evaluation, 3 credits
- Mentored Teaching 2, 3 credits
- Summer – Content Area Study, 3 credits

Year Three – Second In-service Year (12 credits)**
- Fall – Literacy, 3 credits
- Mentored Teaching 3, 3 credits
- Spring – Literacy Across the Curriculum, 3 credits
- Mentored Teaching: Teaching Portfolio, 3 credits***

* Each course in year one integrates structured field experiences in schools. Successful completion of year one, in combination with the meeting of NYS Education Department requirements, leads to the NYS Transitional B Teaching Certificate.

** Successful completion of MAT program, in combination with the meeting of NYS Education Department requirements, leads to the NYS Initial Teaching Certificate.

*** Meets Empire State College’s MAT project requirement.

Intensified Mentored Teaching Track for Transitional B Certification
The one-year Intensified Mentored Teaching track allows students to complete a year of Mentored Teaching as the teacher of record while on Transitional B certification. The intensified track features a 6-credit course, Intensified Mentored Teaching 1 (IMT1), during the first semester of classroom teaching. This 6-credit course will include eight observations by faculty members and additional mentoring and support through both online and face-to-face components of the course. Intensified Mentored Teaching 2 (IMT2) is a 3-credit course, taken during the second semester of classroom teaching, and includes seven observations by faculty mentors. The pedagogical impact of an intensified year of mentored teaching strongly supports students’ initial teaching experiences, enabling the faculty to offer increased support to students during this critical first year as a teacher of record.

Clinically-Rich Residency Track
The Master of Arts in Teaching Clinically-Rich Residency Program uses a blended model of delivery, with online, face-to-face and clinically-based instructional modes. After completing the first year of the MAT program, students will begin a year-long placement in a 7-12 classroom with a critic teacher certified in the resident’s content area. Residents will assume more responsibility incrementally for the classroom, culminating in the complete assumption of the critic teacher’s classes for eight weeks during the spring term.

During the year-long residency, students will complete additional course work that links theory to classroom practice. Residents will receive intensive mentoring by faculty members and supervisors. The program concludes with the teaching portfolio, the capstone project within the MAT program. Graduates will be recommended for initial and professional certification.

ENROLLMENT SEQUENCE
The enrollment sequence is as follows:

First Year
- Fall – U.S. Schools in Social Context, 3 credits
- Middle Childhood and Adolescent Development, 3 credits
- Spring – Teaching and Learning, 3 credits
- Exceptionalities: Individualizing Learning, 3 credits
- Summer – Teaching Diverse Learners, 3 credits
- Content Area Study, 3 credits

Second Year (Residency Year)
- Fall – Teaching and Curriculum, 3 credits
- Literacy, 3 credits
- Mentored Seminar – Classroom Assessment, 3 credits
- Spring – Educational Evaluation, 3 credits
- Mentored Teaching: Teaching Portfolio, 3 credits
- Summer – Teaching Diverse Learners, 3 credits
COMBINED DEGREE PROGRAMS IN THE MASTER OF ARTS IN TEACHING

- B.A. or B.S. in Cultural Studies/MAT in Adolescent Education Leading to Initial New York State Teaching Certification in English Language Arts, Spanish or French
- B.A. or B.S. in Science, Mathematics and Technology/MAT in Adolescent Education Leading to Initial New York State Teaching Certification in Biology, Chemistry, Earth Science, Physics or Mathematics
- B.A. or B.S. in Historical Studies/MAT in Adolescent Education Leading to Initial New York State Teaching Certification in Social Studies

Enrollment in a combined program allows students to work on the Master of Arts in Teaching while completing the bachelor's degree. Up to 12 credits of designated master's courses are incorporated into the bachelor's degree program and will count toward both the bachelor's and master's degree.

Program Requirements

The combined program requires 154 credits total, of which 42 are master's credits leading to the MAT. Students must meet all college, AOS and relevant concentration guidelines, as well as the state specified content and liberal arts and sciences general education requirements (different than and in addition to the SUNY General Education Requirement) within the undergraduate credits as follows:

- successful completion of 30 credits in the designated content area (ELA, Spanish or French)
- successful completion of 30 semester hours of liberal arts and sciences general education.

With 60 credits in requirements, the program requires careful planning that should begin in the first term of a student’s undergraduate career at Empire State College. Advising templates can be found at the following link: www.esc.edu/MATCombinedCert. The teaching content area and the state's requirements for general education are incorporated into the undergraduate degree program based on the certification area that the student intends to seek. The student and the primary mentor should consult with the director of teacher education in planning an undergraduate degree program so that these requirements are met in undergraduate study and that the 12 credits of master's courses from MAT program also are included in the degree plan. Students must meet the graduate requirements for academic progress and minimum grade point average in their master’s level courses to remain in the combined program.

Combined Program Admission

Admission into the combined program is highly selective. Matriculated undergraduate students may apply to the combined program and will complete all of the application requirements. The admission application process includes a review of all course work completed, a minimum GPA of 3.2, two recommendations (one must be from his/her SUNY Empire State College undergraduate primary mentor), and an interview with MAT faculty.

Combined Program Courses

- EDU-660511, Middle Childhood and Adolescent Development, 3 credits
- EDU-660515, US Schools in Social Context, 3 credits
- EDU-660513, Teaching and Learning, 3 credits
- EDU-660514, Exceptionalities: Individualizing Learning, 3 credits
# Master of Arts in Work and Labor Policy

The Work and Labor Policy program (formerly known as Labor and Policy Studies) is designed for graduate students employed by unions, business, government and schools, and people active in labor and politics. While the program provides you with a background in American labor relations, labor history, labor law and collective bargaining, the focus is on current problems and policies generated by changes in the global economy, technology, the workforce and the workplace. This program can increase your effectiveness in your present position or prepare you for new positions that deal in labor, government, industrial relations or human resources.

You are encouraged to use your elective courses and a final project to develop an area of specialty. Faculty will help you design your own elective courses, as well as a final project focused on either a research project or a practicum (internship).

Admission is selective. New students can begin in the fall and spring terms.

## ENROLLMENT SEQUENCE

Students matriculated in the program beginning with the fall 2014 term will follow this enrollment sequence:

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second term</td>
<td>6</td>
<td>History of Labor and Policy, 3 cr. Research Methods, 3 cr.</td>
</tr>
<tr>
<td>Third term</td>
<td>6</td>
<td>Current Issues Facing Labor, 3 cr. Labor Management Relations, 3 cr.</td>
</tr>
</tbody>
</table>

**Beginning in the fourth term, students will follow one of two tracks:**

### Track 1 – Work, Workers and Labor Organizations

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track 1 fourth term</td>
<td>6</td>
<td>Policy Formation in Unions, 3 cr. Final Project Design*, 3 cr.</td>
</tr>
<tr>
<td>Track 1 fifth term</td>
<td>6</td>
<td>One elective, 3 cr. Final Project I**, 3 cr.</td>
</tr>
<tr>
<td>Track 1 sixth term</td>
<td>6</td>
<td>One elective, 3 cr. Final Project II**, 3 cr.</td>
</tr>
</tbody>
</table>

### Track 2 – Public Sector Employment Relations

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track 2 fourth term</td>
<td>6</td>
<td>Sociology of Work, 3 cr. Final Project Design*, 3 cr.</td>
</tr>
<tr>
<td>Track 2 fifth term</td>
<td>6</td>
<td>One elective, 3 cr. Final Project I**, 3 cr.</td>
</tr>
<tr>
<td>Track 2 sixth term</td>
<td>6</td>
<td>One elective, 3 cr. Final Project II**, 3 cr.</td>
</tr>
</tbody>
</table>

**Total** 36 cr.

* = residency-based course

** = Final Project is a total of 6 cr. completed over two terms.
Students matriculated in the program between the fall 2011 term and the spring 2014 term will follow this enrollment sequence:

| First term | 6 cr. | Policy Process*, 3 cr.          |
|            |      | Work and Labor Studies*, 3 cr.  |
| Second term| 6 cr. | History of Labor and Policy*, 3 cr. |
|            |      | Research Methods*, 3 cr.        |
| Third term | 6 cr. | Current Issues Facing Labor*, 3 cr. |
|            |      | Labor Law*, 3 cr.               |

**Beginning in the fourth term, students will follow one of two tracks:**

**Track 1 – Work, Workers and Labor Organizations**

| Track 1 fourth term | 6 cr. | Policy Formation in Unions, 3 cr. |
|                     |      | Research proposal elective**, 3 cr. |
| Track 1 fifth term  | 6 cr. | One elective, 3 cr.               |
|                     |      | Final Project I***, 3 cr.         |
| Track 1 sixth term  | 6 cr. | One elective, 3 cr.               |
|                     |      | Final Project II***, 3 cr.        |

**Track 2 – Public Sector Employment Relations**

| Track 2 fourth term | 6 cr. | Sociology of Work: Human Resources, 3 cr. |
|                     |      | Research proposal elective**, 3 cr.       |
| Track 2 fifth term  | 6 cr. | One elective, 3 cr.                       |
|                     |      | Final Project I***, 3 cr.                 |
| Track 2 sixth term  | 6 cr. | One elective, 3 cr.                       |
|                     |      | Final Project II***, 3 cr.                |

**Total 36 cr.**

* = residency-based course  
** = contact your academic advisor to have this individualized elective placed on your registration worksheet  
*** = Final Project is a total of 6 cr. completed over two terms.

Students matriculated in the program prior to the fall 2011 term will follow this enrollment sequence:

| First term | 8 cr. | Policy Studies I*, 4 cr.          |
|            |      | Labor Emphasis Seminar*, 4 cr.    |
| Second term| 8 cr. | Policy Studies II: Labor and Public Policy*, 4 cr. |
|            |      | Corporations, Bureaucracy and Labor Policy*, 4 cr. |
| Third term | 7 cr. | Policy Formation in Unions*, 4 cr. |
|            |      | or Human Resources*, 4 cr.        |
|            |      | Modes of Inquiry/Directed Research*, 3 cr. |
| Fourth term| 6 cr. | Two electives, 6 cr.              |
| Fifth term  | 7 cr. | One elective, 3 cr.               |
|            |      | Final Project, 4 cr.              |

**Total 36 cr.**

* = residency-based course  

**ELECTIVES**

You choose two electives (6 credits) to reflect your interests and to reinforce the individual focus of your degree. You are urged to use your electives to build a concentration in such areas as trade union administration, collective bargaining and dispute resolution, occupational health and safety, or human resource management. You may choose to take residency-based, scheduled or individualized electives. You can design individualized electives to help you do work on your final project. Examples of electives include but are not limited to:

- Collective Bargaining in the Public Sector
- Labor and International Economy
- Staffing the Organization
- Occupational Health and Safety in the Modern Workplace
- Labor Arbitration
- Theories of the Labor Movement
- Environment, Labor and the Community
- Compensation, Motivation and Performance

**DEGREE PROGRAM**

To begin planning your degree program, think about your long- and short-range goals, areas you want to investigate or learn about, policy areas of interest to you, or any gaps in your education. Your academic advisor can assist you in thinking through these areas of interest and the ways in which they can be made into appropriate electives.

If you are considering doctoral study, you also should investigate the requirements of programs that interest you so that you can incorporate their requirements into your Master of Arts degree.

Your degree program should be approved by the beginning of your third term. You cannot graduate without an approved degree program on file.

*Note: You may not enroll for more than 21 credits without an approved degree program in place.*

**PROGRAM DELIVERY**

This master’s program is delivered through online courses with some face-to-face meetings required. These face-to-face meetings, known as residencies, are attached to specific courses and are a fundamental part of the program. The residencies are held in the Capital District region of New York state.
Master of Business Administration in Global Leadership

The Master of Business Administration in Global Leadership (MBAGL) is a 45-credit, online program designed for those interested in becoming leaders in their global organizations. Students will become proficient in the effective management of complex multinational organizations. Throughout this program, students learn to use critical-thinking and problem-solving skills, assess ethical decision making in global environments, practice global-management strategies and apply cross-cultural and business communication skills to international business situations.

Students enrolled full time can complete the program in six terms or fewer and summer enrollment is available, making it feasible to earn the degree in two years. Part-time students are expected to complete the program in 30 to 36 months.

ADMISSIONS REQUIREMENTS
Admission to the MBAGL program is selective. This program begins new students in the fall and spring terms only.

In addition to completing the graduate application, acceptable candidates should have the following academic prerequisites in addition to a bachelor's degree in business or a related field, or experience in an organizational setting (business, nonprofit, public sector):

- 3 credits of accounting
- 3-6 credits of economics (micro and macro)
- 3 credits of statistics

Successful applicants also should have computer and Internet literacy.

ENROLLMENT SEQUENCE
The following is the suggested enrollment sequence for students who will be studying full time:

Year One – Required Courses – 24 credits
First term – Developing a Global Mindset – 9 credits
  • Global Leadership Competencies (3 credits)
  • Global Strategy (3 credits)
  • International Accounting (3 credits)
Second term – Understanding Global Environments – 9 credits
  • Ethics in Global Environments (3 credits)
  • International Business Law (3 credits)
  • Economics for Global Managers (3 credits)
Third term – Competing in Global Markets – 6 credits
  • International Marketing Strategies (3 credits)
  • International Finance (3 credits)

Year Two – Electives and Capstone Course – 21 credits
Fourth term – Utilizing and Leveraging Resources – 9 credits
  • Selected electives by track or by advisor approved plan in themes of Utilizing and Leveraging Resources and Sustaining Competitive Advantage
Fifth term – Sustaining Competitive Advantage – 9 credits
  • Selected electives by track or by advisor-approved plan in themes of Utilizing and Leveraging Resources and Sustaining Competitive Advantage
Sixth term – Applying the Global Mindset – 3 credits
  • Global Strategic Management and Leadership (3 credits)

ELECTIVES AND TRANSFER CREDIT
Some students use electives to broaden their exposure to new areas of knowledge, while others use them to increase their skills or knowledge in a particular area. The term registration information will provide you with a listing and description of electives offered through the School for Graduate Studies and those specific to the MBAGL program. Electives also are offered during the summer term.

A request for transfer credit may be submitted to the School for Graduate Studies through your faculty advisor. Typically, 9 credits are acceptable as transfer credits subject to the Transfer Credit Policy (located elsewhere in this catalog). In addition to approval by your academic advisor, the chair of your program also must approve these credits.

PROGRAM DELIVERY
This master’s program is delivered through online courses.
COMBINED DEGREE PROGRAMS IN THE MASTER OF BUSINESS ADMINISTRATION IN GLOBAL LEADERSHIP

• B.A./B.S./B.P.S. in Business, Management and Economics/ MBA in Global Leadership

Enrollment in a combined program allows highly qualified, current SUNY Empire State College students to work on the Master of Business Administration in Global Leadership while completing the bachelor's degree. Up to 12 credits of designated master's courses are incorporated into the bachelor's degree program and will count toward both the bachelor's degree and the master's degree.

Program Requirements

The combined program requires 157 credits total, of which 45 are master's credits leading to the MBA in Global Leadership. Students must meet all college, AOS and relevant concentration guidelines.

The program requires careful planning that should begin in the first term of student's undergraduate career at Empire State College. The student and the primary mentor should consult in planning the undergraduate degree program so that these requirements are met during undergraduate study and that the 12 credits of master's courses from MBA in Global Leadership program also are include in the degree plan. Students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined program.

Combined Program Admission

Admission into the combined program is highly selective. Matriculated undergraduate students may apply to the combined program and will complete all of the application requirements for the master's degree program. The admission application process includes a review of all course work completed and a minimum GPA of 3.2, two recommendations (one must be from his/her SUNY Empire State College undergraduate primary mentor), and admission essays. Students also should have three to five years of managerial or professional experience.

Prerequisite Courses

Applicants must include undergraduate level courses or their equivalent in: statistics (3 credits), macroeconomics (3 credits), microeconomics (3 credits) and accounting (3 credits).

Combined Program Courses

Core Courses

• MGT-651634, Global Leadership Competencies, 3 credits
• MGT-651622, Ethics in Global Environments, 3 credits

Elective Courses – choose two (6 credits). Special requests to substitute these electives with others will be reviewed by MBA in Global Leadership coordinator with final approval by the Business, Management and Leadership chairperson.

• MGT-651557, Consumer Behavior, A Global Marketing Perspective
• ECO-650616, International Economic Development for Managers
• ORG-651638, Women Leaders in Global Organizations
• MGT-650601, Dynamics of International Business
• MGT-651640, Innovation in Global Enterprises
• MGT-651619, International Business Communication
Master of Business Administration in Healthcare Leadership

The Master of Business Administration in Healthcare Leadership (MBAHCL) is a 42 credit online program, enhanced with residency components, designed for clinical or nonclinical health care executives seeking to enhance their analytical, leadership and problem solving skills. It consists of a core curriculum of 15 credits with up to 9 credits that can be waived through independent direct assessment (IDA), 21 credits devoted to the student’s area of focus, and a 6-credit final capstone project. The program is sequenced in three phases. The first involves the assessment of leadership roles and competencies with particular emphasis on linking executive skills with business strategy, stakeholders’ interests, ethical issues and organizational goals. The second phase provides a specialized context for upgrading these roles and competencies, integrating them with functional knowledge. This phase also will cover environmental issues and trends that shape executive decision processes, including health care policy and industry dynamics, as well as political, technological, financial and economic factors. The third phase is both integrative and applied; students use analytical frameworks, principles and strategies related to the effective management of health care organizations and articulate strategic objectives and long-range plans for their own institutions.

ADMISSIONS REQUIREMENTS

Admission to the MBA-HCL program is selective. This program begins new students in the fall and spring terms only. In addition to completing the graduate application, acceptable candidates should have the following academic prerequisites in addition to a bachelor’s degree in business or a related field, or experience in an organizational setting (business, nonprofit, public sector):

- 3 credits of accounting
- 3-6 credits of economics (micro and macro)
- 3 credits of statistics

Application:

- a single integrative essay
- current resumé
- two recommendations, at least one from your current direct supervisor or next best alternative with the ability to discuss your career and professional goals and skills; a second letter can come from members of the faculty with whom you have worked or who know you well
- official transcripts from all colleges/universities attended
- nonrefundable $50 application/orientation fee
- in some cases, applicants may be contacted by the program chair, or designee, to set up an interview at one of the ESC locations or via a teleconference call.

ENROLLMENT SEQUENCE AND INDEPENDENT DIRECT ASSESSMENT

Five core courses are required for all students in the program. The first two courses are blended, i.e., they combine online instruction with site-based executive retreat activities. The next three core courses include assessment components and, therefore, students with prior knowledge in relevant areas of finance, economics and informatics may seek to obtain credit for these courses through Independent Direct Assessments (IDAs). The seven elective courses should be selected carefully with close consultation with your academic advisor and should be based on professional and educational needs and interests. Elective courses also can be selected from the course list of the MBA in Management. Two more courses with retreat components are Evidence-based Decision Making in Health Care Organizations, which also is geared toward helping students to form ideas about their final projects; and the capstone: Strategic Executive Leadership for Health Care Organizations, which is the last course in the program, and the course in which students are required to present their final projects.

The following is the suggested enrollment sequence for students who will be studying part time:
<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td><strong>COURSE TITLE</strong></td>
<td><strong>Credits</strong></td>
<td><strong>COURSE TITLE</strong></td>
</tr>
<tr>
<td>1. Mastering Leadership</td>
<td>3</td>
<td>3. Health Care Financial</td>
</tr>
<tr>
<td>in Health Care</td>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>Organizations*</td>
<td></td>
<td>5. Health Information Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Informatics</td>
</tr>
<tr>
<td>Care Markets and Health</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>Policy*</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Credits</td>
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<td>Total Credits</td>
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</tbody>
</table>

**FALL**                  | **SPRING**                          | **SUMMER**                        |
<table>
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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>COURSE TITLE</strong></td>
<td><strong>Credits</strong></td>
<td><strong>COURSE TITLE</strong></td>
</tr>
<tr>
<td>Elective 2</td>
<td>3</td>
<td>Evidence-based Decision Making*</td>
</tr>
<tr>
<td>Elective 3</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective 4</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td></td>
<td></td>
<td>Total Credits</td>
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<td></td>
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<td>Total Credits</td>
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<tr>
<td></td>
<td></td>
<td>Total Credits</td>
</tr>
</tbody>
</table>

* = executive retreat-based course

**ELECTIVES AND TRANSFER CREDIT**

Some students use electives to broaden their exposure to new areas of knowledge, while others use them to focus their skills or knowledge in a particular area. The term registration information will provide you with a listing and description of electives offered through the School for Graduate Studies and those specific to the MBA-HCL program. Electives also are offered during the summer term.

**Sample Electives:**
- Governance and Trusteeship
- Health Legal and Regulatory Affairs
- Health Care Operations Management
- Health Care Accounting
- Health Care Quality, Compliance and Risk Management
- Strategic Corporate Communication and Inter-professional Collaboration
- HR Competencies for Health Care
- Competencies for Health Care Ethics
- Health Care Marketing Services
- High Performance Leadership

A request for transfer credit may be submitted to the program chair through your academic advisor. Typically, 9 credits are acceptable as transfer credits subject to the Transfer Credit Policy (located elsewhere in this catalog). In addition to approval by your academic advisor, the chair of your program also must approve these credits.

**PROGRAM DELIVERY**

This master’s program is delivered through online courses and three executive retreats (residencies).
Master of Business Administration in Management

The Master of Business Administration (MBA) in Management program is designed for managers and professionals who have the motivation and self-discipline to succeed in online study enhanced by residencies. An essential element of the program is the utilization of the Competing Values Framework as an organizing method for assessing, developing and applying managerial competencies. The program curriculum is integrated along the lines of three themes:

- ethics and corporate social responsibility
- globalization
- organizational effectiveness

Another essential feature of the MBA is the option to participate in an assessment process through which you can test out of up to 24 credits of MBA-level knowledge and competency acquired either professionally or academically. The courses are modular in design to facilitate the various levels of expertise that different students have. Based upon your skills and experience, both professionally and academically, you may assess out of 1-3 credits for a given course. For example, you may assess out of 3 credits of Marketing Management and, therefore, skip enrolling in this course, or you may assess out of 2 credits in Managerial Decision Making and enroll in the third module only.

The maximum number of combined assessment and transfer credits that an MBA student can obtain is 24.

ADMISSION REQUIREMENTS

Admission to the MBA program is selective. This program begins new students in the fall and spring terms only.

In addition to completing the graduate application, acceptable candidates should have the following academic prerequisites in addition to a bachelor's degree in business or a related field:

- 3 credits of accounting,
- 3-6 credits of economics (micro and macro), and
- 3 credits of statistics.

The above listed prerequisites may be waived by the chair of the program if the applicant has sufficiently documented professional experience.

Successful applicants also should meet the following criteria:

- three to five years of managerial or professional experience, and
- computer and Internet literacy.

ENROLLMENT SEQUENCE

The following is roughly the enrollment sequence for the MBA program. This will vary depending on credits that you earn through assessment and approved transfer credits. The only hard and fast rules regarding the MBA enrollment sequence are:

- Executive Assessment and Development and Scanning the Business Environment must be taken during the first term(s).
- Managerial Reasoning may only be taken after completing Executive Assessment and Development, Scanning the Business Environment and High Performance Management.
- Strategic Analysis and Executive Choice must be completed in the term prior to taking Strategic Executive Leadership.
- Strategic Executive Leadership must be taken last.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Nominal Credits</th>
<th>Assessable Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Assessment and Development*</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Scanning the Business Environment*</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>High Performance Management</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Human Systems and Behavior</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>elective</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Operations Management</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Managerial Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>elective</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Managerial Reasoning*</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>elective</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Managerial Decision Making</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Strategic Analysis and Executive Choice</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Strategic Executive Leadership*</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>48</td>
<td>24</td>
</tr>
</tbody>
</table>

* residency-based courses
VETERAN AND MILITARY PATHWAY

This pathway provides veteran and current members of all branches of the U.S. armed services an opportunity to use graduate-level military training recognized by the American Council on Education toward completion of the MBA in Management degree. The MBA Pathway is the first master's-level degree program that systematically awards credit for knowledge earned during military training.

The online course, Leading in a Civilian Context, contains information that helps students translate their military training and knowledge into skills that are understood and valued by civilian employers, and apply their leadership skills and experience to jobs outside of the military. This course replaces Executive Assessment and Development from the standard MBA enrollment sequence and it has a residency requirement. This course also provides an opportunity for students to demonstrate prior learning through the use of independent direct assessment. The remainder of the MBA Pathway enrollment sequence is identical to the standard MBA in Management enrollment sequence.

ASSESSMENT

Once you have been admitted to the MBA program, you will have an opportunity to generate up to 24 credits through independent direct assessment (IDA). The IDAs allow you to demonstrate prior learning, academic and professional knowledge and competence in particular subject areas. The preceding table describes MBA course titles and credits. The category Assessable Credits shows the number of credits you may earn upon successful completion of the IDAs. Please note that some courses do not include the assessment option, while other courses allow you to assess out of up to 3 credits.

The IDA process is conducted online. You will be able to take the assessments in your chosen areas when enrolled in Executive Assessment and Development. You may open each IDA only once, and you will have no more than 72 hours to complete that particular assessment. Prior to the actual assessment, you will be able to access guiding information explaining the testing procedures and outlining the necessary academic or professional areas of demonstrated knowledge and competence required for each IDA. Guiding information provides a concise description of the topics covered in each IDA, along with suggestions you may use to prepare for the IDA.

The assessment tools vary from course to course and may involve multiple-choice questions, short essays, analysis of cases, etc. Faculty members who are experts in the field will evaluate your responses to the IDAs, and their decision is final. The outcome of the IDA is posted, generally before the end of the term, in the relevant course section (Executive Assessment and Development, Module 2). If successful, credit waived through independent direct assessment will appear on your transcript upon completion of the course. Most students waive around 6 credits. More advanced students waive 10-14 credits.

There is no need to enroll in the respective online modules for a course in which you have successfully completed the IDA. You will only need to enroll in modules for which no assessable credit was received. When you enroll in modules for a given course, you must enroll in all of the modules for that course in the same term. Additionally, if you did not assess out of any modules for a given course, you must enroll in all three modules for that course in the same term.

You should use the outcomes of the IDA as the starting point for talking with your academic advisor about course selection. More information will be provided during the residency and during your active participation in Executive Assessment and Development.

Remember, access to each IDA will be allowed only once. Please note IDA may only be taken when enrolled in Executive Assessment and Development.

ELECTIVES AND TRANSFER CREDITS

Some students use electives to broaden their exposure to new areas of knowledge, while others use them to increase their skills or knowledge in a particular area. The term registration information will provide you with a listing and description of electives offered through the School for Graduate Studies and those specific to the MBA program.

A request for transfer credit may be submitted to the School for Graduate Studies through your academic advisor. Up to 9 credits are acceptable as transfer credits and serve as a substitute for the 9 elective credits subject to the Transfer Credit Policy (located elsewhere in this catalog). In addition to approval by your academic advisor, the chair of the MBA program also must approve these credits.

PROGRAM DELIVERY

This master's program is delivered through online courses with some face-to-face meetings required. These face-to-face meetings, known as residencies, are attached to specific courses and are a fundamental part of the program. The residencies are held in the Capital District region of New York state.
Master of Education in Teaching and Learning

The Master of Education (M.Ed.) in Teaching and Learning: Principles and Pedagogy prepares professionals with educational responsibilities to advance as leaders and innovators. Those who complete the degree will develop a strong foundation for career-long growth as reflective practitioners with concern for equity and social justice. They will demonstrate growth as caring professionals who skillfully apply current theories and research to their pedagogical practice and will develop their capacities to lead in creating effective learning communities among diverse learners.

The M.Ed. satisfies the requirement that K-12 teachers complete a master's degree in the initial certificate content or related area in order to obtain professional certification. Students will be able to independently pursue certification after completion of the M.Ed.

It is important to note that the M.Ed. does not lead to NYS teacher certification. Teacher certification is possible through the college's Master of Arts in Teaching (MAT) program.

Admission to the M.Ed. program is selective. The M.Ed. program enrolls new students in the fall and spring terms only.

ENROLLMENT SEQUENCE

Students matriculated as of or after the fall 2014 term will follow this enrollment sequence:

<table>
<thead>
<tr>
<th>Year One</th>
<th></th>
<th>Year Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term</td>
<td>6 cr</td>
<td>Fall term</td>
<td>6 cr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Critical Pedagogy, 3 cr.</td>
<td>Research Methods in Education, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Media and New Literacies, 3 cr.</td>
<td>Contemporary Issues in Learning and Teaching, 3 cr.</td>
</tr>
<tr>
<td>Spring term</td>
<td>6 cr</td>
<td>Spring term</td>
<td>6 cr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Methods in Education, 3 cr.</td>
<td>Project Design*, 3 cr.</td>
</tr>
<tr>
<td>Summer term</td>
<td>6 cr</td>
<td>approved concentration elective, 3 cr.</td>
<td>approved concentration elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>approved concentration elective, 3 cr.</td>
<td>approved concentration elective, 3 cr.</td>
</tr>
<tr>
<td>Total</td>
<td>36 cr</td>
<td>Total</td>
<td>36 cr</td>
</tr>
</tbody>
</table>

Examples of concentration courses are as follows:

Literacy (secondary education Focus)

- Foundations of Literacy, 3 credits
- Literacy Across the Curriculum and in the Content Areas, 3 credits
- Literacy Assessment, 3 credits
- Literacy and Literature, 3 credits

Foundations of Teaching (secondary education focus)

- U.S. Schools in Social context, 3 credits
- Exceptionalities, 3 credits
- Middle Childhood and Adolescent Development, 3 credits
- Understanding Diverse Learners, 3 credits

The graduate fall and spring terms are 15 weeks long, and the summer terms have some offerings for 8 weeks and some for 15 weeks. The exact enrollment sequence should be planned between the student and the advisor as part of degree planning.

ELECTIVES AND TRANSFER CREDIT

Some students use electives to broaden their exposure to new areas of knowledge, while others use them to increase their skills or knowledge in a particular area. The term registration information will provide you with a listing and description of electives offered through the School for Graduate Studies and those specific to the M.Ed. program.
A request for transfer credit may be submitted to the School for Graduate Studies through your academic advisor. Typically, 9 credits are acceptable as transfer credits subject to the Transfer Credit Policy (located elsewhere in this catalog). In addition to approval by your academic advisor, the chair of your program also must approve these credits.

**DEGREE PROGRAM**

To begin planning your degree program, think about your long- and short-range goals and your area of concentration. Your academic advisor can assist you in thinking through these goals/interest and the ways in which they can fit into appropriate concentration electives. If you are considering doctoral study, you also should investigate the requirements of programs that interest you so that you can incorporate their requirements into your Master of Education degree. Degree program planning should begin before you enroll in electives. You cannot graduate without an approved degree program on file.

*Note: You may not enroll for more than 21 credits without an approved degree program in place.*

**PROGRAM DELIVERY**

This master’s program is delivered through online courses.
Master of Science in Nursing Education

The Master of Science (M.S.) in Nursing Education program is designed for registered nurses wishing to fulfill the role of nurse educator in practice and education environments. It includes online courses and a community-based practicum. By the end of the program, the graduate will be able to:

1. Integrate advanced principles and theories from nursing and related sciences to effect changes in health care practices and policies.
2. Assume a leadership role on inter-professional teams and facilitate collaboration by using advanced communication skills.
3. Critique strategies for ethical decision making in nursing research, education and clinical practice management.
4. Engage in lifelong learning activities that further professional role development (as a nurse educator, a nurse administrator or an informatics nurse).
5. Synthesize evidence to inform decision making and evaluate outcomes in a variety of practice settings.
6. Design person-centered and culturally responsive approaches to promote optimal health outcomes.
7. Use informatics and health care technologies to enhance practice.

Masters of Science in Nursing Education Curriculum

The Masters of Science (M.S.) in Nursing Education program requires a total of 42 credits, including six core courses, three graduate-level courses, four courses within the nursing education specialty and one graduate elective course. All courses are 3 credits each.

Core – 18 credits
NUR500 Theoretical Foundations of Nursing Practice
NUR501 Professional Role Development and Ethics
NUR502 Nursing Research and Evidence Based Practice
NUR503 Informatics and Health Care Technology
NUR504 Contemporary Issues in Health Care
NUR505 Population Health, Human Diversity and Social Issues

Additional Graduate-Level Courses – 9 credits
NUR506 Advanced Pathophysiology
NUR507 Advanced Pharmacology
NUR508 Advanced Health and Physical Assessment

Nursing Education Specialty Courses – 12 credits
NUR600 Curriculum and Program Development
NUR601 Instructional Design and Teaching with Technology
NUR602 Measurement, Assessment and Evaluation of Learners and Programs
NUR609 Nursing Education Capstone

Graduate-Level Elective Requirement – 3 credits

For additional information about the nursing degree programs and courses, please see the Nursing Catalog (www.esc.edu/media/shared-assets/publications/Nursing-Catalog.pdf) or go to www.esc.edu/Nursing.
Combined Bachelor’s/Master’s Degrees

Save time and money by working on two degrees simultaneously. These combined bachelor’s/master’s degree programs are for highly qualified, current SUNY Empire State College undergraduate students who wish to continue to a master’s degree. Students accepted into the combined bachelor’s/master’s degree program will be able to take specified master’s level courses during their bachelor’s degree at the undergraduate rate and have them count towards their degree. The programs listed below may accelerate a student’s time to degree completion and reduce the cost of completing the master’s degree.

Combined Degree Programs in the Master of Arts in Community and Economic Development

- B.A./B.S./B.P.S. in Public Affairs/M.A. in Community and Economic Development

Combined Degree Programs in the Master of Arts in Teaching

- B.A. or B.S. in Cultural Studies/MAT in Adolescent Education Leading to Initial New York State Teaching Certification in English/Language Arts, Spanish or French
- B.A. or B.S. in Science, Mathematics and Technology/MAT in Adolescent Education Leading to Initial New York State Teaching Certification in Biology, Chemistry, Earth Science, Physics or Mathematics
- B.A. or B.S. in Historical Studies/MAT in Adolescent Education Leading to Initial New York State Teaching Certification in Social Studies

Combined Degree Programs in the Master of Business Administration in Global Leadership


For more information, please refer to the Master’s degree’s sections of this catalog.
Advanced Certificate Programs

Advanced, or graduate, certificates are designed to provide focused study to support particular career interests. The certificates are offered online and all of the graduate programs use the Internet to link faculty and students, and to extend the learning experience.

Admission to the certificate programs requires the applicant to submit an official transcript of their bachelor’s degree along with a completed application. All admitted students are assigned an academic advisor. Please see the admission procedure, located elsewhere in this catalog, for additional information.

If a student is admitted to a certificate program and later decides to apply to a master's degree program, the student must complete the full master’s admission process. Successful completion of a certificate does not guarantee admission to a master's degree program.

Students may complete a certificate by itself or combine it with a master’s degree program. If a certificate is completed by itself, it is not eligible for financial aid. If the certificate is combined with a master’s degree, financial aid will cover the certificate courses that apply to the master’s degree. If interested in completing a certificate and a master’s degree at the same time, you should discuss this with your academic advisor. If a student is admitted to more than one certificate program, these programs must be completed sequentially.

AMERICAN STUDIES
This graduate certificate is a multi-disciplinary inquiry into the history, literature, art, politics, religion, sociology and culture of the United States from its origins to the present. This interdisciplinary approach to culture and society is valuable not only as part of a general liberal arts education but is of particular importance in our increasingly multicultural society. This certificate exposes students to the foundations of American history and culture with particular attention to issues of race, gender, class and the formation of American identity. Primary and secondary sources are taken from multimedia from historical archives to modern film to advertising to architectural objects to performance art. Students will further develop their graduate level analytic and writing abilities as well as their advanced research skills. The required courses and suggested enrollment sequence are as follows:

CREDIT COURSE NAME AND NUMBER

3 cr. Seminar in American Studies LIB-640660
3 cr. American Studies: Theories and Methods LIB-640661
3 cr. One elective in American culture, arts and history:
  - American History, Culture and the Arts LIB-640590
  - American Modernism LIB-640592
  - Culture of the Jazz Age LIB-640629
  - One elective in American racial and ethnic diversity
  or American gender and sexuality:
    - Race and Gender in U.S. History Since the Civil War LIB-640591
    - Diagnosing Desire: Gender and Medicine in U.S. History LIB-640597
    - Women and Humor LIB-640576
    - American Women Writers LIB-640583

Program Delivery and Tuition Rate
This certificate is delivered through online courses and is billed at the non-MBA rate.

CHILD AND FAMILY ADVOCACY
This graduate certificate will provide students with the opportunity to develop skills to better advocate for the families, children and communities they serve. Students will acquire greater knowledge of the regulatory environment and processes (both governmental and private) in the areas in which they work and will be better able to network within those environments. More specifically, students in this certificate should gain analytical skills regarding community and institutional organizations, historical and cultural differences in human development and of power relations and justice. They should be able to apply these skills in a “service-learning” environment, in addition to demonstrating critical thinking and graduate-level writing skills in the online-classroom environment. The required courses and suggested enrollment sequence are as follows:

CREDIT COURSE NAME AND NUMBER

3 cr. Human Service Policy SOC-622535
3 cr. Family Policy SOC-620604
3 cr. Advocacy for Children SOC-620569
3 cr. Current Social Issues in Child Advocacy SOC-620573
Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the non-MBA rate.

COMMUNITY ADVOCACY
This graduate certificate will provide students with the opportunity to develop skills to better advocate for the clients and communities they serve. Students will acquire greater knowledge of the regulatory environment and processes (both governmental and private) in the areas in which they work and will be better able to network within those environments on behalf of specific clients, or to effect change in the policies that impact their communities. More specifically, students in this certificate program should gain analytical skills regarding community and institutional organizations and historical and cultural differences in human development, and of power relations and justice. They should be able to apply these skills in a service-learning environment, in addition to demonstrating critical thinking and graduate-level writing skills in the online-classroom environment. The required courses and suggested enrollment sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Human Services Policy</td>
</tr>
<tr>
<td></td>
<td>SOC-622535</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Advocacy in State and Community-level Government</td>
</tr>
<tr>
<td></td>
<td>SOC-620518</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Choice of one of the following advocacy courses:</td>
</tr>
<tr>
<td></td>
<td>Advocacy for the Mentally Disabled</td>
</tr>
<tr>
<td></td>
<td>SOC-620515</td>
</tr>
<tr>
<td></td>
<td>Aging and Public Policy</td>
</tr>
<tr>
<td></td>
<td>SOC-620505</td>
</tr>
<tr>
<td></td>
<td>Race, Class and Gender in U.S. Public Policy</td>
</tr>
<tr>
<td></td>
<td>SOC-620513</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Community Organizing</td>
</tr>
<tr>
<td></td>
<td>SOC-620633</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the non-MBA rate.

EMERGING MEDIA AND TECHNOLOGY FOR THE ARTS
A certificate in Emerging Media and Technology for the Arts will provide students with the opportunity to advance their liberal arts education while giving them digital and technological skills for a variety of careers including education, the arts and nonprofit organizations. Students will gain a greater knowledge in performance theory, media arts, educational gaming technologies and cultural contexts using digital tools, communication applications, and other interactive software. Students also may engage in a variety of design tasks that include digital media, human interaction, interface design, learning design and other creative processes/ mediums. Students will finish with an interdisciplinary, interactive project that may link to their career focuses or pathways in educational or artistic fields.

Students may begin this 12-credit certificate in the fall or spring terms. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Performance Theory</td>
</tr>
<tr>
<td></td>
<td>EDU-681114</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Emerging Media and the Arts: Theory and Practice</td>
</tr>
<tr>
<td></td>
<td>EDU-681112</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Elective</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Digital Media Arts and Technologies</td>
</tr>
<tr>
<td></td>
<td>EDU-681115</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the MA rate.

FINANCIAL MANAGEMENT AND ANALYSIS
This graduate certificate will provide individuals who possess professional experience (or academic background) in financial management or financial analysis, with an opportunity to increase their professional competencies and marketability. It is designed for those graduate students who:

• are interested in mid-level and executive-level positions and seek to strengthen their knowledge of current business practices and theories.

• wish to maintain currency of knowledge as they prepare for professional certification exams such as the Chartered Financial Analyst (CFA) exam.

• have limited experience in their professional fields and wish to explore career possibilities in financial management and analysis.

Financial managers, as well as financial or business analysts, work in a broad variety of industries, and are responsible for executing effective decisions with the objective to maximize a company’s financial condition and options. The certificate program will provide students with the skills and knowledge necessary to compete in an increasingly challenging business environment. The required courses and suggested enrollment sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td></td>
<td>FIN-651511, 2, 3</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Quantitative Methods in Finance</td>
</tr>
<tr>
<td></td>
<td>FIN-650608</td>
</tr>
</tbody>
</table>
3 cr. Investment Analysis  
FIN-651700

3 cr. Financial Management: Practices and Strategies  
FIN-651699

**Program Delivery and Tuition Rate**

This certificate program is delivered through online courses and is billed at the MBA rate.

**GLOBAL BRAND MARKETING**

This graduate certificate is designed to provide marketing professionals and managers seeking to improve skills in developing marketing programs for brand management. Specifically, this certificate provides students with critical tools to identify, analyze and solve the complex problems facing managers with respect to the buying behavior of global customers. Students will acquire the skills and knowledge necessary to analyze markets, create marketing programs with a global reach, and develop strategies to position the brand nationally and globally. The certificate is intended for professionals with management responsibilities in the following areas:

- advertising and promotions
- marketing
- sales
- public relations

Students may begin this 12-credit certificate in the fall, spring or summer terms. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
</table>
| 3 cr.  | High Performance Management  
|        | ORG-651591, 2, 3 |
| 3 cr.  | Managing Health Care Systems  
|        | MGT-651607 |
| 3 cr.  | Health Policy and Management  
|        | MGT-651628 |
| 3 cr.  | Strategic Corporate Communication and Inter-professional Collaboration  
|        | HCM-651659 |

**Program Delivery and Tuition Rate**

This certificate program is delivered through online courses and is billed at the MBA rate.

**HEALTHCARE MANAGEMENT**

This graduate certificate provides health care professionals, as well as managers seeking to transition into the health care industry, with critical tools to identify, anticipate, analyze and solve the complex problems currently facing managers in health care organizations.

Students may begin this 12-credit certificate in the fall, spring or summer terms. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
</table>
| 3 cr.  | High Performance Management  
|        | ORG-651591, 2, 3 |
| 3 cr.  | Managing Health Care Systems  
|        | MGT-651607 |
| 3 cr.  | Health Policy and Management  
|        | MGT-651628 |
| 3 cr.  | Strategic Corporate Communication and Inter-professional Collaboration  
|        | HCM-651659 |

**Program Delivery and Tuition Rate**

This certificate program is delivered through online courses and is billed at the MBA rate.

**HERITAGE PRESERVATION**

The Advanced Certificate in Heritage Preservation builds on the idea of public history as the collection, preservation and dissemination of information about the past, beyond the academic program and to the general public. Heritage preservation is dedicated to preserving, conserving and protecting buildings, objects, landscapes and other artifacts of historical significance. Preservationists and conservators (those who actively restore and rehabilitate historic artifacts) work in organizations like archives, libraries, museums, historical societies, public policy organizations, schools, government organizations and parks, churches, media, and corporations. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
</table>
| 3 cr.  | Museum and Public History: Theory and Practices  
|        | LIB-640628 |
| 3 cr.  | Preservation, Material and History  
|        | LIB-640673 |
| 3 cr.  | Preservation Policy and Law  
|        | LIB-640674 |
| 3 cr.  | Public History Internship  
|        | LIB-640636 |

**Program Delivery and Tuition Rate**

This certificate program is delivered through online courses and is billed at the M.A. rate.
HUMAN RESOURCE MANAGEMENT
This graduate certificate provides students with a strong foundation to advance within the evolving human resource profession. It is in complete alignment with the professional competencies outlined by the Society for Human Resource Management and the course work is endorsed by SHRM. (The SHRM competency model is globally accepted as the highest professional standard for the practice of human resources.)

Students may begin this 12-credit certificate in the fall, spring or summer terms. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>High Performance Management ORG-651591, 2, 3</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Managing Human Capital MGT-651636</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Performance Management and Total Rewards MGT-651637</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Strategic Human Resource Management MGT-650611</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the MBA rate.

INNOVATION MANAGEMENT AND TECHNOLOGY TRANSFER
This graduate certificate is designed for professionals who seek to extend their learning in the field of business management to supplement their current knowledge in sciences, mathematics and engineering in order to successfully bring innovations to broad-based applications and commercial use. This certificate meets the needs of individuals who have a STEM (Science Technology, Engineering and Mathematics) background and who want to advance their careers to a leadership entrepreneurial role in a start-up or established business. The focus of this certificate is on the management of innovation and applications in organizations. The required courses and suggested enrollment sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Operations Management MGT-651531, 2, 3</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Legal Aspects of Entrepreneurship MGT-651627</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Innovation and Global Commercialization MGT-651653</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Strategic Application of Innovation and Planning MGT-651701</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the MBA rate.

NONPROFIT MANAGEMENT
This graduate certificate meets the increasing need for educated professionals in nonprofit and public sectors that have been stimulated by rapid change and complexity, increasing accountability, growing financial constraints and an aging population of workers. In addition, because of changes in the for-profit sector, most notably, the inclusion of social responsibility and social initiatives in their strategic plans, for-profit sector employees increasingly need to understand the nonprofit and public sectors.

Students may begin this 12-credit certificate in the fall, spring or summer terms. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>High Performance Management ORG-651591, 2, 3</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Leadership in Public and Nonprofit Organizations MGT-651620</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Strategic Planning for Public and Nonprofit Organizations MGT-651617</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Strategic Marketing for Nonprofit Organizations MKT-651654</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the MBA rate.

OPTOMETRY BUSINESS MANAGEMENT
This graduate certificate is jointly offered by SUNY College of Optometry and SUNY Empire State College, and is, therefore, only available to students currently enrolled in both programs. This certificate provides knowledge and critical tools to identify, anticipate, analyze, and address important economic, policy and organizational challenges that optometry students will confront as they transition into professional roles and progress in their careers. The six-course, 18 credit curriculum focuses on health policy, financial management, practice management, operations management, leadership, interprofessional relations and public health. The required courses and suggested enrollment sequence are as follows:

<p>| SUNY College of Optometry Courses |</p>
<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Optometric Practice in a Changing Health Care Environment CEP-320SA</td>
</tr>
</tbody>
</table>
3 cr. Public Health  
CEP-310SA

SUNY Empire State College Courses

CREDIT COURSE NAME AND NUMBER

3 cr. High Performance Management  
ORG-651591, 2, 3
3 cr. Health Care Operations Management  
MGT-650613
3 cr. Health Care Financial Management  
HCM-651632
3 cr. Strategic Corporate Communication and Inter-professional Collaboration  
HCM-651659

Program Delivery and Tuition Rate

The SUNY College of Optometry courses are delivered on an onsite classroom basis and billed at the optometry rate. The SUNY Empire State College courses are delivered online and billed at the MBA rate.

PROJECT MANAGEMENT

This graduate certificate provides a broad theoretical framework and practical tools to develop a robust understanding in project management knowledge areas and mastery of advanced project management skills. The curriculum is designed for business leaders, professionals and administrators who are involved in the management of complex projects or who wish to be prepared for managing projects across organizational and functional lines.

This graduate certificate is approved by the Project Management Institute (PMI) as a Registered Education Provider (REP).

Students may begin this 12-credit certificate in the fall, spring or summer terms. The required courses and suggested sequence are as follows:

CREDIT COURSE NAME AND NUMBER

3 cr. Management Information Systems  
MIS-651521, 2, 3
3 cr. Tools and Processes in Project Management  
MGT-651644
3 cr. Managerial Perspectives in Project Management  
MGT-651650
3 cr. Strategy and Tactics in Project Management  
MGT-651651

Program Delivery and Tuition Rate

This certificate program is delivered through online courses and is billed at the MBA rate.

PUBLIC HISTORY

This graduate certificate prepares students for the collection, preservation and dissemination of information about the past to the general public. Public historians use oral history, museums and other sites of exhibition, as well as multimedia to engage popular audiences in discussion and debate around historical issues.

Students may begin this 15-credit certificate in the fall or spring terms. The required courses and suggested sequence are as follows:

CREDIT COURSE NAME AND NUMBER

3 cr. Museums and Public History: Theory and Practices  
LIB-640628
3 cr. Archival Theory and Practice  
LIB-640634
3 cr. Exhibition: Planning and Interpretation  
LIB-640635
3 cr. Oral History: Theory and Methods  
LIB-640625
3 cr. Public History Internship  
LIB-640636

Program Delivery and Tuition Rate

This certificate program is delivered through online courses and is billed at the non-MBA rate.

SOCIAL ENTREPRENEURSHIP

This certificate helps individuals develop their knowledge and skills as social entrepreneurs. Social entrepreneurship is defined as any innovative initiative that is designed to address social problems that have not been adequately addressed. While the goal of social entrepreneurship is to create a better society, it is not necessarily inconsistent with making a profit. In fact, there is a growing recognition that societal problems require partnerships involving business, government and the nonprofit sector. Therefore, social entrepreneurship requires innovative, even revolutionary, business approaches that achieve sufficient scope and scale to be effective.

At completion of the program, students will be able to:

• understand social entrepreneurship as a vital activity and an opportunity for personal growth;
• describe and explore examples and models of social entrepreneurship;
• explore the different approaches – legal structures (for-profit, nonprofit, benefit organizations), partnerships, alliances – that support social entrepreneurship; and
• gain the skills and knowledge areas required for social entrepreneurship

Potential students for this certificate program include administrators in state and local government, people working in nonprofit/for-profit agencies, and community activists.
Students may begin this 12-credit certificate in the fall or spring terms. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Overview of Social Entrepreneurship</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Principles of Community and Economic Development CAED 611003</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Strategic Management for Social, Public and Nonprofit Organizations MGT 611004</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Strategic Marketing for Social, Public and Nonprofit Organizations MKT 651654</td>
</tr>
</tbody>
</table>

### Program Delivery and Tuition Rate

This certificate program is delivered through online courses and is billed at the MA rate.

### STEM Education and Emerging Technologies

This 12-credit graduate certificate provides science, technology, engineering and mathematics (STEM) professionals, practitioners and educators with opportunities to understand, assess, evaluate and use technologies to enhance and network learning within and about their specific content areas and needs. This certificate meets the needs of STEM educators in community colleges, higher education, graduate and professional schools also are being challenged to better understand learners, educational theories and methods of assessment and evaluation, as well as to integrate 21st century skills and technologies so they can be more effective in their teaching.

The required courses and suggested enrollment sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Learning With Emerging Technologies: Theory and Practice EDU-681100</td>
</tr>
<tr>
<td>3 cr.</td>
<td>New Media and New Literacies EDU-681101</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Designing Online Learning Environments EDU-681103</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Assessing Learning in Digital Environments EDU-681104</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Facilitating Learning With Emerging Technologies in Blended and Online Environments EDU-681121</td>
</tr>
</tbody>
</table>

### Program Delivery and Tuition Rate

This certificate program is delivered through online courses and is billed at the Master of Arts rate.

### Teaching and Learning with Emerging Technologies

This 15-credit graduate certificate is designed to serve K-12 teachers, instructors in higher education, and trainers and educators in corporate, community or other organizations, who have an immediate need to retool their skills and theoretical understandings of how new media tools can enhance students’ learning experiences, and how pedagogical approaches need to be adjusted in response. This certificate addresses the increasing need in many school and workplace settings to better prepare staff and professionals at all levels to create technologically enhanced learning opportunities.

The required courses and suggested enrollment sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Learning With Emerging Technologies: Theory and Practice EDU-681100</td>
</tr>
<tr>
<td>3 cr.</td>
<td>New Media and New Literacies EDU-681101</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Designing Online Learning Environments EDU-681103</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Assessing Learning in Digital Environments EDU-681104</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Facilitating Learning With Emerging Technologies in Blended and Online Environments EDU-681121</td>
</tr>
</tbody>
</table>

### Program Delivery and Tuition Rate

This certificate program is delivered through online courses and is billed at the Master of Arts rate.

### Veterans Services

As part of the college’s on-going commitment to veterans, this certificate provides professionals with skills and knowledge they need to support veterans as they transition to various aspects of civilian life. It is designed for:

- veterans who want to serve other veterans
- active-duty personnel who are interested in a career serving veterans
- Veterans Administration employees in need of further knowledge
- social workers who need cultural competence and training in veteran’s issues
- educational and career advisors who work with veterans
- veteran service officers
- HR professionals in organizations committed to hiring veterans
Students may begin this 12-credit certificate in the fall, spring or summer terms. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Veteran Services and Public Policy POL-623000</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Veteran Outreach, Services and Advocacy POL-623001</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Veteran Programs and Benefits POL-623002</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Military and Veteran Culture: Developing Cultural Competency POL-623004</td>
</tr>
</tbody>
</table>

**Program Delivery and Tuition Rate**

This certificate program is delivered through online courses and is billed at the non-MBA rate.

**WOMEN’S AND GENDER STUDIES**

This graduate certificate is an interdisciplinary approach to the study of gender and sexuality as social constructs and as objects of cultural analysis and critical discourse. By looking at gender and identity from multiple perspectives of literature, history, sociology, politics, science, cultural studies and the arts, the student will gain a deeper understanding of the construction of gender differences in relation to issues of race, ethnicity, class and sexuality, both in national and transnational contexts. Attention will be paid to the relationship between theory and practice, and historical and contemporary feminist theories will be viewed in terms of issues of social justice, gender equality, power and privilege, resistance and transformation, silence and voice, and national and global change. The required courses and suggested enrollment sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Seminar in Women's and Gender Studies LIB-640654</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Feminist Theory LIB-640655</td>
</tr>
<tr>
<td>6 cr.</td>
<td>Two electives (3 cr. each) in topics in women's and gender studies: Gender, Race and Nation LIB-640514</td>
</tr>
<tr>
<td></td>
<td>Modern Gender and Sexuality Through Science Fiction Literature LIB-640554</td>
</tr>
</tbody>
</table>

**Work and Public Policy**

This graduate certificate examines topics such as the role of government as an employer, technological change, the historical development of the public sector, and current issues and trends in public sector labor and employment relations. The focus is on learning to understand how and why policy is formulated. It is a program that will be of value to people working at all levels of the public sector – from the local, state and federal levels – to people with a desire to learn more about how the public sector operates.

Students may begin this 12-credit certificate in the fall or spring terms. The required courses and suggested sequence are as follows:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NAME AND NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>Citizen and State: Contemporary American Politics SOC-620554</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Public Sector Labor Law POL-630544</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Collective Bargaining in the Public Sector LAB-630520</td>
</tr>
<tr>
<td>3 cr.</td>
<td>New York State Government and Politics SOC-620543</td>
</tr>
<tr>
<td></td>
<td>or Contemporary Issues in Public Personnel Management SOC-620572</td>
</tr>
</tbody>
</table>

**Program Delivery and Tuition Rate**

This certificate program is delivered through online courses and is billed at the non-MBA rate.
WORKFORCE DEVELOPMENT

This certificate focuses on workforce development issues. It enables students to become conversant with key theoretical concepts in the workforce development field and to identify, interpret and develop public policies that pertain to workforce development. The certificate emphasizes the role of politics in workforce development. Students completing this program will be able to identify and understand the role of various stakeholder groups involved in the workforce development process, and to communicate the role of training and education in workforce development. Students will be able to identify and interpret statistics and other data that relate to work and employment, and also will be able to identify and understand workforce development issues within regional, national and global contexts.

CREDIT COURSE NAME AND NUMBER

3 cr. Principles of Community and Economic Development
   CAED-611003

3 cr. Workforce Development Policy
   POL-611005

3 cr. Sociology of Work: Human Resources
   LAB-630507

3 cr. Learning and Education in the Workplace
   ADL-680107

Program Delivery and Tuition Rate

This certificate program is delivered through online courses and is billed at the non-MBA rate.
Getting Started and Registration

As a student in the Empire State College graduate program you are expected to function independently, both in managing many practical aspects of your education and carrying forward the work in the various programs.

ORIENTATION
The college requires that all students complete an orientation session when they begin their program. The School for Graduate Studies has an online orientation and this information is in the acceptance letter. If you are attending a program that has an in-person orientation, you will receive notice of the date, time and location of your orientation session.

ACADEMIC ADVISOR
Your academic advisor will be assigned to you at the point of admission. The major criterion for assignment is the academic advisor’s expertise, broadly interpreted, in the student’s general field of interest, though the academic advisor assignment also can result from regional considerations.

Your academic advisor works with you in several ways, most importantly in the graduate programs, as a degree program advisor. You and your academic advisor will discuss your program plans and your progress toward your degree. During each registration period, you and your academic advisor should communicate about your plans for the upcoming term to be certain your enrollments are proceeding in ways consistent with program expectations.

MyESC (www.esc.edu/MyESC)
MyESC is your online gateway to information and services for students at Empire State College. Some areas, including registration, are password protected. You will need a user ID and login to access protected areas and the instructions for obtaining these are on this Web page.

REGISTRATION
Once you and your academic advisor have agreed upon the enrollment plan for the upcoming term, you register online through MyESC. When you register during the regular registration period, you will not have to pay your tuition and fees until the payment due date. Registering early secures your place in courses that reach capacity early, and allows sufficient time to get your books before the start of the term. Logging into MyESC (www.esc.edu/MyESC) and registering signifies that you are enrolling in courses and that you agree to pay the attendant tuition and fees by the payment due date. Information on tuition and fees, and enrollment and billing is located elsewhere in this catalog.

Late Registration
Students may register after the regular advising and registration period ends, contingent upon the availability of courses. Students who register during the late registration period must pay their bills at the time of registration or have sufficient financial aid (or combination of financial aid and payment) to cover their bills including a late registration fee of $30. Information on tuition and fees, and billing is located elsewhere in this catalog.

Academic Advisor Approval of the Registration
Following registration, advisors may review student registrations. Advisors may approve the registration or ask the student to adjust the registration before approving it. Advisors have final say regarding a student’s registration and, as a last resort, may have the registration changed or removed.

Add/Drop
You may modify an existing registration for a particular term through the first week of the term. A student may drop one or more of his or her courses during this period and receive a 100 percent refund in tuition as per the current withdrawal policy. Please note, the college fee, student activity fee and late registration fee are not refundable if a student withdraws on the start date or after. A student may modify an existing registration, add or replace a course (if available) with no late fee. The student is responsible for any additional tuition and fees that arise from an increase in the number of credits in the enrollment. Payment is due on the normal schedule. Thus, if the add/drop occurs during late registration or during the first week of the term, any additional payment is due with the registration change.

Registration Holds
Students who have registration holds, which the college puts in place when students do not meet academic or administrative requirements, will not be permitted to register. Students who are not registered will not receive instructional services. Any holds that a student has will appear on the student’s registration screen on MyESC (www.esc.edu/MyESC). The following listing identifies the most common holds and which office to contact for assistance in resolving the hold.

- Accounts receivable hold indicates that the student has a past due balance that must be paid before the student may register or receive any other services from the college. If you have any questions, contact the Business Office at 800-847-3000, ext. 2320.
Academic dismissal hold indicates that the student has been dismissed for not meeting the college’s academic requirements for satisfactory academic progress or a minimum of a 3.00 grade point average. The student should contact the School for Graduate Studies at 518-587-2100, ext. 2225.

Financial Aid
If you must have financial aid to cover your tuition and fees, you must file by April 1 each year. If you do not apply on time, the financial aid that you need may not be in place by the payment due date. If you cannot cover the costs, your registration for the term will be cancelled. Students who plan to enroll for the first time (or after a long absence) must allow at least eight weeks for financial aid processing and should plan accordingly. For more information on financial aid, please see the chapter titled Financial Aid that is located elsewhere in this catalog.

REGISTRATION CANCELLATION
Nonpayment
The college will cancel a student’s registration if he or she does not pay, or have sufficient financial aid to cover, the bill by the payment due date. A student who is not registered receives no instructional services. The college will notify the student if his or her registration has been cancelled.

Academic and Administrative Requirements
The college reviews certain academic and administrative requirements after a student has registered. These include accounts receivable holds, immunization holds and academic holds (satisfactory academic progress, grade point average, etc.). The college will cancel a student’s registration for the term if the student does not meet these requirements on the last day of late registration. A student who is not registered receives no instructional services. The college will notify the student if his or her registration has been cancelled.

REGISTRATION INFORMATION
FOR NONDEGREE-SEEKING (NONMATRICULATED) STUDENTS
Students who wish to engage in graduate-level study with no immediate plan to earn a degree are classified as nonmatriculated students. These students may want to take courses at the college to stay current in their field, or earn credit that will count toward a degree at another college or university. Each term (fall, spring and summer) the School for Graduate Studies prepares registration information just for these students. This information may be viewed through the graduate Web page (www.esc.edu/Grad).

Nonmatriculated students are limited to no more than three courses at the college but may request an exception to this policy. Please refer to the Nonmatriculated Enrollment Policy located elsewhere in this catalog.

PART-TIME AND FULL-TIME STUDY
At the graduate level, 9 credits per term is considered full time. Therefore, 8 credits or fewer per term are considered part time. The graduate programs are organized around the idea that most students will be studying on a part-time basis.

If you wish to enroll for full-time study, you must first obtain permission from the chair/coordinator of your program. The number of credits for which you are registered in a term determines:

- tuition and fees,
- eligibility for financial aid and some fellowships and scholarships, and
- the pace with which you complete the program.

RESIDENCY
Residencies are a part of the M.A. in Policy and Liberal Studies Programs and the MBA in Management Program. Residency activities may include, but are not limited to, watching and discussing films, analyzing common readings, participating in simulations, listening to lectures, working in small groups and examining cases. These activities help instructors and students form a common understanding of terms and the boundaries of a field, and provide a chance to discuss reasons and dates for specific assignments.

A $350 residency fee is required at the time of course registration when you enroll in a residency-based course. This fee is attached to the course through online registration.

Funds generated by the residency fee are used to offset the college’s costs in offering residency-based courses that are not supported by New York state appropriations or tuition.

EXECUTIVE RETREATS
Students in the MBA in Healthcare Leadership degree program attend three executive retreats (usually two days) as part of their program. The retreats are held in New York City at the Manhattan location of SUNY Empire State College and will include lectures, breakout sessions and industry experts as featured speakers.

The program charges a $650 fee per retreat, not per course. So, if you are attending a retreat to participate in two retreat-based courses, you need pay the $650 fee only once. You are not expected to pay the $650 fee if you are attending a retreat just to participate in an exam or workshop.

Funds generated by this fee are used to offset the college’s costs in offering retreat-based courses that are not supported by New York state appropriations or tuition. The retreat fee is attached to the fees charged for retreat-based courses.
LEARNING CONTRACT
The learning contract explains the goals of the course, the learning activities/assignments and the ways in which your course instructor will evaluate your work.

ELECTIVES
Some students use electives to broaden their exposure to new areas of knowledge, others to increase their skills or knowledge in a particular field.

Scheduled electives offered by the School for Graduate Studies are listed during the registration period through the online registration system.

Individualized electives are designed by you and a faculty member and can be done in any area of the curriculum that fits your degree program requirements. Individualized electives are possible as long as your academic advisor can locate a faculty member to guide your study. If your academic advisor cannot find anyone with the appropriate background/educational level among our current faculty, he or she will attempt to find a person from outside the college. In cases where an outside professional with the appropriate background/educational level is identified, that person will work with you directly to determine what to study, how to study it and how to evaluate it. He or she will then guide your study during the term. Your academic advisor will be responsible for your registration and the processing of your evaluation.

ENROLLMENT OF UNDERGRADUATE STUDENTS IN GRADUATE COURSES
Empire State College undergraduate students have the opportunity to incorporate a graduate course(s) into their bachelor’s degree program. This is a great way for undergraduate students to challenge themselves and to enhance their bachelor’s degree. Additionally, if the undergraduate student is accepted within two years to one of the college’s master’s degree programs to which the course(s) will apply, the course(s) can then be used in that master’s degree program. This is a great way to save time and money.

Interested students should discuss this option with their primary mentor/academic advisor. The student must be:

• within 32 credits of completing a bachelor’s degree; and
• have a concurred degree program.

Complete information is available at www.esc.edu/UndergradEnrollGrad.
Online Library

LIBRARY SERVICES

Empire State College’s Online Library (www.esc.edu/Library) provides access to millions of full-text articles, e-books and multimedia content through a variety of subject guides, search tools and a variety of ways to get help using them for student, faculty and staff use.

Online Library services and resources include:

- day, evening and Sunday reference services via live chat, online form, phone and email;
- live online library skills workshops that students can take from home;
- online tutorials and blog posts to provide help and research tips;
- + 335,000+ full-text e-books;
- 58,000+ full-text journals;
- 100+ research databases encompassing millions of full-text articles, reports, dissertations and other material;
- 1,600+ reference e-books;
- 1.5 million searchable, digital works of art and photography;
- 22,000 full-length streaming documentaries and films;
- 63 tutorials on using the library and the online resources it provides; and
- 66 specialized subject guides and course guides linking to the most relevant research tools, publications and Web resources by discipline.

Research Help

Students in need of assistance with any part of the research or information seeking process can communicate with a librarian via instant message, email, phone or online form by going to www.esc.edu/AskaLibrarian or calling 800-847-3000, ext. 2222. Office hours are 9 a.m. to 9 p.m., Monday through Thursday; 9 a.m. to 5 p.m., Friday; and 1 to 9 p.m., Sunday (excluding holidays). Online, hands-on workshops and text and video tutorials are also available for those who prefer self-help.

Access to Academic Libraries

The college encourages students to investigate the print holdings of other academic libraries in their local communities as a way to supplement the Online Library’s electronic resources. Students who wish to locate specific materials not available in the Online Library can ask a librarian (www.esc.edu/AskaLibrarian) for help, or find more information at our WorldCat (www.esc.edu/WorldCat) and SUNY Open Access Program (www.esc.edu/OpenAccess) pages.

Through the SUNY Open Access Program, Empire State College students and employees have access to the print materials of SUNY’s two and four-year college and university center libraries. For those who live in New York City, a similar agreement is in place with the City University of New York (CUNY) library system. The CUNY agreement covers all library facilities except the School for Graduate Studies.

To check out books from these libraries, Empire State College students must present an Empire State College photo ID card with a valid expiration date and Empire State College ID number. All Empire State College borrowers agree to obey all rules, regulations and policies that are established by the lending library. In addition to overdue fines, borrowers who have lost or not returned library materials also will be charged processing and/or replacement fees. Students with outstanding fines to a SUNY or CUNY library have a hold placed on their student account and are not permitted to register, obtain transcripts or be cleared for graduation.

ACADEMIC SUPPORT

At SUNY Empire State College, there are a wide range of academic materials, programs and services in place to help you develop the academic skills and learning strategies critical to your success as a college student and a lifelong learner. Each of the college’s centers have a director of academic support who can assist you in finding the right combination of online and face-to-face resources, materials, programs and services to best support your academic success and skills development. Students may enhance their academic skills and learning strategies by attending online and onsite workshops, taking studies and meeting with academic specialists such as learning coaches, peer coaches or tutors through face-to-face meetings or an online tutoring program. In addition, many online resources are available through the Learning Support tab located on MyESC (www.esc.edu/LearningSupport) as well as through the college’s extensive online library (www.esc.edu/Library).

To learn more about the academic support resources, please contact a director of academic support:

Center for Distance Learning
Theresa Vanvals, Academic Support Specialist
113 West Ave.
Saratoga Springs, NY 12866-6079
800-847-3000, ext. 3008
CDL.Academic.Support@esc.edu
Central New York Center
(Located in East Syracuse with locations in Auburn, Binghamton, Fort Drum, Ithaca, Utica and Watertown)
Suzanne Orrell, Director of Academic Support
6333 State Route 298
East Syracuse, NY 13057-1058
315-460-3167
Suzanne.Orrell@esc.edu

Geneseo Valley Center
(Located in Rochester with locations in Alfred, Batavia, Canandaigua and Corning, as well as programs for employees of Monroe and Ontario County Department of Social Services)
Seana Logsdon, Director of Academic Support
1475 Winton Road North
Rochester, NY 14609-5803
585-224-3206
Seana.Logsdon@esc.edu

The Harry Van Arsdale Jr. Center for Labor Studies
Sophia Mavrogiannis, Director of Academic Support
325 Hudson St., 6th Floor, Suite 600
New York, NY 10013-1005
646-230-1360
Sophia.Mavrogiannis@esc.edu

Hudson Valley Center
(Located in Hartsdale with locations in Newburgh and Nanuet)
Linda Hamell, Director of Academic Support
200 North Central Ave.
Hartsdale, NY 10530-1999
914-948-6206, ext. 3591
Linda.Hamell@esc.edu

Long Island Center
(Located in Old Westbury with locations in Hauppauge and Riverhead)
Mildred Van Bergen, Director of Academic Support
Trainor House
223 Store Hill Road
P.O. Box 130
Old Westbury, NY 11568-0130
516-997-4700, ext. 4076
Mildred.VanBergen@esc.edu

Metropolitan Center – New York City
(Located in Manhattan with locations in Brooklyn and Staten Island)
Brett Sherman, Director of Academic Support
325 Hudson St., 5th Floor
New York, NY 10013-1005
646-230-1205
Brett.Sherman@esc.edu

Niagara Frontier Center
(Located in Cheektowaga with locations in Fredonia, Jamestown, Lockport and Olean, and the degree program for employees of Erie County Department of Social Services)
Aimee Woznick, Director of Academic Support
AppleTree Business Park
2875 Union Road, Suite 34
Cheektowaga, NY 14227-1461
716-686-7800, ext. 3880
Aimee.Woznick@esc.edu

Northeast Center
(Located in Latham with locations in Johnstown, Plattsburgh, Saratoga Springs, Queensbury [Adirondack], Schenectady and Troy)
Lisa D’Adamo-Weinstein, Director of Academic Support
21 British American Blvd.
Latham, NY 12110-1405
518-783-0603, ext. 5939
Lisa.D’Adamo-Weinstein@esc.edu

For general questions about academic support or Smarthinking, you may contact:

SUNY Empire State College
Collegewide Student Services
Office of Academic Affairs
1 Union Ave.
Saratoga Springs, NY 12866-4309
518-587-2100, ext. 2201

LEARNING RESOURCES

The college provides access to a wide array of learning resources from the Learning Support area of MyESC. The Learning Support home page links students to learning resources available online and to academic assistance available at each New York state location. From this page, students can access the following tutoring services, writing resources, mathematics resources and study skills resources.

Tutoring Services

Students can access Web-based tutoring support through Smarthinking online tutoring services. Smarthinking tutors are available in several subject areas including mathematics, statistics, science, business and writing. Students interact online with Smarthinking’s tutors by dropping in for a live session, scheduling a live session in advance, submitting a writing assignment to the writing lab, or submitting a question. In addition to services offered by Smarthinking, students are able to find contact information for the college's directors of academic support to learn about tutoring services available at center and unit locations.
Writing Resources
The Learning Support home page links students to a website containing a comprehensive set of online writing resources developed by Empire State College faculty for adult students. Students can find links to writing aids from several Empire State College sources in topic areas such as the academic writing process, research writing, documenting sources, business writing, grammar, punctuation, spelling and English Language Learners (ELL/ESL). In each area, users can find annotated links to explanations, handouts and interactive exercises. The Learning Support home page also provides information on writing resources available at center and unit locations.

Mathematics Resources
Students will find links to the Online Mathematics Library on the Learning Support home page. The Online Mathematics Library provides links to websites specifically chosen to support adult students in developing the mathematics skills needed for their studies. Students can find readings, interactive exercises, multimedia lessons and practice problems. Areas covered include basic skills, algebra, geometry, probability and statistics, calculus and discrete mathematics. Students also can find help in specific applications of mathematics such as social science, business and economics.

Study Skills Resources
The Learning Support home page contains links to a wide array of Web-based study skills resources critical for student success. Students can access online resources in the following study skill areas: academic reading, academic research, computer literacy, critical thinking, English Language Learners (ELL/ESL), independent learning, note-taking systems, stress management and time management.

These resources are continually enhanced and expanded as new learning resources and services become available.
Student Services

Functional support for graduate students is provided through the School for Graduate Studies located in Saratoga Springs. Student services can be reached at 518-587-2100, ext. 2225 or Grad.Services@esc.edu.

HEALTH AND WELLNESS
Good health is critical to academic success, and Empire State College offers students a wide array of services, funded by the student health and wellness fee, to help promote student physical and emotional health during their enrollment at the institution. For more information on health and wellness services and programs offered by Empire State College, visit www.esc.edu/HWI or contact Andy Binder, community outreach and event coordinator, Andy.Binder@esc.edu, 518-587-2100, ext. 2703.

Counseling
All students have free access to a counselor by phone, 24 hours a day, 7 days a week. No issue is too big or small to call a counselor and discuss. If face-to-face counseling is needed or requested, the phone counselor will help the student locate a provider. The number to call to access the free Talk One-2-One service that is available to all students for counseling is 800-756-3124.

Consulting Services
The college offers free legal and financial advice consultations for students by phone (time limits do apply). The number to call to access the free Talk One-2-One service that is available to all students is 800-756-3124.

Student Health 101 Magazine
Students receive an online magazine focused on health and wellness as part of the Health and Wellness Initiative. This publication is geared toward nontraditional students and features engaging articles and information created by wellness educators and professionals around the country. Information about upcoming events at regional centers and online also are published in the magazine.

Personal Wellness Coaches
Every student has the ability to access a personal wellness coach and develop a personalized health plan. The wellness coach will assist the student is setting goals and accessing resources to help achieve goals. The student will develop a relationship with an individual wellness coach during his or her program and is able to make multiple appointments for coaching sessions.

Student Wellness Assistance Program
The Student Wellness Assistance Program website also is available to all students free of charge. The website features hundreds of updated health and wellness-themed articles, webinars, and audio and video clips on topics including parenting, nutrition, child care, relationships and more. There also is free access for students to online programs to help lose weight, manage stress and quit smoking. The site can be accessed directly at www.esc.edu/HWI.

Student Wellness Retreat and Residency
Empire State College offers all students an annual Student Wellness Retreat. This retreat features presentations and demonstrations on topics such as nutrition, stress management, dealing with grief and loss, interactive yoga and Pilates sessions, and more. It also includes a comprehensive health fair with vendors and free screenings for all attendees. The screenings may include: biometric screenings, skin damage screenings, bone density screenings, vision tests and paraffin hand treatments. Each year, a residency study (for credit) option is offered in the January Term which will culminate at the Student Wellness Retreat.

Local Health and Wellness Events
Events are brought to each regional center that offer students additional education and activities to help maintain a healthy and well-balanced life while attending Empire State College, and beyond. School for Graduate Studies students across New York state are invited to the local events nearest their home addresses. Offerings have included stress management, meditation, health fairs, CPR training, yoga and more.

STUDENT COMPUTING AND TECHNOLOGY SERVICES
Empire State College provides a variety of technology resources to meet the educational needs of its students. General information about technology at Empire State College is available on the Web at www.esc.edu/StudentTechnology.

Student Login and Password
Every enrolled student is assigned a secure login and password that provides access to all college information on the Web. Students activate their login and create a secure password at www.esc.edu/MyESC on the My Records page. As best practice, a password should contain upper and lower case characters and at least one number. Dictionary terms should be avoided as they can easily be guessed.

Privacy and Security
To protect students' privacy, many Empire State College Web services are password protected and restricted to enrolled or admitted Empire State College students. Students should take precautions to protect their login and password information. Our college's privacy policy and security practices outline the ways in which we protect your personal information. For more information, go to www.esc.edu/WebPrivacy.
Students who believe their password has been compromised should change their password immediately at www.esc.edu/MyESC on the My Records page.

Web-based Student Services and Information (www.esc.edu/MyESC)
The MyESC website provides students with a single point of access to online services, information and learning resources. With a college login, students can register for studies, view personal academic and account information, complete financial aid requests, update address and email information, change passwords, order books and build their personal degree programs. MyESC connects students to resources to support academic endeavors including library services, learning supports, information about study opportunities and sources of academic support. Key announcements and news items are posted on MyESC and college offices maintain information and contact numbers through this site.

Student Computers
Most Empire State College locations maintain personal computers for student use. Students without home access can use these computers to access their personal records through MyESC. Computers at our New York state locations also may be equipped with academic software for student use. These computers can be used for a variety of learning activities including degree planning; access to the college library website; computer literacy; computer programming; business computer applications (spreadsheets, word processors and database management); computer-mediated instruction; and for studies requiring computation such as statistics, social science research and business quantitative methods.

Each location also maintains a kiosk computer that students can use to connect with MyESC services (www.esc.edu/MyESC).

Email
Email is a very important communications method in the college. Every member of the college community has a college email address, and every administrative office uses email to communicate with students. Empire State College students must have an email account and maintain a valid email address in our student information system for online registration. Students who do not have an email account can find information for establishing a free service at www.esc.edu/Service-desk, our student technology website. It is important that students report changes in their email addresses to the college. This can be done online at www.esc.edu/MyESC on the My Records page.

Online Tools
Many instructors use technology tools to support learning and to promote collaboration. Students may participate in online discussions and submit online assignments through the college’s Web-based learning management system. Web conferencing is used to connect students and faculty at a distance. Students have access to electronic portfolio space to collect and share their work.

Student, Faculty and Staff Web Pages
The college provides resources for Empire State College students, faculty and staff to explore individual and professional Web publishing for sites that are not considered official college content, but which are related to the author’s role and affiliation with the college. The primary resource is The Commons (Commons.esc.edu), which was created to:

- support and encourage the college community to explore new venues for authorship in a variety of disciplines, formats and genres;
- expand communications both within and beyond the college;
- explore the potential for using open-source tools to support teaching and learning;
- share the excitement and responsibility for innovating with technology by building a community of users willing to help each other; and
- access potential technologies for their applicability collegewide.

Enrolled students also can request an FTP account on a college server to host a site for course-related purposes. All users agree to follow the college’s Web and computer user policies. Faculty and staff websites can be viewed at www.esc.edu/FacultyWebsites.

For more information about individual Web publishing at the college, please see the policy, Use of the Commons and Individual Web Spaces at www.esc.edu/Commons-Policy.

Getting Help
The college’s technology website, www.esc.edu/Service-desk, has the most current information about all of the college’s technology tools and offers online assistance.

Students in need of technical assistance in using Empire State College technology applications can contact the Technology Help Desk online at www.esc.edu/Service-desk or by phone at 800-847-3000, ext. 2420. Please check the www.esc.edu/Service-desk website for the most current hours of operation.

STUDENT IDENTIFICATION NUMBERS AND ID CARDS
When you enroll at Empire State College, you will be assigned a seven-digit Empire State College-ID number which will be used to identify your records at the college. This number is assigned so that you do not have to use your Social Security number. Check with graduate student services if you do not know your Empire State College ID.

The college issues ID cards to students upon request. Most of the students need ID cards to check out books or use library facilities at SUNY or CUNY colleges and universities. To request an ID card, contact graduate student services at Grad. Services@esc.edu.
BOOKSTORE

The Empire State College Bookstore is available for students in all programs. Books are stocked at the request of the School for Graduate Studies or at the request of individual course instructors.

To order books online, students need to know the following:
- course number, section;
- for independent study – course instructor, Empire State College stock number/course number.

Links are available on the Web page (www.esc.edu/Bookstore) to help students find this information. In addition to ordering on the Web, students can request books by mail, fax or phone. Books are shipped via UPS directly to a home or business address. Domestic shipments take two to seven days via UPS.

We are here to serve you; please let us know if you have comments, ideas or problems when using the bookstore’s Web page by emailing Shannon.Austin@esc.edu. The hours of operation are 8:30 a.m. to 4:30 p.m., Monday through Friday.

- Online book orders: www.esc.edu/OnlineBookOrder
- Fax order number: 518-583-0801
- Bookstore phone numbers: 800-847-3000, ext. 2365, 2383
  518-587-2100, ext. 2365, 2383
- Financial Aid and VESID orders: Shannon Austin, ext. 2376
  Shannon.Austin@esc.edu
- Return authorization: Bookstore, ext. 2383
  Sheila.Redder@esc.edu
- Question about pending order or problem with order received: Bookstore, ext. 2383
  Sheila.Redder@esc.edu

DISABILITY SERVICES

A qualified person with a disability who meets the academic and technical standards required to enroll in and participate in the Empire State College program shall be provided an equal opportunity to obtain a degree in the most integrated setting appropriate to that person’s needs. Empire State College will make reasonable accommodation to meet the needs of students with disabling conditions. Each student’s needs are considered on an individual basis through consultation with the student’s location.

The flexible nature of our degree programs make Empire State College an ideal place for a motivated, independent learner with a disability to obtain a degree. In most cases, accommodations can be arranged through the center/school/unit. Students should notify the disability representative at the location of his or her disability (see section on policy and procedures located elsewhere in this catalog). The disability representative is able to notify the student’s advisor and other centers/schools/units of his or her need for accommodations:

- School for Graduate Studies: Pat Ryan, 518-587-2100, ext. 2267, Pat.Ryan@esc.edu
- Collegewide Disability Services, Coordinating Center (Saratoga Springs): Kelly Hermann, director of collegewide disability services; and Andrea Piazza-Victor, disability specialist, 518-587-2100, ext. 2201, Disability.Services@esc.edu

The disability representative may refer a student’s request for accommodations to the Office of Collegewide Disability Services at the Coordinating Center when a request is not easily accommodated at the center. Disability Services will contact you when the referral is made and may request current documentation of your disability so effective accommodations can be determined.

Empire State College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No otherwise qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under any activity of the college solely by reason of his or her disability. Please visit our website www.esc.edu/DisabilityServices.

OFFICE OF VETERAN AND MILITARY EDUCATION

The Office of Veteran and Military Education develops programs and services that support the educational needs of active-duty, guard and reserve service members and veterans and their family members, whether they are in the United States or abroad.

Dedicated staff and resources are available from application through graduation for pre-enrollment advising, preliminary review of military transcripts, guidance with military and veteran funding, and assistance with application and registration.

SUNY Empire State College is a committed military partner as a member of Servicemembers Opportunity College (SOC), U.S. Air Force Air University Associate to Baccalaureate Cooperative Program (AU-ABC), General Education Mobile (GEM) program, Navy College Distance Learning Partnership (NCPDLP), GoArmyEd, Enlisted Education Program (EEP), College of American Soldier (CAS), Coast Guard Degree Program Pathway (CGDPP) and Marine Corp Career College Program (MCCCp).

Military outreach specialists are located on installations around the country to meet with service members and their families. A schedule of locations and on-base hours are available at www.esc.edu/Military.

For information please contact:
Office of Veteran and Military Education
1 Union Ave.
Saratoga Springs, NY 12866-4309
email Military.Programs@esc.edu
phone 518-587-2100, ext. 2779 or 800-847-3000, ext. 2779
fax 518-587-5483
www.esc.edu/Military

Facebook: www.esc.edu/MilitaryFanpage
Student Veterans and Military Club: ESCMilitaryClub@esc.edu
**STUDENT RECORDS**

**Permanent Record**

Empire State College is required by State University of New York policy to keep complete student record information for six years after the student has left the college. After that time, only permanent record information is maintained.

Currently, permanent record information comprises:

- official transcript documents, including all contract evaluations for credit awarded and a degree program, if approved; and
- a degree program rationale.

Prior to 1993, only official transcript documents were maintained as the permanent record.

**Name Change**

To change the name that is on a student record, the student must submit a written request with evidence of the name change to the Office of the Registrar. The student must provide a copy of his/her Social Security card with his/her current legal name and any of the following with the same current, legal name:

- driver’s license
- passport
- marriage certificate or
- court order

The written request should be mailed to:

SUNY Empire State College  
Office of the Registrar  
2 Union Ave.  
Saratoga Springs, NY 12866-4390

**Transcripts**

An official transcript from Empire State College consists of:

1. summary transcript page displaying all attempted courses in chronological order and outcomes/grades awarded. A cumulative grade point average will be computed for all courses with letter grades awarded.

2. the program summary (assessment credit and courses to be completed at the college) if applicable to program

3. course completion information

To have a transcript released to the student or any other person or organization (graduate schools, employers or other agencies), the student must make a written request to the college registrar or complete and send in a Transcript Request form. Transcript Request forms are available from the Office of the Registrar, local college sites or can be printed from the website: www.esc.edu/TranscriptRequest.

The first transcript ordered is free. There is a $5 fee for each additional transcript ordered. Payment should accompany the request.

Transcripts are not released until all debts or obligations to the college have been satisfied. Students on the Time Payment Plan will have transcripts released as long as their payments are made in accordance with the agreement.

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**Certification/Verification of Enrollment or Graduation to an Outside Party**

The college registrar will supply, on request, certification/verification of certain academic information regarding student records and the status of a student.

There are many reasons that a student may require an official certification/verification of their enrollment or graduation. Some of these include insurance purposes or job or graduate school applications. These brief statements are not substitutes for an official transcript.

All enrollment and graduation certification/verification requests are processed by the Office of the Registrar. When requesting such information, include all of the following:

- name and original signature;
- Social Security number and/or college identification number;
- the name and complete address of the company, organization or school to whom the enrollment verification is to be sent; and
- a phone number, email and address to contact in case there are any questions.

Enrollment verification or graduation verification can be requested by:

- fax request to Office of the Registrar at 518-580-0105
- mail to SUNY Empire State College, Office of the Registrar, 2 Union Ave., Saratoga Springs, NY 12866-4390

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**Confidentiality of Student Records**

Empire State College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). The act ensures that both current and former students have the right to inspect their education records, to consent to release of their education records to a third party, and to question information contained in the education records. Recorded information, except directory information, is not made freely available to individuals outside the school without consent. The college’s full policy on adherence to FERPA is located in the Policies and Procedures chapter located elsewhere in this catalog.

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**STUDENT PROBLEM RESOLUTION**

While Empire State College strives to ensure a positive educational experience, sometimes there are differences of opinion and confusion. We have individuals at each center and program to facilitate problem resolution. These student service professionals direct students to the most appropriate offices or resources, advise students of appropriate avenues for appeal, investigate and resolve complaints. The student service professional serves not as an advocate for either party, but rather as a neutral investigator and facilitator. The student service professional for the School for Graduate Studies is:

Patricia Ryan  
Director of Graduate Student and Academic Services  
School for Graduate Studies  
SUNY Empire State College  
111 West Ave.  
Saratoga Springs, NY 12866-6069  
518-587-2100, ext. 2267  
email Pat.Ryan@esc.edu
Students are responsible for understanding and abiding by the policies and procedures of the college. For more information on college policies and procedures, see the Policies and Procedures chapter of this catalog, which includes the policies on student conduct, grievances, academic appeals and accommodations for students with disabilities. This information also is available on the college’s website at www.esc.edu/StudentPolicies.

Students must first attempt to resolve the problem with the student service professional at the School for Graduate Studies. In the event that a student complaint cannot be resolved through the center, the student may contact the college’s Office of Academic Affairs:

Patricia Myers
Director of Collegewide Student Services
SUNY Empire State College
1 Union Ave.
Saratoga Springs, NY 12866-4309
800-847-3000, ext. 2463

WHO TO CONTACT ABOUT WHAT

In primarily online programs like those offered through the School for Graduate Studies, it is often important to know whom to contact. Questions about a particular course should be directed to your course instructor. You can obtain his or her contact information from the registration information, the residency, the learning contract or the Web-based course. For academic advice, contact your academic advisor. For more general academic questions, contact the following by program:

Master’s Degrees
- M.A. in Adult Learning – Meg Benke, 518-587-2100, ext. 2401 or Meg.Benke@esc.edu
- M.A. in Community and Economic Development – Joe Angiello, 845-574-4130 or Joe.Angiello@esc.edu
- M.A. in Learning and Emerging Technology – Meg Benke, 518-587-2100, ext. 2401 or Meg.Benke@esc.edu
- M.A. in Liberal Studies – Mark Soderstrom, 315-460-3164 or Mark.Soderstrom@esc.edu
- M.A. in Social and Public Policy – Peggy Tally, 646-230-1479 or Peggy.Tally@esc.edu
- M.A. in Work and Labor Policy – Jason Russell, 716-686-7800, ext. 3823 or Jason.Russell@esc.edu
- MAT – Tina Wagle, 716-686-7862 or Tina.Wagle@esc.edu
- MBAs – Alan Belasen 518-587-2100, ext. 2274 or Alan.Belasen@esc.edu
- Master of Education in Teaching and Learning – Mark Abendroth, 646-230-1395 or Mark.Abendroth@esc.edu
- Child and Family Advocacy – Meredith Brown, 518-587-2100, ext. 2262 or Meredith.Brown@esc.edu
- Community Advocacy – Peggy Tally, 646-230-1479 or Peggy.Tally@esc.edu
- Emerging Media and Technology for the Arts – Susan Forbes, 716-686-7800, ext. 3839
- Financial Management and Analysis – Francois Silatchom, 518-587-2100, ext. 2897 or Francois.Silatchom@esc.edu
- Global Brand Marketing – Rosalyn Rufer, 518-587-2100, ext. 2430 or Rosalyn.Rufer@esc.edu
- Healthcare Management – Barry Eisenberg, 718-907-5742, ext. 1747 or Barry.Eisenberg@esc.edu
- Heritage Preservation – Anastasia Pratt, 518-564-2841 or Anastasia.Pratt@esc.edu
- Human Resource Management – Kate Spector, 203-536-9804 or Kate.Spector@esc.edu
- Innovation Management and Technology Transfer – Rosalyn Rufer, 518-587-2100, ext. 2430 or Rosalyn.Rufer@esc.edu
- Nonprofit Management – Joe Angiello, 845-574-4130 or Joe.Angiello@esc.edu
- Optometry Business Management – Barry Eisenberg, 718-907-5742, ext. 1747 or Barry.Eisenberg@esc.edu
- Project Management – Hope Sun, 518-587-2100, ext. 2592 or Hope.Sun@esc.edu
- Public History – Anastasia Pratt, 518-564-2841 or Anastasia.Pratt@esc.edu
- Social Entrepreneurship – Joe Angiello, 845-574-4130 or Joe.Angiello@esc.edu
- STEM Education and Emerging Technologies – Meg Benke, 518-587-2100, ext. 2401 or Meg.Benke@esc.edu
- Teaching and Learning with Emerging Technologies – Meg Benke, 518-587-2100, ext. 2401 or Meg.Benke@esc.edu
- Veterans Services – Penny Coleman, Penny.Coleman@esc.edu
- Women’s and Gender Studies – Sabrina Fuchs-Abrams, 845-517-1294, ext. 3415 or Sabrina.Fuchs-Abrams@esc.edu
- Work and Public Policy – Jason Russell, 716-686-7800, ext. 3823 or Jason.Russell@esc.edu
- Workforce Development – Jason Russell, 716-686-7800, ext. 3823 or Jason.Russell@esc.edu

The contact information for the School for Graduate Studies is:
SUNY Empire State College
School for Graduate Studies
111 West Ave.
Saratoga Springs, NY 12866-6069
518-587-2100 or 800-847-3000, ext. 2429
fax 518-587-9760
email Grad.Services@esc.edu
Student Activities

ALUMNI STUDENT ASSOCIATION

Many of the college’s locations and programs have active alumni student associations and others are being formed all the time. These associations are overseen by the Alumni Student Federation Board of Governors. The purpose of this federation board is to serve as a liaison with the college, act as an advocate for students and alumni, and to coordinate and provide programs to advance the college and its mission.

Within this framework, the specific activities of the local associations vary according to circumstance and interests. Student recruitment and retention, social and cultural events, online groups, fundraising and academic program support are among the activities the alumni student associations pursue.

If you are interested in joining your local alumni student association or obtaining more information, please contact Alumni and Student Relations at 518-587-2100, ext. 2344, or visit our website at www.esc.edu/Alumni.

STUDENT ACTIVITY FEE COMMITTEE

The Student Activity Fee Committee is made up of students representing each center and program of the college. Students are selected by the dean. The committee convenes annually in Saratoga Springs to review all proposals for student activity fee dollars and to decide the allocations. The committee works directly with Alumni and Student Relations.

STUDENT REPRESENTATION IN COLLEGE GOVERNANCE

Students have the opportunity to represent the student body on the college Senate and its standing committees. Center alumni student associations, with the guidance of a center or program administrator, select student representatives and alternates. A student must be enrolled during the term of service and may be elected to two consecutive two-year terms.

Students in College Governance

The Student Affairs Committee (SAC) acts on behalf of students in the review and recommendation of all matters of concern to students. The Student Affairs Committee has a faculty or staff representative and student representative from each center. Visit the SAC website at www.esc.edu/SAC.

Additionally, one student representative is selected to serve on each of the following committees: college Senate, the Integrated Technology Committee, and the Graduate Studies and Policy Committee.

The Senate and standing committees meet throughout the year. These meetings may be a combination of fact to face and teleconference. Meetings are held during the week, and, except for rare occasions, the meetings are one-day long. Student representatives’ travel costs are supported by the student activity fee.

SUNY Student Assembly

Each SUNY campus has an elected student representative to the SUNY Student Assembly. This governance body represents the interests of SUNY students statewide. The Student Affairs Committee selects the Empire State College representative to the SUNY Student Assembly.

GRADUATION

Empire State College takes great pride in its graduates and their accomplishments. Commencement ceremonies create an official public expression of achievement. For the degree candidates, it is a time to experience the larger college, to meet other candidates, faculty and administration. It is a key time to remind candidates of their sense of belonging to the college as they join the alumni constituency. The ceremony is a formal event with speakers, regalia and a reception to immediately follow.

When a graduate student is in his or her last term of enrollment, the graduation application must be completed; this form can be found on the Graduate Student Center page in the Graduate Forms section at www.esc.edu/Grad.

Students in the School for Graduate Studies are ready to graduate when they have satisfactorily met the requirements of their program. Once the School for Graduate Studies ensures that this has occurred, the student’s record will be reviewed by the offices of Student Accounts and the Registrar for graduation clearance. The Office of the Registrar will assign a degree award date, which will be the first of the following month. Transcripts showing the awarding of the degree can be ordered as soon as the Office of the Registrar assigns a degree award date. Diplomas are mailed to the student.

In early spring of each year, the School for Graduate Studies will notify graduates of the process for participating in commencement ceremonies. All of the college’s ceremonies are held in late May/early June. Details will be sent to students who are eligible to participate. If you have questions, please contact Grad.Services@esc.edu or view the Graduation Information link at www.esc.edu/Grad.
COLLEGE COUNCIL
A student is selected from one of the academic centers to serve on the College Council. The terms are for two years and rotate among the academic centers.

STUDENT CLUBS AND ORGANIZATIONS
The college passed a clubs and organizations recognition policy in March 2010. The development of formally recognized clubs and organizations began shortly after this. The college currently has 17 recognized clubs which meet at the college's regional centers and the Center for Distance Learning. You should inquire with your student service coordinator for more information about joining any of the current clubs. A complete listing can be found here at www.esc.edu/student-clubs.

If you are interested in starting a new club or organization at the college, please contact Lindsay Peck, associate director of alumni and student relations, (Lindsay.Peck@esc.edu) for more information.
Final Project in the Master of Arts and Master of Education Programs

The last two terms in the Master of Arts and Master of Education programs are dedicated to designing, conducting and presenting a culminating final project. M.A. in Liberal studies students should begin final project planning earlier in their program, ideally during the Models of Critical Inquiry course. Each program offers a choice of project formats which you should consider in consultation with your academic advisor. Depending on your program and chosen project type, during the terms in which you complete your proposal and final project, you will either work with your self-selected readers or primary instructor. You will spend one term researching your topic and crafting a final project proposal, followed by a last term when you complete and present your final project.

The final project represents the culmination of your graduate experience and should reflect mastery in your field. Although different in form and audience, all the project types share similar purposes by allowing students to demonstrate:

- nuanced comprehension of a complex body of knowledge at the forefront of your field of study;
- creativity and originality in applying knowledge to a research question or problem; and
- facility in using established inquiry techniques in creating, analyzing and interpreting new knowledge.

**TYPES OF FINAL PROJECTS**

**Thesis**

A thesis is a scholarly piece of work that systematically and analytically explores a specific topic or question. It is an in-depth investigation that contributes new knowledge to a field, and sometimes attempts to be generalizable beyond a single setting. It presents a synthesis and critical analysis of the literature on a particular topic in a well-reasoned way, and makes use of a conceptual framework relevant to the inquiry. It may use empirical data to support a hypothesis, and use a specific methodological structure. In this case, the thesis can be designed either as a quantitative, qualitative or mixed methods study. Writers of a thesis develop and make appropriate inferences based on a deep analysis of the chosen topic or question. A wide range of research methods may be employed and the methods chosen are driven by the nature of the inquiry. The thesis is the best choice of final project if you have plans to continue your studies toward a doctorate. All theses are published in the ProQuest/UMI service.

**Professional Projects**

A professional project offers an opportunity to explore how theories connect with issues, problems or programs in field settings. There are choices that support taking an advocacy approach, evaluative approach or design approach to addressing your topic.

All professional projects are presented in appropriate professional settings, as well as to the faculty reader/primary instructor. The following options are available:

**Position Paper**

This particular option differs from others in that it is more clearly change and advocacy based. It is an opportunity to make a persuasive argument, supported by good research, about what should happen and how it should be implemented. Although this form of project is change oriented, it still requires significant thought and research. Your position must be supported with research, grounded in a theoretical framework and provide intelligent responses to opposing arguments. This type of project is a good choice if you are interested in applying your knowledge to a specific situation or policy that may need change. The process involves presenting both your position or policy recommendation and the arguments against your position. The challenge is to convince the reader of the validity of your point of view while offering a fair, balanced comparative analysis of both sides of your issue.

**Case Study**

A case study can take several forms:

- the application of a theory or set of ideas to a specific institution or event;
- the close examination of a particular program, project or organization in order to draw conclusions relevant to similar situations; or
- the evaluation of a special methodology for research.

This is a good approach to a final project if you have an interest in using a set of theories to understand some policy development, a curiosity about the issues and the central dynamics of a specific situation, or a fascination with various research tools and their applicability to your topic. This option can be especially useful in learning about the relationship between policies and their effect on the applicability of a theory, the operation of an organization or the usefulness of a methodology. This way of approaching a final project requires that you use primary materials, develop a coherent and consistent perspective, and draw conclusions with care. First, in planning to do a case study, you need to consider the availability of original documents to examine, appropriate persons to interview, and the accessibility of the site of a particular program, event or organization for a visit. Second, you need to develop a specific perspective to use in conducting your research. Since the amount of detail can become overwhelming, it is particularly important to select this point of view early in your work and organize your investigation accordingly. Third, in completing the project, you need to be extremely careful to draw only those conclusions that can be supported by the results of your research and can be placed within
a particular theory. Conducting a case study may involve research in a variety of primary source materials including interviews, observations or questionnaires, and a paper in which you both analyze the results of that investigation and draw conclusions relevant to similar situations.

**Action Research**

In an action research project, the researcher:

- identifies a social problem in one’s own practice;
- engages in various forms of inquiry to understand the problem;
- designs a set of actions to address the problem and the criteria for judging success;
- measures and interprets the results of the project, using various research methods; and
- evaluates how findings point to desirable changes from informed action.

The literature on action research identifies a number of close "relatives." Common examples include: Participatory Action Research and Community-Based Participatory Research (these two approaches try to incorporate key stakeholders in the research process); Action Science; Action Learning; Appreciative Inquiry; Living Theory; and Participatory Action Learning and Action Research. Each of these approaches represents a slight shift of the paradigm for identifying and addressing a social problem. Each has a particular, nuanced perspective about what is important and who participates in the project. It is beneficial to understand each approach because the approaches may be combined for a more effective project than you might otherwise achieve.

What unites all forms of action research is that those conducting the inquiry are the same ones who are performing the action in focus. The researcher engages in a continual process of action and reflection, seeking evidence regarding what constitutes effective practice. Action research, therefore, involves a commitment to seeking improvements in actions toward meeting a desirable outcome.

**Curriculum or Project Design**

This option allows you to apply contemporary curriculum and learning theories to an educational project that can be used in practice. A curriculum serves as a plan for learning and instruction but also can take on the purpose of equipping learners to become change agents. Its main components include objectives, subject matter, learning experiences and means of evaluation. However, providing a detailed context is equally important, so your curriculum design project should be situated in a thorough consideration of the changing needs in your chosen setting, the most recent policies impacting those needs, and the most relevant research in your curriculum's subject area. You should include clear reasoning for why and how you designed your project for your particular audience and context. After providing the context and rationale for your curriculum and designing the content and evaluative components, you will pilot it among a small group similar to your intended audience and report on those results.

Included in the final project document: (1) statement of purpose, need and context/setting, (2) outline of objectives, content, readings, resources and learning activities, methods of evaluation, (3) review of relevant academic literature on the topic of your curriculum, (4) discussion of the curriculum or design theory used to frame project, (5) outline of evaluation methods, (6) results of pilot with indication of changes made to your curriculum based on those findings.

**Collection of Related Papers**

Preparing a collection of related papers as a final project provides an opportunity to bring several perspectives of methodologies to a topic of your interest. Once you have determined an area of interest, you can, for example, develop a modest thesis, a modest case study and a modest position paper on that topic so that you can address the issues from those perspectives. Alternatively, if you want to examine a topic from both theoretical and practical points of view, you might develop two papers reflecting those approaches. A third option might involve a series of four papers on aspects of a particular problem or issue of concern. There are many ways to consider developing a collection of related papers. Early conversations with your academic advisor may help you consider the best approach. A collection of related papers can be as few as two and as many as four. They must meet the following criteria:

- each paper must be self-contained, of near publication quality, grounded in adequate research and provide a coherent development of an idea or argument;
- the collection of papers must focus, coherently around a common topic; and
- the collection of papers must be accompanied by an explanation of their coherence as a set of papers.

**Practicum**

A practicum must be a learning opportunity where you develop skills and practical insights related to the development, analysis, implementation or evaluation of policy/work. It involves considerable work at a specific site or in a fieldwork setting where you can try out the ideas you have developed in this program or examine their applicability to specific situations or theories. A practicum is a very effective way to expand your education and provide an exciting and challenging culminating experience. It also allows you to use your course work and gain experience in actual field settings. It involves:

- approximately 240 hours of work in the practicum during the term (or approximately 16 hours of involvement a week for the duration of a 15 week term);
- reading and research during the term to provide theoretical insights and a broader context for the work that you will be doing;
- a log or journal of your activities and the insights gathered during the experience; and
- some field site supervision by an appropriate professional, or observations of the nature and quality of the work that you do or the projects that you undertake during the practicum.
At the end of the practicum, your field supervisor will need to provide an evaluation of the work done in the practicum and you will prepare a reflection paper – a descriptive analysis of your experience. This paper is typically 20 to 40 pages long and completed after the practicum. In this paper you will:

• analyze the experience;
• describe what you learned from your involvement;
• discuss the policy issues or other issues/theories involved;
• draw appropriate conclusions from the readings and the experience; and
• assess the ways in which you met the goals described in your final project proposal.

Creative Project
This option can effectively integrate your course work with an actual creative project. It involves:

• approximately 240 hours of work on an artistic production (painting, writing, photography, sculpture, an exhibit, an installation, a performance, etc.) during the term (or approximately 16 hours of work each week for the duration of a 15-week term);
• reading and research during the term to provide theoretical insights and a broader context for the project;
• a log or journal of your activities and the insights gathered during the creative experience; and
• critiques and creative supervision by an appropriate professional.

An analytical essay also is required. This should be 20 to 40 pages long and in it you will:

• analyze the experience;
• discuss issues involved with your project;
• draw appropriate links between scholarly literature and the creative experience; and
• assess the way in which you met the goals described in your final project proposal.

The analytical essays of all creative projects will be uploaded to the ProQuest/UMI. In addition, students working in the performing or visual arts are expected to provide a public recital, reading, performance or showing of the creative portion of their final project. This event should be in a public venue and announced at least four weeks in advance. A website can be considered a public venue for appropriate creative projects. A copy of the announcement should be included with the analytical essay.

To be eligible for this type of final project, students need to provide evidence that they have sufficient preparation, through course work or prior artistic practice, to do creative work at a level appropriate to a master's degree.

M.A. in Liberal Studies students planning to develop a Creative Final Project will be required to submit a portfolio of their work to an evaluator in the field who will then determine if the student has the necessary skill to complete the project, i.e., that showcases their ability. Regardless of the project type, the student’s portfolio should clearly indicate his/her experience in the medium used for the final project. The submission of this portfolio will occur at one of two points in the M.A.L.S. student’s program: preferably during the Perspectives on Interdisciplinary Study course (degree planning) or as part of their final project proposal, which must occur prior to beginning their final project.

FINAL PROJECT PROPOSAL
Developing a final project proposal involves:

• identifying a topic or area of interest;
• narrowing that interest by conducting a review of the literature; and
• assessing the methodologies and resources you will need to complete the type of final project you have selected.

Check with your academic advisor to determine what approvals are required for your proposal. Research proposals involving human subjects often require an IRB application (the form for graduate students can be found through the Graduate Student Center at www.esc.edu/Grad) and approval before research begins.

In consultation with your academic advisor and first reader/primary instructor, you will develop a formal written proposal for your final project. Your proposal should include the following information.

1. Coversheet: identify your academic advisor and readers/primary instructor – include signatures as required. (This form is available through the Graduate Student Center at www.esc.edu/Grad).

2. Working title and type of final project

3. Statement of purpose: What question, problem or argument are you setting forth to explore in your final project? What are the general or subsidiary questions involved in investigating or examining your chosen topic? Why is it important to ask this question, address this problem or make this argument?

4. Literature review: Identify most relevant sources that help you frame your study, and situate your question/problem statement/argument in the context of existing research.

5. Methods: Describe in detail the ways in which you will gather evidence to address your question or problem statement. Discuss how you will design your research and why your methodological approach, methods, sample population (or sources) and collection and analysis are appropriate.

6. Projected results: Indicate your anticipated findings in relation to your questions. Describe how you will analyze your data, or interpret your results.

7. Culminating experience: In this section you should explain how this is an appropriate culminating experience for the program in which you are enrolled. In what ways is this project connected to the rest of your program of study, and your own professional and/or personal goals? Discuss the ways in which your studies have prepared you to undertake this project.
8. Human subjects research considerations: Include a statement on whether or not your project involves obtaining information from human subjects. If human subjects are involved, you need to submit an IRB application with your proposal. Use the graduate student IRB form found through the Graduate Student Center at www.esc.edu/Grad. This process should be completed at the same time as your final project proposal submission. You will need to take the CITI online training workshop on protecting human subjects and submit a formal request for approval for conducting research with human subjects. Consult your academic advisor and first reader/primary instructor for guidance on these protocols. More information can be found at: www.esc.edu/irb/.

9. Working bibliography: List the sources you used in preparing your proposal. You also may include sources you plan to consult as you carry out the final project in your last term.

Once your final project proposal is complete, you should use the required coversheet (available through the Graduate Student Center at www.esc.edu/Grad) to obtain relevant signatures (first and second readers and chair for thesis; first reader and chair for professional and creative projects) and submit all documents to the School for Graduate Studies (Grad.Services@esc.edu or fax to 518-587-9760).

Upon receipt, the School for Graduate Studies ensures relevant processes are completed for review and approvals. If your proposal is sent back for revisions, work with your first reader/primary instructor to address the recommendations and resubmit to the School for Graduate Studies. Once you receive final approval, the School for Graduate Studies sends you, your academic advisor and first reader/primary instructor a copy of the approved project proposal which serves as the learning contract for Final Project. At that point, you will be cleared to register for your last term.

THE FINAL PROJECT

Your final project proposal will serve as your learning contract. You and your first reader/course instructor for Final Project must make sure it is in place and approved so that everyone is clear on what you are doing, and why and how you are doing it. You are expected to be independent and self-directed in your work, and to be in regular contact with your first reader/primary instructor.

The best way to remain timely in your work is to communicate frequently with your first reader/primary instructor. He/she will respond regularly to the drafts of work that you submit.

Formatting Guidelines

Please follow the formatting guidelines below:

Overall Guidelines

1. Length: The thesis, position paper or collection of related papers normally should total 60 to 100 double-spaced pages. The case study, action research, curriculum or project design, practicum or creative project may be somewhat shorter.

2. Language: The language of a final project should reflect an appropriate level of style and graduate-level discourse.

3. Style: The formatting of your paper must conform to the most current edition of the appropriate style manual for your program. Please consult with your first reader/primary instructor regarding the use of Modern Language Association (MLA), Chicago Manual of Style (CMS), American Psychological Association (APA), or another appropriate style.

4. Page numbers: Preliminary pages, except for the title page, should be numbered with lower case, Roman numerals. All other pages should be numbered with Arabic numerals. Page numbers should be the same size and font as your text. Please do not include text, periods or other marks.

5. Font/typeface: Your text must be written in a letter-quality 12 point font (e.g., Times New Roman, Century Gothic, Helvetica, Arial, etc.) A personalized or fancy font is not acceptable. All text should be printed in black only.

6. Margins: Margins are to be one inch for the top, bottom and sides.
7. Headings: The heading of your sections or subsections should not be bolded or italicized. Each section should begin on a new page.

Section Guidelines
1. The order of your preliminary pages –
   a. Numbering: Lower case, Roman numerals (ii, iii, iv … )
   b. Title page: It must match the sample exactly. (This sample is available through the Graduate Student Center at www.esc.edu/Grad). It should not have a Roman numeral.
   c. Abstract: The abstract in your final project must be 150 words or fewer.
   d. Dedication/acknowledgements: Optional
   e. Table of contents: Double check that your contents and page numbers match. Do not list page ranges. Right justify your page numbers.
   f. Table of figures/terms: Optional
2. The body of your paper –
   a. Numbering: Arabic numerals (1, 2, 3 … )
3. The order of your concluding pages –
   a. Bibliography/references: Please follow the style guidelines for your program.
   b. Appendices: Optional
4. Notes – Optional

Submitting to ProQuest/UMI
For all academic thesis projects and some professional projects, the School for Graduate Studies uses the services of ProQuest/UMI for publishing Final Projects. If your program and project type require publication in ProQuest/UMI, you should review the guidelines available in this catalog or online through the Graduate Student Center at www.esc.edu/Grad. This will involve approval of revisions and submission of your document electronically using the Web interface:
   • go to www.etdadmin.com/esc;
   • register at the website by creating an account;
   • select publishing options and accept ProQuest/UMI publishing agreement (open access is optional with fee);
   • enter basic information about you and your work;
   • attach your PDF document;
   • register U.S. copyright (optional with fee);
   • order bound copies (optional with fee); and
   • submit (pay if you want any of the optional services).

ORAL DEFENSE
All M.A. programs require some form of oral defense or presentation of your final project. For the thesis option, all programs expect that you will meet in person or via conference call with your first and second readers to present your work and respond to a series of questions from your readers. These questions, and the conversation that ensues, typically cover the substance, details and implications of your thesis, and reflections on how it connects with the work you completed in your degree program.

Expectations for final defense of professional projects vary across programs, so check with your academic advisor. Some programs require an oral defense with two readers, in addition to the standard expectation of a presentation to an appropriate external audience upon completion of the final project.

Creative projects are typically defended orally with the first and second readers, and also publicly performed or displayed. Your readers and academic advisor can assist in coordinating these events which require adequate prior planning.

FINAL APPROVAL
The final approval step for all final projects is review by the dean of the School for Graduate Studies.
Tuition and Fees

The School for Graduate Studies has three terms per academic year – fall (15 weeks), spring (15 weeks) and summer (8 weeks) or (15 weeks). Term schedules and deadlines, plus registration information are located elsewhere in this catalog.

Registration and Billing

Students register for the upcoming term by discussing their enrollment plans with their academic advisor and filing an online registration form that indicates what and with whom they will study.

The submission of the online registration form initiates billing and is a business contract between you and the college. It permits you to begin study at Empire State College and obligates you to pay tuition and all applicable fees. This must be completed and submitted online by you before the final registration date for the selected term of official enrollment.

Once the online registration information is complete and submitted electronically, a term invoice (bill) will be generated and made available to you online at the MyESC portal of the college’s website (www.esc.edu/MyESC).

You should review your Student Account Statement on MyESC after registering. If you have any financial aid awards that do not show as pending, you are not eligible for them based on your current enrollment.

You are considered enrolled unless you are officially withdraw. Failure to engage in studies does not relieve you from your financial responsibility.

Non-MBA Tuition and Fees Per Credit

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition**</td>
<td>$453.00</td>
<td>$925 per credit, less $291 discount = $634</td>
</tr>
<tr>
<td>Technology fee+</td>
<td>185.00</td>
<td>185.00</td>
</tr>
<tr>
<td>College fee+ ($12.50 maximum)</td>
<td>.85</td>
<td>.85</td>
</tr>
<tr>
<td>Student activity fee+ ($25 maximum)</td>
<td>6.25</td>
<td>6.25</td>
</tr>
<tr>
<td>Health and Wellness fee***</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Total</td>
<td>$660.10</td>
<td>$841.10</td>
</tr>
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</table>

NYS Residents*

<table>
<thead>
<tr>
<th></th>
<th>3 credits</th>
<th>4 credits</th>
<th>6 credits</th>
<th>8 credits</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition**</td>
<td>$1,359.00</td>
<td>$1,812.00</td>
<td>$2,718.00</td>
<td>$3,624.00</td>
<td>$4,077.00</td>
</tr>
<tr>
<td>Technology fee+</td>
<td>185.00</td>
<td>185.00</td>
<td>185.00</td>
<td>185.00</td>
<td>185.00</td>
</tr>
<tr>
<td>College fee+</td>
<td>2.55</td>
<td>3.40</td>
<td>5.10</td>
<td>6.80</td>
<td>7.65</td>
</tr>
<tr>
<td>Student activity fee+</td>
<td>18.75</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Health and wellness fee***</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,580.30</td>
<td>$2,040.40</td>
<td>$2,948.10</td>
<td>$3,855.80</td>
<td>$4,309.65</td>
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</tbody>
</table>
### Nonresidents*

<table>
<thead>
<tr>
<th>Credits</th>
<th>Tuition</th>
<th>Less ESC Grant</th>
<th>Net Tuition</th>
<th>College Fee</th>
<th>Student Activity Fee</th>
<th>Health and Wellness Fee</th>
<th>Technology Fee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>$2,775</td>
<td>873</td>
<td>1,902</td>
<td>2.55</td>
<td>18.75</td>
<td>15</td>
<td>185</td>
<td>$2,123.30</td>
</tr>
<tr>
<td>4</td>
<td>$3,700</td>
<td>1,164</td>
<td>2,531</td>
<td>3.40</td>
<td>25</td>
<td>15</td>
<td>185</td>
<td>$2,764.40</td>
</tr>
<tr>
<td>6</td>
<td>$5,550</td>
<td>1,746</td>
<td>3,804</td>
<td>5.10</td>
<td>25</td>
<td>15</td>
<td>185</td>
<td>$4,034.10</td>
</tr>
<tr>
<td>8</td>
<td>$7,400</td>
<td>2,328</td>
<td>5,072</td>
<td>6.80</td>
<td>25</td>
<td>15</td>
<td>185</td>
<td>$5,303.80</td>
</tr>
<tr>
<td>9</td>
<td>$8,325</td>
<td>2,619</td>
<td>5,706</td>
<td>7.65</td>
<td>25</td>
<td>15</td>
<td>185</td>
<td>$5,938.65</td>
</tr>
</tbody>
</table>

* For further information about the residency requirements, please see [www.esc.edu/NYSresidency](http://www.esc.edu/NYSresidency).

** Tuition is subject to change by action of the SUNY Board of Trustees. Please contact the School for Graduate Studies for updated information about costs. Tuition is charged by the credit.

*** The health and wellness fee is $15 per term for enrollments less than 12 credits and $35 per term for enrollments of 12 credits and more.

+ The college fee and student activity fee are mandatory student charges imposed per term on all students in the State University system. The technology fee is charged to students as part of a comprehensive funding plan to build and maintain an infrastructure that offers students the highest quality learning environment.

### MBA TUITION AND FEES

(Does not include MBA program fee)

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition**</td>
<td>$600.00</td>
<td>$1,016 per credit, less $176 discount = $846</td>
</tr>
<tr>
<td>Technology fee+</td>
<td>185.00</td>
<td>185.00</td>
</tr>
<tr>
<td>College fee+ ($12.50 maximum)</td>
<td>.85</td>
<td>.85</td>
</tr>
<tr>
<td>Student Activity fee ($25 maximum)+</td>
<td>6.25</td>
<td>6.25</td>
</tr>
<tr>
<td>Health and wellness fee***</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Total</td>
<td>$807.10</td>
<td>$1,047.10</td>
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</table>

### NYS Residents*

<table>
<thead>
<tr>
<th></th>
<th>3 credits</th>
<th>4 credits</th>
<th>6 credits</th>
<th>8 credits</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition**</td>
<td>$1,800.00</td>
<td>$2,400.00</td>
<td>$3,600.00</td>
<td>$4,800.00</td>
<td>$5,400.00</td>
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<tr>
<td>Technology fee+</td>
<td>185.00</td>
<td>185.00</td>
<td>185.00</td>
<td>185.00</td>
<td>185.00</td>
</tr>
<tr>
<td>College fee+</td>
<td>2.55</td>
<td>3.40</td>
<td>5.10</td>
<td>6.80</td>
<td>7.65</td>
</tr>
<tr>
<td>Student activity fee+</td>
<td>18.75</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Health and wellness fee***</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Total</td>
<td>$2,021.30</td>
<td>$2,628.40</td>
<td>$3,830.10</td>
<td>$5,031.80</td>
<td>$5,632.65</td>
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</table>
Nonresidents*

<table>
<thead>
<tr>
<th>Credits</th>
<th>Tuition</th>
<th>Less ESC Grant</th>
<th>Net Tuition</th>
<th>College Fee</th>
<th>Student Activity Fee</th>
<th>Health and Wellness Fee</th>
<th>Technology Fee</th>
<th>Total Fee</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>$3,048</td>
<td>528</td>
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<td>18.75</td>
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<td>$2,741.30</td>
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<tr>
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<td>6</td>
<td>$6,096</td>
<td>1,056</td>
<td>5,040</td>
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<td>25</td>
<td>15</td>
<td>185</td>
<td>$5,270.10</td>
</tr>
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<td>1,408</td>
<td>6,720</td>
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<td>15</td>
<td>185</td>
<td>$6,951.80</td>
</tr>
<tr>
<td>9</td>
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<td>1,584</td>
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<td>7.65</td>
<td>25</td>
<td>15</td>
<td>185</td>
<td>$7,792.65</td>
</tr>
</tbody>
</table>

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**ADDITIONAL FEES AND EXPENSES**

**Academic Transcript Fee**
There is no charge for the first transcript and a $5 charge for each subsequent transcript.

**Books and Supplies**
These costs vary but are approximately $60-$500 per course.

**MBA Program Fee**
A nonrefundable $375 fee is charged to matriculated MBA students upon their first enrollment. This one-time fee supports services and technology used in this program.

**Orientation Fee**
A $50 (master’s) or $25 (certificate) nonrefundable fee is charged to prospective students who submit applications for admission and must be paid at the time of application.

**Residency Fee**
There is a $350 fee for each residency attended. Transportation, meals, which are not part of the residency, and lodging are not included in this fee.

**Executive Retreat Fee**
Students in the MBA in Healthcare Leadership attend three executive retreats (usually two days) as part of their program. There is a $650 fee per retreat.

**Returned Check Fee**
A fee of $20 is charged per each returned check.

**COLLEGE BILLING POLICY**
The college requires that all enrollment charges be paid or payment arrangements made by the payment due date for the term. Acceptable payment arrangements are approved financial aid, third-party sponsorship or the college’s Time Payment Plan. These must be finalized with Student Accounts in order for your charges to be deferred. Students who cannot pay in full or make payment arrangements by the payment due date should enroll in a later term. If you fail to pay or make payment arrangements by the payment due date, your registration will be cancelled.

**Payment Due Date for 2015-2016**

<table>
<thead>
<tr>
<th>Term</th>
<th>Payment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Aug. 17, 2015</td>
</tr>
<tr>
<td>Spring</td>
<td>Jan. 8, 2016</td>
</tr>
<tr>
<td>Summer</td>
<td>May 6, 2016</td>
</tr>
</tbody>
</table>

**LATE REGISTRATION**
If you register during the late registration period, you must submit payment with the registration and pay a $30 late registration fee. Your registration will not be finalized if payment or acceptable payment arrangements are not made at the time you register. The late registration periods are as follows:

**Late Registration Periods**

<table>
<thead>
<tr>
<th>Term</th>
<th>Start of Late Registration</th>
<th>End of Late Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Sept. 8, 2015</td>
<td>Sept. 11, 2015</td>
</tr>
<tr>
<td>Summer</td>
<td>May 9, 2016</td>
<td>May 13, 2016</td>
</tr>
</tbody>
</table>
PAYMENT PROCEDURES
Because they are credited immediately to your account, the preferred method of payment is online through MyESC, with a debit or credit card (Discover, MasterCard, VISA or American Express) or by check.

You also may pay your bill with a check or money order (do not send cash) made payable to Empire State College. To mail your payment, print your Student Account Statement or payment stub and mail it along with your payment to SUNY Empire State College, Student Accounts, 111 West Ave., Saratoga Springs, NY 12866-6069. Payment must be received by the payment due date to avoid cancellation of your registration.

As a prospective student, you are urged, if you have not done so already, to apply for financial aid at least eight weeks before the payment due date for the term. Students who cannot pay tuition and fees or set up a Time Payment Plan by the payment due date should enroll in a later term.

Time Payment Plan
The college offers the option of a Time Payment Plan for payment of tuition and fees in three equal installments. There is a $25 nonrefundable application fee per term. To enroll in the plan, you also must make your first one-third down payment and agree to the terms and conditions of the plan. You may get detailed information on the Time Payment Plan at www.esc.edu/TimePayment or call 800-847-3000, ext. 2285. You must enroll in the Time Payment Plan each term you wish to do so.

Third-Party Payments
Students may be able to defer payment of tuition and fees if they have sponsorship from a third party such as an employer or union. Students must submit a payment voucher from their sponsor to Student Accounts, SUNY Empire State College, 111 West Ave., Saratoga Springs, NY 12866-6069. The college must approve the voucher by the payment due date. If approved, the amount will show as pending financial aid on your Student Account Statement. The college does not accept vouchers that are dependent upon grades or study outcomes. For more information, contact the Student Information Center at 800-847-3000, ext. 2285.

Unpaid Accounts
Unpaid accounts are forwarded to a third-party collection agency or the Office of the Attorney General at which time interest and/or fees are retroactively assessed based on the date of your first billing statement. The attorney general’s office may certify the debt to the New York State Department of Tax and Finance Offset Program. All costs associated with the collection of overdue accounts are the responsibility of the student. Delinquent accounts may be reported to a credit agency. The State University reserves the right to withhold academic records from any student who has not satisfied all obligations. Any student with an outstanding financial balance due at the end of a term will not be able to register for a subsequent term or receive any other services from the college until the balance is paid.

WITHDRAWAL LIABILITY AND REFUND POLICY
Liability is calculated according to the State University of New York withdrawal/refund policy. If a student withdraws before the enrollment start date, 100 percent of all tuition and fees are refundable. To officially withdraw from one or more courses, a student must complete and submit a Withdrawal Form available at www.esc.edu/Withdraw or in the Forms Center at www.esc.edu/Forms. Send the completed form to the Office of the Registrar, SUNY Empire State College, 2 Union Ave., Saratoga Springs, NY 12866-4390 or fax to 518-580-0105. Unless this form is filed, you are considered officially enrolled. The effective date of withdrawal is the postmark on the envelope or the date the fax is received by the Office of the Registrar. The date that you withdraw determines whether there are charges for the term and whether you receive a credit. The Withdrawal Liability and Refund policy is as follows:

*THE FIRST DAY OF THE TERM IS DAY 1.

For Terms 15 Weeks in Length

<table>
<thead>
<tr>
<th>Effective date of withdrawal</th>
<th>Liability percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to term start</td>
<td>0</td>
</tr>
<tr>
<td>Day 1-7</td>
<td>0</td>
</tr>
<tr>
<td>Day 8-14</td>
<td>30</td>
</tr>
<tr>
<td>Day 15-21</td>
<td>50</td>
</tr>
<tr>
<td>Day 22-28</td>
<td>70</td>
</tr>
<tr>
<td>Day 29 and after</td>
<td>100</td>
</tr>
</tbody>
</table>

The college fee, student activity fee and late registration fee are nonrefundable after the start of the term. The portfolio fee is nonrefundable after calendar day 29.

A liability table for terms other than 15 weeks in length can be found on www.esc.edu/Withdraw, under Student Account.

The technology fee and health and wellness fee also are subject to the Withdrawal Liability and Refund Policy outlined above.

See the financial aid information located elsewhere in this catalog for information on the impact of course withdrawal.

If you are forced to discontinue your studies in the midst of a term due to serious life circumstances, you may appeal to the vice president for administration for a tuition adjustment. Contact Student Accounts for more information at www.esc.edu/AskSA.

For complete information about withdrawals, visit www.esc.edu/Withdraw.
Financial Aid

The purpose of financial aid is to provide assistance to matriculated students whose financial resources are inadequate to meet the costs of their education. Financial aid is intended to supplement, not replace, a family's resources. A family's resources include the student's resources and spouse's resources, if married at the time of application. For that reason, most families should think of themselves as the first — and probably primary — source of funds for college. Annual family taxable and nontaxable income is not the only factor that is considered in evaluating eligibility for financial aid. A family's assets also are considered, since a family with assets (such as a savings account or investments) is considered to be in a stronger financial position than a family with the same income, but no assets.

Financial aid programs vary widely as to their precise qualifications, but awards are generally determined on the basis of the eligibility criteria of the specific aid program, and without regard to sex, age, race and ethnicity, religion, disability, national origin, sexual orientation, military status or marital status, although special opportunities for underrepresented student populations do exist. With the exceptions noted, the major financial aid programs are open to part-time as well as to full-time students.

Most programs are open to United States citizens, nationals and permanent residents who have declared their intent to become United States citizens. Persons holding temporary student, exchange visitor or visitor visas are not eligible. A student’s eligibility cannot be determined until he or she provides full information about financial need by filing the Free Application for Federal Student Aid (FAFSA). All financial aid applications as well as detailed descriptions of financial aid are available at www.esc.edu/FinancialAid. You are advised to apply for all assistance programs for which you may be eligible at least six weeks before your expected date of enrollment. All financial aid programs must be applied for annually after the first of the year.

There are three types of aid available at Empire State College: 1) grants/scholarships — money that does not need to be repaid; 2) loans — money that students borrow which must be repaid with interest; and 3) work study — student employment.

Priority Deadlines

The priority deadline date for applying for financial aid is:

- April 1 for continuing students
- April 1 for new students beginning in the fall
- Dec. 9 for new students beginning in the spring

Note: These students will not be eligible for some scholarship and aid programs unless they apply by April 1.

Financial aid files completed after the financial aid priority deadline date will be reviewed. However, the Financial Aid office cannot guarantee that financial aid will be processed in time for the student to register with a financial aid deferral. A federal financial aid file is complete when the college has received valid FAFSA data from the federal processor and all other documentation requested by the Financial Aid office. Completed files are reviewed on a first-come, first-served basis.

FEDERAL AND STATE FINANCIAL AID

General financial aid programs available through the college include both federally and state-funded programs.

For graduate students, federal financial aid programs include the Federal College Work Study program; Federal Perkins Loans, Federal Direct Unsubsidized Loans, Graduate PLUS Loans, and the Teacher Education Assistance for College and Higher Education (TEACH) Grant. Please note: students much be enrolled for at least 5 credits per term for the Federal Work Study program and Federal Direct Unsubsidized Loans. At the institutional level, a student may qualify for the SUNY Graduate Diversity Fellowship Program. New York financial aid programs for New York state residents include the Segal AmeriCorps Education Award or the Veterans Tuition Awards. More information about the New York state programs’ application process may be found online at www.hesc.org.

Note: Good academic standing is a requirement for payment and continuation of financial aid. If you fall below the minimum achievement level, payment and continuation of financial aid will be in jeopardy. Students are not eligible for financial aid if they are in default on any student loan or owe a repayment of any federal student aid.

The deadline for applying for the limited funds of Federal Work Study and Federal Perkins Loans for matriculated students is April 1. If funds are still available after those applications are processed, others will be considered.

Summer Aid

Financial aid is not automatically awarded for the summer term. Students enrolling for the summer should contact the Empire State College Financial Aid office by email at FinancialAid@esc.edu or call the Student Information Center at 800-847-3000, ext. 2285, for their financial aid package to be adjusted. If students receive aid, the summer term financial aid counts as part of the upcoming academic year (fall and spring terms), and not as part of the preceding academic year (prior spring and fall terms).

Thus, any financial aid awarded for the summer term counts as part of the total aid for which the student is eligible for the entire year.
ELIGIBILITY FOR NEW YORK STATE FINANCIAL AID

Good Academic Standing
Students who receive any NYS financial awards are required to maintain good academic standing as defined by the regulation's of the NYS commissioner of education in order to remain eligible for state financial aid. The regulations define a student in good academic standing as one who:

- pursues the program of study in which he or she is enrolled (pursuit of program),
- makes satisfactory academic progress toward the completion of his or her program's requirements.

In addition, New York State Education Law requires
- students must maintain a grade point average (GPA) of 2.0 or better after having received four full-time New York state financial aid payments or the equivalent in part-time funds. However, it is important to note that the graduate programs require a minimum grade point average of 3.0.

There are three criteria for maintaining good academic standing: pursuit of program, satisfactory academic progress and grade point average.

Students who do not meet the requirements for pursuit of program, satisfactory academic progress and grade point average lose their eligibility for NYS financial aid. To remain eligible for NYS financial aid, a student must satisfy all criteria on the first day of the term.

Pursuit of Program
The first criterion for maintaining good academic standing for eligibility for NYS financial aid is pursuit of program.

To be in pursuit of program, a student must receive either a passing or a failing outcome in a certain percentage of studies each term, depending on the number of state aid payments the student has received (which may be different from the number of enrollment terms at the college). The required percentage is illustrated in the Pursuit of Program Table for full-time students who have received funds under the Tuition Assistance Program (TAP).

An outcome that indicates that the student substantively engaged in a study or course through the enrollment term is necessary to satisfy the pursuit of program requirement. Both passing and failing outcomes are acceptable. However, a withdrawal (WD or ZW) or drop (DR) outcome does not meet the requirement for pursuit of program, because it indicates no substantial engagement in a study or course over the full enrollment term. The progression is based on only the terms a student receives state aid.

<table>
<thead>
<tr>
<th>Number of full-time terms in which NYS financial aid has been received (e.g., through TAP)**</th>
<th>Must receive a passing or failing letter grade, FC, NC, P, NP or IN*** for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>50 percent of minimum full-time requirement (6 credit hours)</td>
</tr>
<tr>
<td>3, 4</td>
<td>75 percent of minimum full-time requirement (9 credit hours)</td>
</tr>
<tr>
<td>5 or more</td>
<td>100 percent of minimum full-time requirement (12 credit hours)</td>
</tr>
</tbody>
</table>

* The table illustrates expectations for full-time (12 or more credits) enrollment. A student who enrolls on a less than full-time basis must make progress proportionate to what is illustrated in the table. For example, two payments for part-time enrollments (e.g., through APTS) equal one payment for a full-time enrollment (e.g., through TAP). Program or staff can advise individual students regarding these calculations.

** The number of terms refers to the number of state aid payments the student has received, which may be different from the number of enrollments at Empire State College.

*** An incomplete (IN) outcome must become a passing or failing outcome by the end of the next term to satisfy the pursuit of program requirement.

A student must earn a passing or failing letter grade, FC, NC, P, NP or IN outcome for the percentage of study designated in the table for each term of enrollment, to be eligible for NYS aid in the next term.

Satisfactory Academic Progress
To achieve and maintain satisfactory academic progress status, a student must accumulate a minimum number of credits over time. See the Satisfactory Academic Progress Policy for complete information.

Students who do not meet the minimum academic progress requirements (on academic warning for unsatisfactory academic progress) are not eligible for NYS financial aid.
Grade Point Average

Students must maintain a 2.0 or better after receiving four full-time New York state financial aid payments. All NYS aid payments are counted regardless of when they were made or what institution the student attended. A student who is new to Empire State College is assumed to meet the minimum GPA requirement. The college uses only Empire State College studies to compute the GPA thereafter.

It is important to note that the graduate programs require a minimum GPA of 3.0.

The Effect of Withdrawal

If a student withdraws from a course, his or her enrollment status, SAP rate and/or state aid eligibility may be affected, depending on the effective date of the withdrawal and the number of state aid payments the student has already received (see pursuit of program table). A withdrawal is not included in the calculation of the GPA, therefore, it does not affect a student’s GPA.

In calculating enrollment status and rate of progress, “credit attempted” is the number of registered credits after day 28 of the enrollment term. Thus, the date of withdrawal affects whether the credits are counted in the number of credits attempted. For example, for a student who first enrolls for 9 credits and then withdraws from one 3-credit course on or before day 28, the enrollment status for the term changes to part time and the progress rate is calculated on 6 credits attempted. If the student withdraws after day 28, the enrollment status for the term is still full time and the progress rate is calculated on 9 credits attempted.

If a full-time student withdraws after day 28 and incurs full tuition liability, he or she may lose aid for the next term if he or she does not meet the pursuit of program standard for the current term. If the student withdraws before day 28 and tuition falls below the full-time rate, the student’s aid award for the current term is cancelled. Further information may be obtained from the Financial Aid office.

The Effect of Administrative Withdrawals

New York state regulations for financial aid establish course completion expectations. If a student receives an outcome of administrative withdrawal (ZW) for a course, his or her SAP rate is impacted and state aid eligibility may be affected for the student’s next enrollment depending on the number of state aid payments the student has already received (see pursuit of program table). An administrative withdrawal outcome is not included in the calculation of the GPA, therefore, it does not affect a student’s GPA.

A ZW outcome may mean the amount of the student’s financial aid award is reduced or the student is required to pay back some or all of the NYS financial aid awarded. The amount depends on the last date of contact or “attendance.” Further information may be obtained from the Financial Aid office.

Financial Aid Eligibility Assessment

The college assesses student eligibility for New York state financial aid at two points in each enrollment:

1. On the date the enrollment officially starts, the student must meet citizenship, residency, high school graduation and good academic standing requirements. If the student fails to meet any of these requirements on the first day of the enrollment, he or she is not eligible for New York state financial aid for the enrollment term.

2. By the 28th day of the enrollment term, the student must meet the full-time study requirements and must be fully matriculated (admitted as a degree-seeking student) at the college. A student who fails to meet enrollment requirements by day 28 is not eligible for NYS financial aid. A student who is not matriculated by day 28 is not eligible for NYS financial aid.

Regaining Eligibility for New York State Financial Aid

A student may regain eligibility for NYS financial aid through one of the following four methods:

1. Meeting the standard the student failed to meet previously, during an enrollment term in which no state award is paid.
   - A student who failed to meet the pursuit of program standard may regain eligibility by meeting the pursuit of program standard in a subsequent term in which the student receives no state aid.
   - A student who failed to meet the satisfactory academic progress standard may regain eligibility by accumulating the number of credits required to make satisfactory academic progress, through additional enrollment(s) for which the student receives no state aid.
   - A student who failed to meet the grade point average standard may regain eligibility by earning the minimum required grade point average through additional enrollments for which the student receives no state aid.

2. Being readmitted and/or reinstated at Empire State College after an absence of at least one calendar year and after the student provides evidence in writing to the School for Graduate Studies of his or her ability to successfully complete a degree program. A student who is readmitted and/or reinstated after failure to make satisfactory progress must meet the credit accrual requirement the student failed to meet prior to losing eligibility within the next 9 credits of enrollment.

3. Transferring to another institution.

4. Applying for and receiving a one-time waiver.

Students receiving grades must have a cumulative GPA of 2.0 if they have received four or more full-time payments. A student repositioned on the SAP chart must still meet the minimum GPA
requirements for the number of NYS aid payments he or she has received. However, it is important to note that the graduate programs require a minimum grade point average of 3.0.

**Eligibility Waivers**

**One-time Waiver of Eligibility Standards for New York State Awards**

A student who fails to meet the state standards for pursuit of program and/or satisfactory academic progress may request a one-time waiver of these standards. A waiver is possible only in extraordinary or unusual situations. A waiver enables the student to receive NYS aid for one additional enrollment term.

New York state permits only one waiver at the graduate level. This applies across all institutions attended. The Mitigating Circumstance Committee may grant a waiver when the student fails to meet the pursuit of program standard, fails to meet the satisfactory academic progress standard, or fails to meet both standards in the same term. However, failure to meet the pursuit of program and satisfactory academic progress may not result in two separate waivers.

The one-time waiver is not automatic. The student may request a waiver for his or her most recent enrollment. Approval of a request for a one-time waiver occurs in two parts:

1. The dean of the School for Graduate Studies verifies the student's academic eligibility.
2. The Mitigating Circumstance Committee determines that the request meets New York state requirements for a waiver of financial aid regulations.

Students must complete the Appeal to Regain Eligibility for Federal and/or New York State Aid form and submit it with appropriate documentation to the dean. If approved academically by the dean, the request is then reviewed by the Mitigating Circumstance Committee to determine eligibility for state aid. In certain instances, a student may regain academic eligibility but continue to be ineligible for state aid.

In the event that the dean reports that a student does not meet academic eligibility requirements, the Mitigating Circumstance Committee cannot approve the waiver.

When a one-time waiver is granted for failure to make satisfactory academic progress, the last term of enrollment does not count negatively in determining satisfactory academic progress for New York state financial aid purposes. The student must meet the credit accrual requirement he or she failed to meet before losing eligibility during the next term.

**Repeat of Courses With Credit Awarded**

A repeat of any course for which credit has been awarded and that the college does not require the student to repeat may not be considered part of that student's course load for New York state financial aid purposes unless required by the academic program.

If a student is repeating a course in which he or she earned a passing grade initially, the student will not earn credit twice. When a student successfully completes a repeated course, the college uses the most recent grade of the two courses in calculating the student's GPA. However, both courses count as credit attempted in calculating SAP, but only one course counts in the calculation of credits earned.

**Notification of Ineligibility for State Financial Aid Awards**

The Financial Aid office notifies students regarding their ineligibility for further NYS financial aid. Students may obtain information on their financial aid status by contacting the Financial Aid office.

For additional information regarding state financial aid, go to www.hesc.com.

**ELIGIBILITY FOR FEDERAL FINANCIAL AID**

Award programs affected by the federal standards include:

- Federal Perkins Loans
- Federal College Work Study
- Federal Direct Loans (unsubsidized)
- Federal Graduate PLUS Loans
- TEACH Grant

**Good Academic Standing**

Good academic standing standards for satisfactory academic progress and grade point average must be met in order to be eligible to receive federal financial aid.

**Satisfactory Academic Progress**

Students must make satisfactory academic progress to maintain eligibility for federal financial aid. See the Satisfactory Academic Progress Policy for complete information.

Students who do not accumulate the number of credits specified on the graduate SAP table may still receive federal aid. However, if a student does not accumulate the minimum number of credits within the next 9 credits of enrollment, the student loses federal aid eligibility.
A student who is permitted to re-enroll because of an exception to the Satisfactory Academic Progress Policy is not eligible for federal financial aid. However, if there are mitigating circumstances, the student may appeal as described in the mitigating circumstance section.

Grade Point Average

Students who receive grades must maintain a minimum GPA of 2.0 after having completed 8 graded credits at Empire State College. If after earning 8 graded credits, the GPA falls below 2.0 and the student can restore the GPA with 16 graded additional credits, the student is eligible to receive federal financial aid. If the student cannot, or does not, restore the GPA to 2.0 after earning 16 additional graded credits, he or she is ineligible for federal financial aid. Students who receive narrative-only evaluations are not required to meet the GPA expectations.

A student who is permitted to re-enroll because of an exception to the GPA expectations is not eligible for federal financial aid. However, if there are mitigating circumstances, the student may appeal as described later.

It is important to note that the graduate programs require a minimum grade point average of 3.0.

Regaining Federal Financial Aid Eligibility

A student who is academically dismissed and is subsequently reinstated by the college must accumulate the number of credits required to meet the graduate satisfactory academic standards and earn at least a 2.0 cumulative grade point average in order to regain federal aid eligibility. However, it is important to note that the graduate programs require a minimum grade point average of 3.0.

The Effect of Withdrawal and/or Disengaging From Part of the Courses for the Term

If a student withdraws and/or disengages from any or all of their courses, his or her enrollment status (full or part-time) and/or SAP rate may be affected, depending on the effective date of the withdrawal and/or disengage.

In calculating enrollment status and rate of academic progress, “credits attempted” is the number of registered credits after day 28 of the enrollment term. Thus, the date of the withdrawal and/or disengage affects whether the credits are counted in the number of credits attempted. Withdrawal and/or disengaging at any point in the term may result in a reduction of financial aid. For example, if a student first enrolls for 9 credits and then withdraws from one 3-credit course on or before day 28, the enrollment status for the term changes to part-time and the progress rate is calculated on 6 credits attempted. If the student withdraws after day 28, the enrollment status for the term is still full-time and the progress rate is calculated on 9 credits attempted.

Withdrawal at any point in the term may result in a reduction of financial aid. If this occurs, students will be required to pay back any funds for which they no longer qualify. Financial Aid calculates such award adjustments individually using federal formulas. Further information may be obtained from the Financial Aid office at FinancialAid@esc.edu.

The Effect of Withdrawal and/or Disengaging From All Courses

Withdrawal and/or disengaging from the college prior to the end of an enrollment term will cause you to use a full financial aid award period’s eligibility. You will be ineligible for additional financial aid of the same type if re-enrolling within the same financial aid award period. All financial aid will be adjusted using federal and state guidelines for the cycle in which you withdraw.

In accordance with rules established by the U.S. Department of Education, schools must adhere to provisions regarding the treatment of Federal Title IV Financial Aid for students that withdraw from school completely for any term. These rules govern all federal loan and grant programs, including Federal Direct Loans, Federal Graduate PLUS Loans, Federal Perkins Loans and TEACH grants.

In general, the law assumes that a student must earn federal financial aid awards directly in proportion to the number of days of the term attended. In other words, a student earns financial assistance as they complete their studies throughout a term. If a student completely withdraws and/or disengages from all studies during a term, the college must calculate the portion of the total scheduled financial assistance earned. Earned aid will be applied toward any outstanding charges on your account. If the student received (or the college received on behalf of the student) more assistance than was earned, the unearned excess funds must be returned to the federal programs.

The portion of federal loans and grants the student earned is calculated on a percentage basis comparing the total number of calendar days in the term to the number of days completed before withdrawal. (Scheduled breaks of five consecutive days or longer are excluded from the calculation.) The calculation for unearned aid is required for students attending classes less than 60 percent of that term.

For example: a student enrolls with an enrollment period of Sept. 8 to Dec. 8, 2010. The enrollment period is 103 days. The student withdraws from all course work on Oct. 21, 2010 — which is the 44th day of the enrollment period. The student has earned 43 percent of the Title IV aid awarded (days attended/enrollment period, or 44/103, which equals 43 percent). Whatever percentage of the term the student attends is the percentage of Title IV that is earned. Once the student exceeds the 60 percent point of the enrollment period, the student has earned 100 percent of the Title IV aid. In the above example, if the student withdrew as of Nov. 11, 2010, 100 percent of the aid would be earned and no return

Withdrawal and/or disengaging at any point in the term may result in a reduction of financial aid. If this occurs, students will be required to pay back any funds for which they no longer qualify. Financial Aid calculates such award adjustments individually using federal formulas. Further information may be obtained from the Financial Aid office at FinancialAid@esc.edu.
calculation is required (Nov. 11, 2010 would be day 65 of the term, so 65/103 equals 63 percent – which is beyond the 60 percent point of the term).

Unearned federal financial assistance must be returned to program funds up to the amount of assistance that the student has received from the program in the priority order established by regulation: Federal Unsubsidized Direct Loan, Federal Perkins Student Loan, Federal Graduate PLUS Loan and TEACH Grant. The school takes the responsibility on behalf of the student to return unearned federal financial aid assistance funds that were applied directly to institutional charges. Institutional charges at the college that are no longer covered by financial assistance immediately become the responsibility of the student. The student also is responsible for return of unearned federal financial funds that were disbursed directly to him or her. To prevent undue hardship, allowances have been made if the unearned assistance repayment owed by the student is due to a loan program. Funds due for repayment to a loan program permit the student to repay according to the terms of the promissory note. In addition, if the student is directly responsible for repayment of unearned assistance to a federal grant program, only one-half (50 percent) of the calculated repayment is required.

The Effect of Administrative Withdrawals
Federal guidelines establish attendance expectations. An administrative withdrawal (ZW) outcome may reduce the student’s award or require the student to pay back some of the federal financial aid already received. The amount depends on the last date of contact or attendance and the federal programs involved. Further information may be obtained from the Financial Aid office at FinancialAid@esc.edu.

Mitigating Circumstances
Occasionally, students do not meet the good academic standards for reasons beyond their control or because of mitigating circumstances such as serious family problems or extended illness. Under such circumstances, a student may appeal for continued eligibility for federal financial aid.

Approval of a federal financial aid appeal is not automatic. Usually students may only appeal for his or her most recent enrollment. Approval of an appeal occurs in two parts:

1. Students must complete the Appeal to Regain Eligibility for Federal and/or New York State Financial Aid form and submit it with appropriate documentation to the dean. If approved academically by the dean, then the request is reviewed by the Mitigating Circumstance Committee to determine eligibility for financial aid. In certain instances, a student may regain academic eligibility but not financial aid eligibility.

2. The Mitigating Circumstance Committee determines if the request meets federal requirements for continued eligibility for federal financial aid.

The Mitigating Circumstance Committee has the authority to approve a financial aid appeal request. However, that approval is dependent on the verification of the student’s academic eligibility. The dean is responsible for determining the student’s academic eligibility. If the dean determines that a student does not meet academic eligibility requirements, the Mitigating Circumstance Committee cannot approve the appeal.

Students are rarely granted more than one appeal for mitigating circumstances.

Note: the financial aid appeal has no direct effect on enrollment eligibility, which is an academic determination.

Federal 150 Percent Rule
Federal regulations limit aid eligibility to 150 percent of the published length of the educational program. For example, an M.A. degree at Empire State College requires 36 credits; an Empire State College student pursuing an M.A. degree cannot be awarded federal aid for more than 54 credits attempted.

Federal guidelines do not allow waivers for mitigating circumstances that would extend a student’s aid past the 150 percent limit.

Coursework for the Degree
Students may only receive financial aid for credits included in the current degree program. A student who repeats a study previously successfully completed may only be eligible to receive federal financial aid for one repetition. It is your responsibility to notify the financial aid office in this circumstance, as otherwise you may be left with a balance owed upon graduation clearance.

Notification of Ineligibility for Federal Financial Aid
The Financial Aid office notifies students regarding their ineligibility for further federal financial aid. Students may obtain information on their financial aid status by contacting FinancialAid@esc.edu.

OTHER SOURCES OF FINANCIAL AID
In addition to federal and state financial aid programs, there are several options available for students who qualify.

Adult Career and Continuing Education Services – Vocational Rehabilitation
Disabled persons with substantial employment handicaps may qualify for assistance through the Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR, formerly VESID). Eligible students should first explore other tuition assistance programs, but should feel free to contact the nearest ACCES-VR office. For more information about this service and a complete list of regional locations, go to www.access.nysed.gov/vr/.
**Teacher Education Assistance for College and Higher Education (TEACH) Grant**

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. If you are interested in learning more about the TEACH Grant Program, please review program requirements online at www.esc.edu/FinancialAid or you should contact the Financial Aid office at 800 847-3000. Please note that if you receive a TEACH Grant but do not complete the required teaching services you will be required to repay the grant as a Federal Direct Unsubsidized Loan, with interest charged from the date of each TEACH Grant disbursement.

**Veterans Administration Benefits**

Veterans who attend Empire State College may be eligible for educational benefits provided they have entitlement remaining with the Veterans Administration. A nonmatriculated student may receive benefits for a maximum of two terms.

Veterans applying to the college should file their VA paperwork directly with the Office of the Registrar. The appropriate form may be printed from the VA website at www.gibill.va.gov. Once the form is completed, it should be returned to Office of the Registrar, SUNY Empire State College, 2 Union Ave., Saratoga Springs, NY 12866-4390.

**Empire State College Foundation Funds**

The Empire State College Foundation was established in 1974. Its mission is to enhance the quality of the college by augmenting its financial resources. As a separate, not-for-profit, charitable organization, it enables the college to initiate and support programs that would not otherwise be funded. As part of its function, the foundation supports students at the college by providing interest-free loans, grants, fellowships, scholarships and other financial aid programs.

Empire State College Foundation scholarships are available to students as a result of the generosity of alumni, employees and friends who have chosen to recognize the value of education by establishing and contributing to scholarship funds.

**EMPIRE STATE COLLEGE FOUNDATION SCHOLARSHIPS AND GRANTS**

Scholarships may be awarded to students who have financial need, have earned at least 8 credits at Empire State College and who are in good academic standing. To be considered, students must submit the Free Application for Federal Student Aid (FAFSA) for the upcoming year. Students should complete the FAFSA online at www.esc.edu/FinancialAid. The FAFSA must be submitted by the April 1 deadline proceeding the year for which the funds are to be utilized. Scholarships will be awarded in August for the fall and spring terms.

Although students may contact the Empire State College Foundation or the Financial Aid office to seek additional information, be assured that all financial aid applicants will be considered for any scholarship for which they are eligible.

**The Drs. James Gibson and Patricia Brozinsky Endowed Graduate Scholarship**

The Drs. James Gibson and Patricia Brozinsky Endowed Scholarship will be awarded annually to those students enrolled in the Social and Public Policy program at the master's level of Empire State College who demonstrate academic excellence and financial need. Preference will be given to students currently working in, or aspiring to establish, a career in higher education.

**Nancy Gathings Bunch Scholarship**

Established by Metropolitan Center retired Dean Nancy Gathings Bunch, this scholarship is available to students who are highly motivated, have financial need and who wish to direct their work in the service of others.

**Susan and Bill Dake Scholarship**

The Susan and Bill Dake Scholarship will be awarded to students with financial need who are enrolled in a degree-seeking program within the School for Graduate Studies. The scholarships will have a preference for master's students with high financial need and academic promise. Scholarship recipients will each receive an award of approximately $2,000.

**Empire State College Scholarship**

Established through private contributions to the college, this scholarship provides aid to undergraduate or graduate students with financial need.

**Foner Fellowship in Work, Culture and Social Change**

Established in honor of Moe Foner, founder and director of the Bread and Roses Cultural Project of the National Hospital Workers Union, this fellowship is available to graduate students who are studying work, culture, the arts, education or social change and who are dedicated to the cultural and artistic enrichment of their community, as Moe Foner was.

**Peter Gilbert Scholarship**

Established in honor and memory of Mentor Peter Gilbert, this is available to undergraduate or graduate students who demonstrate a strong interest in technology and human values.

**James W. Hall Scholarship**

Established in honor of the first president of Empire State College, James W. Hall, this scholarship is available to undergraduate and graduate students.

**Jewish Foundation for Education of Women Scholarship**

Established in honor of the first president of Empire State College, James W. Hall, this scholarship is available to undergraduate and graduate students.

**SUNY Empire State College • SCHOOL FOR GRADUATE STUDIES CATALOG**
Services at Empire State College. Eligibility Criteria: a. women who qualify for benefits under the Post-9/11 GI Bill or the Montgomery GI Bill; b. female family members of veterans who qualify for benefits in (a); c. live in the metro area of NYC, which includes Long Island; d. are enrolled in the Veterans Services certificate program; and e. have demonstrated financial need as determined by filing of FAFSA. Awards will be up to $5,000 each and will be applied toward tuition and fees for the certificate program.

**Michael Lamanna Memorial Scholarship**  
Provides support for students enrolled in the Master of Arts in Teaching program at Empire State College. This memorial scholarship honors the life and work of Michael Lamanna, Ph.D., who died in 2002. The bulk of Professor Lamanna’s career was spent at the State University at Albany. He was an integral part of the education department, teaching methods courses and mentoring teachers in training. Lamanna loved to learn, he loved to teach each and every day of his 43-year career as an educator.

**F. Stewart and Marion E. McCaw Scholarship**  
Established by James and Darlene Keane in memory of Darlene’s parents, F. Stewart and Marion E. McCaw, this scholarship is awarded to a student enrolled in the Master of Arts in Teaching program. The award will be based on both need and academic achievement.

**Marjorie Meinhardt ’77 Scholarship**  
Established in honor of alumna and long-time Empire State College director of alumni and student relations, Marjorie Meinhardt ’77, this scholarship is available to all undergraduate and graduate students.

**Ortiz Family Scholarship**  
The Ortiz Family Scholarship is established to promote diversity in the pool of people pursuing careers as K-12 educators. This scholarship will be awarded with preference given to students from a traditionally underrepresented background enrolled in Empire State College’s Master of Arts in Teaching program. Secondary consideration is given to similar students working toward a master’s degree to achieve permanent certification, or working towards an undergraduate degree with the intention of teaching or entering a Master of Arts Teaching program shortly after graduation.

**Peter Silverhart Scholarship**  
Established by former Empire State College Foundation board member Sondra Silverhart in memory of her son Peter, this scholarship is available to undergraduate or graduate students who demonstrate a strong commitment to helping people.

**Sal and June Rubino Fund**  
The scholarship will be awarded to students enrolled in the School for Graduate Studies pursuing a Certificate in Healthcare Management. Secondary consideration will be made for students in other health-related disciplines.

**Veterans Services Scholarship**  
This scholarship supports students enrolled in the Advanced Certificate in Veterans Services program. The principal criterion is need. A secondary criterion is academic promise or enhanced service to the profession.

**David Yamada ’99 Labor Relations Scholarship**  
Established by alumnus David Yamada ’99, this scholarship is available to graduate students with financial need enrolled in the Labor and Policy Studies program who are studying labor education and labor organizing.

**Fellowships, Loans and Grants with an Application**

**Rosa Parks Scholarship**  
Established in 1999 by an alumna in the School for Graduate Studies, this scholarship is intended to help further the graduate education of active trade unionists in the college’s Labor and Policy Studies Program by providing for partial graduate tuition. Students who wish to be considered for this award should write a letter to the coordinator of the Labor and Policy Studies Program indicating their interest to be considered and the trade union to which they belong. The deadline for the letter of application is Jan. 1 of each year. For more information, contact Jason Russell, labor and policy studies coordinator, at 716-686-7800, ext. 3823 or Jason.Russell@esc.edu.

**State University of New York (SUNY) Graduate Diversity Fellowship Program**  
This fellowship will assist the college in the recruitment, enrollment and retention of students in master’s programs who can demonstrate that they will contribute to the diversity of the student body in their program, especially those who can demonstrate that they have overcome a disadvantage or other impediment to success in higher education. Preference is given to applicants who have not yet enrolled as a matriculated master’s student at Empire State College. The application deadline is July 1 of each year. For more information, contact Pat Ryan, director of graduate student and academic services, School for Graduate Studies, SUNY Empire State College, 111 West Ave., Saratoga Springs, NY 12866-6069, 518-587-2100, ext. 2267 or Pat.Ryan@esc.edu. The application is available through the Graduate Student Center at www.esc.edu/Grad.

**Empire State College Foundation Loans**  
Interest-free loans of up to $500 may be available for students receiving financial aid while they are waiting for an award over payment. Loans are offered to students who have financial aid in excess of the cost of tuition and fees and will be disbursed no earlier than one month prior to the start of the term. Loans are granted for expenses directly related to college study. Contact the Student Information Center at 800-847-3000, ext. 2285 for further information.
Empire State College Foundation Grants

Grants are awarded to students who have financial need and are maintaining good academic standing. The two grants available are the Alumni Student Federation Grant and the Empire State College Foundation Grant. Priority will be given to students who do not have enough financial aid to cover tuition and fees. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) for the upcoming year. The FAFSA must be submitted by the deadline of April 1 preceding the year for which the funds are to be utilized. Grants will be awarded in August. Students can complete the FAFSA online at www.fafsa.ed.gov.

TO FIND OUT MORE

Our Student Information Center and Financial Aid staff members are available to give more detailed information and advice by phone, by mail or in person.

For further financial aid information contact: Financial Aid, SUNY Empire State College, 111 West Ave., Saratoga Springs, NY 12866-6069, 800-847-3000, ext. 2285 or visit the website at www.esc.edu/FinancialAid or email FinancialAid@esc.edu.

For assistance in completing the federal application, call 800-4FED-AID.

There are many private scholarships and grants available to students who meet specific criteria. Check the reference section of your local public library or use a Web-based search site linked from www.esc.edu/FinancialAid for this information.
Policies and Procedures

ACADEMIC APPEALS POLICY AND PROCEDURES

Policy Statement

Students are responsible for reviewing and abiding by the college’s academic policies and procedures. Students are responsible for their academic choices and for meeting the standards of academic performance established for each study or course in which they enroll.

Faculty are responsible for establishing methods and criteria for evaluation and evaluating a student’s performance in learning contracts, courses, final projects, exams, prior learning assessments, etc. Evaluations of students, awards of academic credit and other academic judgments are based upon academic performance and the application of relevant academic policies.

Academic judgments made by faculty and other academic professionals are recorded in college documents, such as:

- learning contract, and course outcomes and evaluations;
- evaluations of prior learning; and
- written academic decisions made by assessment committees, academic review committees, center or program administrators, or other academic staff.

On occasion, a student may disagree with the academic decision of a faculty member or academic professional or committee. The college provides an appeals process for the student to request reconsideration of an academic decision.

Appeals are petitions to change a decision rendered about an academic matter. The basis for a student’s appeal of an academic decision may be either that the academic judgment was unfair in the view of the student or that the college’s academic policies were applied incorrectly in the view of the student.

Procedures for Appeals of Academic Decisions

The administrator for the center or program where an academic decision was made is responsible for administering the appeals process.

If the relevant administrator made the original academic decision while serving in the role of mentor, tutor or evaluator, the faculty chair fills the administrative role in the appeals process.

The locus of appeal is the center or program where the original academic decision was made. For example, if a center student enrolls in a Center for Distance Learning course and appeals the CDL course outcome, the appeal is handled by the Center for Distance Learning. Questions about the appropriate locus of an appeal are resolved by the ombudsperson in the Office of Academic Affairs. The relevant administrator should provide the student with a copy of the Student Academic Appeals Policy.

The college appeals process includes an informal resolution procedure as well as a procedure for formal appeal of an academic decision. The college strongly encourages the student to attempt an informal resolution before making a formal appeal.

A. Procedure for Informal Resolution

The informal resolution process includes two possible steps:

1. The student should discuss the matter directly with the party who made or represented the academic decision (tutor, mentor, assessment committee representative, assessment professional, etc.) and make a reasonable effort to resolve the issue. The student must begin such an informal resolution process within 30 days of receiving the academic decision. (Throughout this document, read days as calendar days.)

2. If no resolution is reached through the first step, or if the student is uncomfortable trying to resolve the issue directly with the appropriate party, the student should request informal resolution by the dean or program director (or designee). This step must occur within 45 days of the student’s receipt of the original academic decision.

The center or program administrator discusses the academic decision with the student and listens to the student’s perspective on the situation, and may gather additional relevant information. The administrator attempts to facilitate understanding and acceptance by the student of the original decision or agreement by the parties to an alternative resolution, as appropriate. The center or program administrator does not play a decision-making role; rather, he or she facilitates a resolution when possible.

B. Procedure for Formal Appeal

1. A student may initiate a formal appeal of an academic decision within 60 days of receipt of the decision, whether or not he or she has attempted an informal resolution as described previously. An Academic Review Committee, described below, considers appeals of academic decisions.

  a. The student submits a written appeal to the center or program administrator and includes in it:
a. a full description of the academic decision and the basis for the student’s appeal for reconsideration,

b. a statement of the remedy the student is seeking,

c. any supporting documents, and

d. information on when and with whom the student may have attempted any informal resolution.

b. The administrator transmits the appeal to the center or program Academic Review Committee (ARC) and provides a copy to any other relevant parties. The administrator should take these steps within seven days of receiving the appeal. He or she ensures that the ARC review takes place in a timely manner.

2. Academic Review Committee

   a. The ARC consists of at least three, but no more than five, faculty members. Each center or program establishes procedures for constituting the ARC and for establishing a chair. If a member of the ARC is a party to the appeal, a substitute is designated if necessary to bring the membership up to the minimum.

   b. The ARC may obtain additional relevant information before or after a hearing. Academic Review Committee consideration of the appeal focuses only on the student’s claim of unfairness or incorrect application of college policies.

3. Initial ARC Review

   a. Based on its initial review, the ARC may return an appeal to the student for further information or clarification. If the appeal is returned for further information or clarification, the student must submit the requested information or revision within 15 days for the appeal to be heard.

   b. Upon review of the initial or resubmitted appeal, the ARC may determine that there is no basis for a claim of unfairness or incorrect application of college policies and refuse to hear the appeal.

   c. The ARC should convey a decision not to hear an appeal within seven days of receiving the initial or resubmitted appeal.

4. ARC Hearing

   a. Each party to an appeal has a right to a meaningful opportunity to be heard and to respond to information and documentation presented. The chair of the ARC will ensure a fair and timely hearing of the information and produce an accurate record of the hearing.

b. The ARC should schedule a hearing within 30 days of receipt of an appeal to consider information relevant to the appeal. A hearing may take the form of a meeting, conference call or videoconference, at the discretion of the ARC.

c. The student may attend the hearing and present his or her case directly to the ARC. Likewise, the individual or a representative of the committee responsible for the original decision also may attend the hearing and present relevant information. A student may have an advisor at the hearing; however, the advisor may not participate directly in the hearing.

5. Following a hearing, the ARC deliberates in closed session. Decisions are made by majority vote unless otherwise noted. The ARC may:

   a. uphold the original decision,

   b. refer the decision back to the individual or committee making the original academic decision for reconsideration based upon ARC findings regarding fairness and/or application of college policy, or

   c. revise or overturn the original decision, which requires a unanimous vote by the ARC.

The ARC should provide a written decision and rationale for the decision to the student and other relevant parties within seven days of the hearing.

6. Reconsideration by original decision maker. If the ARC refers the decision back for reconsideration, the individual or committee making the original decision reviews the situation and may either affirm the original decision or issue a new decision. The individual or committee should convey the result in writing to the student and other relevant parties within 30 days of the referral.

7. Further Appeal. The student may appeal either a decision made by the ARC, including one not to hear an appeal, or a decision by an individual or committee following a reconsideration of the original decision. The written appeal is to the center or program administrator.

   a. The student must submit any further appeal in writing to the center or program administrator within 30 days of transmittal of an ARC decision or a reconsideration decision, and must include an explanation or justification for the appeal.

   b. The center or program administrator should notify the other relevant parties within seven days of receiving an appeal. Those parties should provide any written response within 15 days.
c. The center or program administrator should provide a written decision and rationale within seven days of receiving responses to the appeal. The written decision is conveyed to the student with copies to the other relevant parties.

8. Final Appeal. Decisions made by the center or program administrator may be appealed to the provost/vice president for academic affairs (VPAA).

a. The student must submit any further appeal in writing to the provost/VPAA within 30 days of transmittal of an ARC decision or a reconsideration decision, and must include an explanation or justification for the appeal.

b. The provost/VPAA should notify the other relevant parties within seven days of receiving an appeal. Those parties normally provide any written response within 15 days.

c. The provost/VPAA should provide a written decision and rationale within seven days of receiving responses to the appeal. The written decision is conveyed to the student with copies to the other relevant parties.

d. The provost/VPAA’s decision is final.

9. A student’s status does not change while an appeal is under consideration. If a student was dismissed, he or she remains dismissed. If he or she is in academic warning, the warning stands.

ACADEMIC HONESTY POLICY AND PROCEDURES

Policy

Empire State College expects honesty from students in presenting all of their academic work. Students are responsible for knowing and observing accepted principles of scholarly research and writing in all academic work.

Academic dishonesty or cheating includes acts of plagiarism, forgery, fabrication or misrepresentation, such as the following:

- claiming the work or thoughts of others as your own
- copying the writing of others into your written work without appropriate attribution
- writing papers for other students or allowing them to submit your work as their own
- buying papers and turning them in as your own
- having someone else write or create all or part of the content of your assignments
- submitting the same paper for more than one study or class without explicit permission from the faculty members
- making up or changing data for a research project

- fabricating and/or altering documents and/or information in support of the degree program

College faculty and staff provide guidance regarding academic honesty through new student orientation programs and materials, learning contracts and study materials, and other college information resources. The college website, print materials, writing centers, writing studies and workshops, as well as innumerable texts on college research writing, provide rich resources for learning in this area.

Mentors, tutors, evaluators and others who make academic decisions (who are collectively referred to as faculty in the remainder of the document) are responsible for identifying breaches of the college’s academic honesty expectations. Faculty make judgments about whether a breach of academic integrity represents a developmental need or a dishonest act. Faculty determine study, course and credit by evaluation outcomes and respond to breaches of academic honesty expectations in accordance with the procedures outlined on the following pages.

The dean of the student’s home center may reprimand, warn or dismiss a student for serious acts of dishonesty in accordance with the procedures that follow.

Procedure

When facing a breach of academic honesty expectations, a faculty member exercises his or her academic judgment in light of the particular circumstances and the student’s academic history. Consultation with the dean and/or the faculty chair throughout the process is encouraged.

The faculty member:

1. reviews this policy and procedures statement.

2. documents the concern to the extent possible.

3. determines whether the breach is intentional and/or knowing, or results from a need for academic skills development.

4. based on that determination, identifies options for responding to the case in accordance with the procedures that follow.

A. When Breaches of Honesty Expectations Result From a Need for Academic Skills Development

1. When the faculty member determines that a breach of academic honesty expectations resulted from the student’s need for academic skills development, he or she

   - raises the concern quickly and directly with the student
   - continues to work with the student
   - outlines expectations for academic honesty and refers the student to appropriate resources for skills development
   - informs the student’s primary mentor (advisor) of the concern.
Once a faculty member or study tutor brings a breach of academic honesty to the attention of the student, the student is responsible for learning the necessary skills to prevent such concerns regarding future work.

2. The faculty member also does one or more of the following, or some other appropriate action, at his or her discretion:
   a. provides developmental advice to the student on academic expectations and the nature of the student’s breach of those expectations.
   b. requires that the student consult specific research writing or other academic skills development resources.
   c. requires that the student rewrite the assignment(s), meeting standards for academic honesty.
   d. requires that the student complete additional assignment(s) that meet standards for academic honesty.
   e. fails the student on the assignment and/or lowers the student’s grade in the study, if the study is graded.
   f. raises the developmental concern in the narrative contract evaluation or other report of the academic decision.

3. Having provided guidance to the student, the faculty member remains alert to the possibility of further breaches. If the faculty member discovers repeated instances of problematic behavior, he or she considers whether the breach is an intentional/knowing act or if it resulted from a need for further skills development. In general, the college views repeated instances of mishandling source materials as acts of dishonesty, not as a need for further skills development. If the faculty member concludes that a repeated instance is part of the normal process of learning documentation skills, he or she continues to work with the student and follows the procedures in this section. However, if the faculty member concludes that these repeated instances are intentional and/or knowing acts of dishonesty, he or she proceeds as outlined for cases of academic dishonesty.

B. When the Breach is Knowing or Intentional

Action by the Faculty Member

1. When academic dishonesty occurs in the context of a study or course, the faculty member normally assigns a no credit outcome. When academic dishonesty occurs in the context of individualized credit by evaluation (CBE), the evaluator normally does not grant credit for the component. If the faculty member concludes that a no credit outcome is not warranted for a study or course or that the student should receive credit for the CBE component, then the faculty member follows the procedures for breaches of academic dishonesty resulting from a need for academic skills development described in the previous section. Otherwise, the faculty member follows the steps in the next section.

2. When a faculty member concludes that a student has committed an act of academic dishonesty that warrants a no credit outcome (or the equivalent if the context is other than a study or course) he or she:
   a. raises the concern quickly and directly with the student.
   b. assigns a no credit outcome for the study or course or an evaluation for a CBE.
   c. informs the student in writing within four weeks (either through the learning contract outcome [LCO] form or through a memo) of the determination and the reason for it (and the study outcome as appropriate).
   d. copies the written notice to the student’s primary mentor and the dean (both at the student’s home center or program and at the center or program where the suspected dishonesty occurred, if the two are different).

A student who believes that the determination of academic dishonesty is unfair may appeal that decision through the college’s Student Academic Appeals Policy and Procedures.

Serious Acts of Dishonesty

1. Possible Penalties. Serious or continued breaches of academic honesty also may constitute grounds for formal reprimand, academic warning or dismissal from the college. The following penalties may apply:

   **Reprimand**
   A reprimand is a formal written notice from the dean to the student expressing disapproval of the behavior. It describes the nature of the breach of academic honesty standards, expectations for future behavior and any specific educational requirements. The letter of reprimand is not included in the student’s official college record.

   **Academic Warning**
   An academic warning for academic dishonesty is a formal written notice from the dean to the student providing conditions for continued enrollment in the college. It describes the nature of the breach of academic honesty standards, expectations for future behavior and any specific educational requirements. The academic warning for academic dishonesty is included in the student’s official college record. A breach of academic honesty expectations after an academic warning for academic dishonesty normally leads to dismissal.
An academic warning for academic dishonesty remains active on the student’s academic record until graduation. While the college retains information internally about the academic warning after graduation, the college clears the official record. If the student pursues additional study with the college, the information is available to college personnel who may consider it if the student breaches academic honesty expectations again.

**Academic Dismissal**

An academic dismissal for academic dishonesty is an indefinite separation from the college. The formal written notice describes the nature of the breach of academic honesty expectations. The academic dismissal for academic dishonesty is included in the student’s official college record.

2. **Review of Serious Cases of Dishonesty.** If the faculty member, the primary mentor or the dean of the center where the dishonesty occurred believes that an instance of academic dishonesty is serious enough to warrant an official reprimand or possible academic warning or dismissal he or she refers the case to the dean of the student’s home center. The dean of the student’s home center/program reviews the case and the student’s academic history and determines next steps. He or she may:

- refer the case to the Academic Review Committee (ARC) for a recommendation on possible reprimand, academic warning or academic dismissal;
- issue a reprimand; or
- in consultation with the student’s primary mentor, require additional educational activities and/or provide developmental advice.

3. **Academic Review Committee Procedures.** The Student Academic Appeals Policy and Procedures defines Academic Review Committee (ARC) membership. Academic Review Committee procedures are as follows:

   a. When the dean refers the case to the ARC, he or she notifies the student in writing within 15 days of receiving the copy of the notice to the student from the faculty member. The dean’s notice provides the student the opportunity to respond in writing to the ARC.

   b. The student has 15 days to submit any written response to the ARC. The ARC considers the student’s response in its review.

   c. The ARC may obtain additional relevant information before or after a hearing.

   d. **Academic Review Committee Hearing**

      - The ARC should schedule a hearing within 30 days of receiving an academic dishonesty case to consider relevant information. A hearing may take the form of a meeting, conference call or videoconference, at the discretion of the ARC.

      - Each party to a case of academic dishonesty has a right to a meaningful opportunity to be heard and to respond to information and documentation presented. The chair of the ARC ensures a fair and timely hearing of the information and provides an accurate record of the hearing to the dean.

      - The student may attend the hearing and present his or her case directly to the ARC. Likewise, the individual(s) referring the case also may attend the hearing and present relevant information. A student may have an advisor at the hearing; however, the advisor may not participate directly in the hearing.

   e. Following the hearing, the ARC deliberates in closed session. Decisions are made by majority vote. The ARC decides whether the breach of academic honesty was intentional or knowing or a result of a developmental need. Based on its conclusion the ARC may:

      - decide that a penalty is unwarranted,
      - recommend that the dean issue a reprimand or academic warning, or
      - recommend that the dean dismiss the student from the college.

   f. Within seven days of the hearing, the ARC transmits its decision/recommendation and rationale in writing to the student, the primary mentor and the dean.

4. **Review of ARC Decision/Recommendation by the Dean.** Within seven days, the dean reviews the ARC’s decision on dishonesty and any recommendation for a reprimand, academic warning or dismissal. The dean may decide to issue a reprimand, academic warning or dismissal as appropriate to the situation or may issue another decision.

5. **Written Notice.** The dean provides to the student a written notice of his or her decision in the case.

   a. If no penalty is warranted, the dean provides the rationale and advises the student of developmental resources and/or required educational activities as appropriate to the case.

   b. If a penalty is warranted, the dean provides written notice to the student of the penalty, which may be a reprimand, academic warning or academic dismissal. The written notice specifies the effective date of the action.
c. The dean sends a copy of any written notice to the student’s primary mentor and retains a copy in the center/program file. The dean also sends a copy of written notices of academic warning or dismissal to the Office of the Registrar.

Reinstatement After Dismissal for Academic Dishonesty

For the dean to consider reinstatement, a student must present to the dean convincing written evidence that he or she has come to value the standards for academic honesty and a written affirmation that he or she agrees to follow the college’s Academic Honesty Policy.

The dean of the student’s home center is responsible for acting on requests for reinstatement after academic dismissal. Students are not eligible for reinstatement for at least 16 weeks or one term, whichever is longer, after an academic dismissal.

Students who are academically dismissed a second time for academic dishonesty are not eligible for reinstatement.

If the dean reinstates a student, he or she places the student in warning status. The dean also may establish terms and conditions for re-enrollment that promote academic honesty. For example, the center/program administrator may impose specific conditions, such as requiring:

- participation in writing center workshops,
- enrollment in studies to build academic skills, or
- enrollment in a study on ethics.

Written Notice. The dean sends a copy of any written notice of reinstatement to the student’s primary mentor, retains a copy in the center/program file and forwards a copy to the Office of the Registrar.

Student Appeals

Students may appeal any decision made about academic honesty as outlined in the Student Academic Appeals Policy and Procedures.

Effect on Enrollment Status

The effective date of the withdrawal may affect the full- or part-time enrollment status of the student. For the purpose of establishing enrollment status, enrolled credits are the number of registered credits after day 28 of the enrollment term. For example, a student who first enrolls for 12 credits and withdraws from one 4-credit study on or before day 28 remains enrolled for only 8 credits and is no longer considered full time. If the student withdraws after day 28, he or she is considered full time.

A withdrawal that results in a change from full- to part-time enrollment status can jeopardize the student’s financial aid eligibility. See the Empire State College statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

Effect on Satisfactory Academic Progress

The effective date of a withdrawal also affects the calculation of satisfactory academic progress. For purposes of calculating academic progress, credits attempted is the number of registered credits after day 28 of the enrollment term. Thus, the date of withdrawal affects whether the credits are counted in the number of credits attempted. For example, if a student first enrolls for 12 credits and then withdraws from one 4-credit study on or before day 28, satisfactory progress is calculated on 8 credits attempted. If the student withdraws after day 28, satisfactory progress is calculated on 12 credits attempted.

For information on the effect on financial aid eligibility, see the statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

ADDING AN ADVANCED CERTIFICATE PROCEDURE

The School for Graduate Studies offers many advanced certificate programs. While a certificate can be completed as a standalone degree, you may want to complete a certificate while completing a master’s degree as a way of enhancing your master’s and earning two credentials at the same time. If considering adding a certificate program, you should discuss this with your mentor. Some or all of the certificate courses may be used in your master’s program depending on which program you are in and where you are in that program.

It is important to note that if completing both an advanced certificate and a master’s degree at the same time, financial aid is not available for credits taken beyond the total number required for the master’s degree.

To add a certificate program, you must apply at www.esc.edu/GradApply, and pay the $25 orientation fee.
ADMISSION POLICY

Graduate Degree Programs

Admission to the graduate degree programs at Empire State College is selective. Criteria for admission includes:

- documented completion of a bachelor's degree from a regionally accredited institution.
- an appropriate correlation between the candidate's objectives and the particular graduate program to which he or she is applying.
- evidence of the candidate's preparation to pursue the subject matter and the ability to meet the academic demands of the program to which he or she is applying, including completion of any required prerequisites.

The dean of the School for Graduate Studies, upon the recommendation of the graduate faculty, makes the final decision regarding admission.

Advanced Certificates

Criteria for admission includes:

- documented completion of a bachelor's degree from a regionally accredited institution.

Applicants to the advanced certificate programs will be admitted once all required application materials are submitted. Empire State College admits students without regard to the race, gender, disability, religion or national origin.

Applicants must complete the admissions process within one year of beginning the process. After one year, any application materials received by the Admissions office will be purged.

Applications must be completed and submitted by the published deadline in order to be considered for admission to an upcoming term unless extended by the School for Graduate Studies. All graduate programs are term based. Term options for initial enrollment are specific to the degree or certificate to which a student has been accepted (fall, spring, summer).

Admitted applicants may enroll initially in the graduate program within three calendar years from the date of their admission. Those who wish to initiate enrollment after this time must reapply for admission.

An applicant who is denied admission may apply again (to any Empire State College graduate degree program) after a period of one year from the prior date of application. Applicants who wish to appeal denial of admission may do so in a letter to the dean of the School for Graduate Studies.

ADMISSION PROCEDURE

Graduate Degree Programs

It is the applicant's responsibility to gather supporting credentials and submit them to Admissions. Applicants should apply using the online applications (www.esc.edu/GradApply). A paper copy of the application(s) may be requested from the School for Graduate Studies. Once all applications materials are received by Admissions, the completed application will be sent to the School for Graduate Studies for review.

A complete application consists of the following:

1. Application Form
2. Official transcripts – official undergraduate and graduate transcripts from all institutions attended are submitted to the Admissions office. Transcripts from a non-U.S. institution must be evaluated by a member organization of the National Association of Credential Evaluation Services (NACES) or by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Empire State College graduates do not need to request a transcript. One will automatically be placed in their application folder.
3. Essays – required essay(s) specific to the degree program.
4. Resume – a resume including previous experience, education and other achievements.
5. Recommendations – two letters of recommendation from appropriately qualified persons are required. Personal references are not acceptable. The School for Graduate Studies Recommendation Form must be used. Letters of recommendation may be attached to the form. Recommendations must be received in a sealed envelope with the recommender's signature across the seal.
6. English Language Proficiency – applicants for whom English is not the first language must submit proof of proficiency. The School for Graduate Studies will accept the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) test scores taken within the last three years. You must score within the range of 79-94 on the TOEFL Internet-based test (iBT), 250 on the computer-based test (CBT), 600 on the TOEFL paper-based test (PBT), or 6.5-7 on the IELTS to be considered for admission to the Empire State College graduate degree programs. Applicants, who have completed a bachelor's degree from a U.S. institution or from an institution where the instruction was given in English, may be exempt.
7. Entrance exams – submit official score reports of required entrance exams (GRE, Miller's Analogies) for the Master of Arts in Teaching program.
Advanced Certificates

Applicants must apply using the online application (www.esc.edu/GradApply).

A complete application consists of the following:

1. Application Form

2. Official transcripts – official undergraduate transcript is submitted to the Admissions office. Transcripts from a non-U.S. institution must be evaluated by a member organization of NACES or AACRAO. Empire State College graduates do not need to request a transcript.

3. English Language Proficiency – applicants for whom English is not the first language must submit proof of proficiency. The School for Graduate Studies will accept TOEFL or IELTS test scores taken within the last three years. You must score within the range of 79-94 on the TOEFL Internet-based test (iBT), 250 on the computer-based test (CBT), 600 on the TOEFL paper-based test (PBT), or 6.5-7 on the IELTS to be considered for admission to the Empire State College advanced certificate programs. Applicants, who have completed a bachelor’s degree from a U.S. institution or from an institution where the instruction was given in English, may be exempt.

4. Program fee ~ $25 nonrefundable.

ADMISSIONS: APPEALING A DENIAL PROCEDURE

Applicants wishing to appeal an admission decision must do so in a letter to the dean of the School for Graduate Studies. The letter should indicate important qualifications, which the student feels they demonstrated in their application, that show strong potential for success in graduate study. This reason alone can be used to appeal an admission decision. The appeal can request that the dean review the application or that the one-year waiting requirement be waived so the applicant can apply for the next available term. If the applicant feels they can develop a stronger application with more time, they should request a waiver of the time period. Requests for both will not be considered. Therefore, the applicant must specify whether they are appealing the decision or the waiting period for reapplication.

COLLEGE NONDISCRIMINATION NOTICE

Pursuant to Empire State College policy, the college is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment and access to services, programs and activities, without regard to an individual’s race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status or criminal conviction. Employees, students, applicants or other members of the college community (including but not limited to vendors, visitors and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The college’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans With Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Affirmative Action Officer/Title IX Coordinator Mary Morton, Office of the President, 2 Union Ave., Saratoga Springs, NY 12866-4390; 518-587-2100, ext. 2265; email Mary.Morton@esc.edu. Inquiries also may be directed to the United States Department of Education’s Office for Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005-2500; 646-428-3800; email OCR.NewYork@ed.gov.

BIAS CRIMES

Hate crimes, also called bias crimes or bias-related crimes, are criminal activities motivated by the perpetrator’s bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as race, religion, ethnicity, gender, sexual orientation or disability.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender.

If you are the victim of, or witness to, a hate/bias crime at a college location or event, report it to the appropriate local police agency. Since college services are delivered through locations across the state and the college does not have its own police force, we rely on local law enforcement to respond to reported crimes at our locations.

Reporting a Bias Crime to the College

After you have seen to your own and the victim’s safety and well-being, you may need to report the incident to a college official. The college has procedures in place to facilitate reporting:

You may report the crime to the dean of the School for Graduate Studies, who will ensure that the proper individuals in the college are notified.

You also may report the incident to the Office of Campus Safety and Security at the college’s Coordinating Center in Saratoga Springs and:
• if the accused is a member of the college faculty or staff, in addition to filing a police report, report the crime to the Office of Human Resources at 518-587-2100, ext. 2240.

• if the accused is a student at the college, in addition to filing a police report, report the crime to the director of collegewide student services who can be reached at 518-587-2100, ext. 2463.

Bias Incidents
Bias incidents directed at a member of a group within Empire State College that does not rise to the level of a crime include bigotry, harassment or intimidation based on national origin, ethnicity, race, age, religion, gender, sexual orientation, gender identity, disability, veteran status, color, creed, victim of domestic violence or marital status. Such incidents may be addressed through the State University’s Discrimination Complaint Procedure or the college’s Student Conduct Policy and Procedures. Bias incidents can be reported to the Office of Campus Safety and Security at 518-587-2100, ext. 2800, or by contacting one of the following individuals:

Mary Morton
Affirmative Action Officer
Office of the President
SUNY Empire State College
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2265

Patricia Myers
Director of Collegewide Student Services
Office of Academic Affairs
SUNY Empire State College
1 Union Ave.
Saratoga Springs, NY 12866-4309
518-587-2100, ext. 2463

Victims of bias crimes or incidents may seek counseling services from their own health care providers. The college has a counseling service that is available for assessment, short-term telephonic counseling and crises. The counseling service provides assistance in locating face-to-face counseling for students in their local region if needed. The number for this service is 800-756-3124.

COMPUTER USE STATEMENT
Empire State College promotes student use of its online academic resources, online student support services and the computing facilities located at regional centers and units, and seeks to improve the computer literacy of its students. Every user is expected to adhere to the guidelines that follow to further these goals.

1. Receiving an account is a privilege extended only to the person assigned the account. Under no circumstances should anyone else be allowed to use the account. Users are expected to take all reasonable precautions to prevent unauthorized use of their account.

2. Unauthorized use of the Empire State College computer networks will lead to the termination of the user's account. Unauthorized use of college computers and computer accounts includes (but is not limited to):
   a. using any college computer or account for personal profit.
   b. using any college computer resources, online resources or accounts for other than academic or college purposes.
   c. attempting to interfere with the performance of any Empire State College computer or computer system.
   d. damaging any college computer hardware or software.
   e. accessing or attempting to access computer files or information belonging to another user without permission.
   f. interfering with or attempting to interfere with the legitimate work of another user on the college computer network.
   g. allowing someone else to use your Empire State College computer account.
   h. the unauthorized copying of any Empire State College software or Web page that is protected by copyright, patent or trade secret law.
   i. abusing specific computer resources, such as the Empire State College network or the Internet.
   j. circumventing or attempting to circumvent Empire State College's computer system security.
   k. using any college computer or account for any activities that violate local, state or federal laws.

3. The college reserves the right to monitor or restrict computing activity on this system. The college is not responsible for loss of data or service interference resulting from efforts to maintain the college's computing facilities.


CONDUCT POLICY AND PROCEDURES
Policy Statement
The Student Conduct Policy sets behavioral standards for Empire State College students and defines the relationship between the college and its students. It affirms values essential to promoting individual intellectual and personal development and for creating an effective learning community. Empire State College expects students to conduct themselves in a responsible manner that is respectful of the rights, well-being and property of all members of the college community and that supports the college's educational...
mission. This policy complies with section 6450 of the Educational Law and section 535 of the Rules of the Board of Trustees of the State University of New York.

Students are expected to:

- treat students, faculty and staff of the college with civility and respect;
- represent themselves and any documentation that they may present to the college in an honest manner;
- respect college property and the activities conducted at college facilities or college-sponsored events;
- uphold college policies, SUNY policies and all applicable laws.

Empire State College students should expect the same degree of civility and respect from other students, faculty and staff.

**Scope**

A student is a person admitted or enrolled at Empire State College. The college has an interest in student conduct, which occurs during a student’s matriculation or enrollment at the college, including any breaks in enrollment permitted by college policy. Students are responsible for their own behavior and the behavior of their guests.

The college does not normally pursue alleged conduct violations that occur away from Empire State College facilities or events, or that are not associated with the student’s relationship with Empire State College. However, in situations when the safety of members of the college community may be endangered, the college may review such violations pursuant to the policy on student conduct.

**College Regulations**

The following behaviors by a student, or any guest of a student, whether acting alone or with any other persons, violate the policy on student conduct:

1. conduct that threatens or endangers the mental health, physical health or safety of any person or persons, or causes actual harm, including:
   - physical harm or threat of physical harm such as physical abuse, sexual assault or coercion, harassment and intimidation, whether physical, verbal (oral or written) or nonverbal
2. dishonest conduct not covered by the Empire State College Academic Honesty Policy and Procedures, including forgery, alteration, fabrication or misuse of identification cards, records, grades, diplomas, college documents or misrepresentation of any kind to a college office or official
3. disorderly conduct that interferes with the rights of others
4. intentional or reckless disruption or interference with the activities of the college or its members
5. theft of personal or college property or services, or illegal possession or use of stolen property
6. vandalism or intentional or reckless damage to personal or college property
7. unauthorized entry, use, or occupation of college facilities or the unauthorized use or possession of college equipment
8. illegal purchase, use, possession or distribution of alcohol, drugs or other controlled substances*
9. failure/refusal to comply with a reasonable request from a college official acting within the scope of his or her duties
10. unauthorized possession or use of firearms, explosive devices, fireworks, dangerous or illegal weapons, or hazardous materials
11. interference with, or misuse of, fire alarms, elevators or other safety and security equipment or programs, including, but not limited to, initiating, or causing to be initiated, any false report, warning or threat of fire, explosion or other emergency
12. violation of a condition or sanction imposed (or agreed upon) due to a violation of the policy on student conduct
13. violation of any federal, state or local law that poses a threat to the health, safety or well-being of the college or its individual members

* See Empire State College Firearms policy

**Rights of the Parties**

Students are entitled to equal care and fairness in the application of the policy on student conduct. A student accused of a breach of student conduct and others in the college community have equally important interests. Thus, the college takes into account the interests of all parties in order to reach a fair resolution.

1. Each party has the right to be informed of his or her rights through receipt of a copy of this policy.
2. Each party has the right to receive relevant information and documentation, including information that is favorable to the student accused of a violation or that may indicate that he or she may not be responsible.
3. Each party has the right to a meaningful opportunity to be heard and to respond to the information and documentation presented.

**Consideration of Information**

In both formal and informal investigations of complaints and concerns, the college may review and consider relevant information about prior complaints and their outcomes and informal steps toward changing the behavior. The college will not include information about conduct complaints for which a student was found not responsible.
**Interim Suspension**

1. Interim suspension is used only in the following circumstances:
   - to ensure the safety and well-being of members of the community or preservation of college property; or
   - to ensure the student’s own physical or emotional safety and well-being;
   - if the student poses a definite threat of disruption of or interference with the normal operations of the college.

2. The dean or provost’s designee may place a student on interim suspension upon making a determination that such an action is necessary to maintain safety and order. The dean or provost’s designee normally consults with the provost and/or judicial officer before taking such action. The interim suspension remains in effect until responsibility and sanctions have been determined and any appeals have been resolved.

3. Upon placing the student on interim suspension, the dean or provost’s designee immediately forwards a formal complaint to the judicial officer. Consequently, the dean or provost’s designee is a party to the complaint.

4. The judicial officer assembles a Student Conduct Committee as outlined and conducts the hearing within 15 calendar days of the notice to the student of the interim suspension.

5. A student placed on interim suspension may request reconsideration in writing to the dean or provost’s designee. The student must provide evidence that he or she is not a risk to safety and order. The dean or provost’s designee reviews the request and considers the information the student provides. If the dean or provost’s designee reconsiders and sustains the suspension, the student may appeal to the provost.

**Informal Resolution**

Center, program and functional staff (Financial Aid, Student Accounts, Business Services, Admissions, etc.) are expected to resolve issues around student behavior informally through discussion and advisement before moving to formal complaints. Any resolution reached through this process is binding. Staff summarize in writing both informal resolutions reached with a student, as well as attempts to resolve issues informally and send that summary to the student and any other relevant parties. In some cases, it is appropriate to move directly to a formal complaint.

**Formal Complaints**

The Office of Academic Affairs is responsible for administering formal student conduct procedures. A staff member within the Office of Academic Affairs serves as the college’s judicial officer.

The college uses the procedures that follow only if there is a formal allegation of a breach of student conduct as defined in this policy. The procedures support investigation of alleged misconduct and hearings are an extension of that investigation and not trials.

The college’s standard for finding a student responsible for a violation of the policy on student conduct is that there is a preponderance of evidence supporting the complaint.

There are three possible formal sanctions. The sanctions of expulsion and suspension result in a loss of good standing with the college. Repeated violations may be a basis for determining that a sanction of suspension or expulsion from the college is warranted.

- **Expulsion**: A student who is expelled from the college for disciplinary reasons is permanently excluded from all college activities, functions, facilities and buildings, and may not use any college resources.

- **Suspension**: A student who is suspended from the college is excluded from all college activities, functions, facilities and buildings and may not use any college resources for the period of the suspension. The student is restored to good standing at the end of the suspension period.

**Written Warning**: A written warning describes the breach of conduct and directs the student not to repeat the conduct in question. A written warning indicates that the student has damaged his or her relationship with the college, but does not carry a loss of good standing. A written warning issued for a breach of conduct will be reviewed when considering any future breaches of conduct.

A suspension or written warning may be accompanied by restrictions on the use of specific college resources or facilities (e.g., use of computer resources). A restriction may be temporary or permanent. Information defining such restrictions must be included in the written notice to the student.

In addition to the sanctions specified above, the college may require the student to make restitution or compensate for any loss, damage or injury.

**PROCEDURES**

**Formal Complaint**

Any member of the college community may file a complaint alleging a breach of student conduct. The complainant(s) submits a signed, written complaint to the judicial officer within 30 calendar days of the occurrence of the event or discovery thereof. The complaint must describe the alleged violation and include any available documentation/information. The complaint may include information about previous behavior that demonstrates a recurrent pattern of behavior that is relevant to the current conduct violation. In the initial review, (described below) the judicial officer determines if the college will charge the accused with a violation of the conduct policy.

Given the role of the judicial officer in resolving behavioral concerns, the judicial officer is often aware of the full range of a student’s behavior across the college and may be the most knowledgeable. Consequently, the judicial officer may initiate formal proceedings based on his or her knowledge of the student’s behavior.
behavior. If there is a conflict of interest the judicial officer may excuse himself or herself and the provost will appoint an alternate judicial officer.

**Initial Review**

The judicial officer first determines if there are grounds for the allegation and whether the allegation falls within the scope of the policy on student conduct.

1. If the judicial officer determines that the allegation is groundless or the alleged violation does not fall within the scope of this policy, the judicial officer so notifies the complainant in writing.

2. If the judicial officer determines the allegation falls within the scope of this policy, he or she determines whether a formal or informal process should be followed. If the judicial officer decides that a formal process is required, then the judicial officer charges the student with a violation of the Student Conduct Policy.

**Informal Resolution**

The judicial officer may address the concern through discussion with the student or other appropriate means and make an effort to resolve the matter informally. The formal process is followed if the judicial officer determines that the informal process is insufficient or inappropriate.

**Formal Process**

1. If the judicial officer determines that the alleged violation does not potentially warrant a sanction of suspension or expulsion from the college, but still warrants formal action, the next step is a review conference with the student.

2. If the judicial officer determines that the alleged violation is serious enough to potentially warrant a sanction of suspension or expulsion from the college, the next step is referral to the Student Conduct Committee for a hearing. Repeated violations may be a basis for determining that a referral must be made to the Student Conduct Committee.

In any case, the judicial officer notifies the student in writing within 15 calendar days of receipt of the complaint. The written notice indicates who filed the complaint, summarizes the student's alleged violation of college policy and the nature of the information and documentation presented against the student, and includes a copy of the policy on student conduct. The written notice also indicates whether the next step is a discussion, a review conference or referral to the Student Conduct Committee for a hearing.

**Review Conference**

1. The review conference includes the judicial officer and the student who has been charged with a violation and may take the form of a meeting, phone conference or videoconference. The conference usually takes place within 15 calendar days of the written notice to the student.

2. In the review conference, the judicial officer reviews the allegation and the college's policy on student conduct with the student and gives the student an opportunity to respond. The judicial officer may consult with others, as he or she deems necessary.

3. The judicial officer makes a determination about the allegation and may:
   a. determine that the student is not responsible
   b. determine that the student is responsible and resolve the issue administratively by mutual consent of the parties in a way that is acceptable to the judicial officer
   c. redefine the alleged violation as potentially warranting a sanction of suspension or expulsion from the college, and refer the case to the Student Conduct Committee for a hearing
   d. determine that the student is responsible for a violation for which a written warning is appropriate. In this case, the administrator may impose the sanction of a written warning.

4. The judicial officer provides a written summary of the issue and its disposition to the student, the complainant and the student’s home center or program dean, and maintains a copy for the college's records.

5. The judicial officer copies all correspondence arising from the review conference to the student’s home dean, the provost/VPAA and to relevant parties as appropriate.

6. The judicial officer is responsible for producing and maintaining an accurate record of the review conference.

**Student Conduct Committee**

1. A Student Conduct Committee (SCC) considers alleged violations of the policy on student conduct that may warrant a sanction of suspension or expulsion from the college.

2. A SCC consists of three members, at least one Empire State College faculty member, one student service professional and, if possible, one Empire State College student. If a student is not available another faculty member will be added. The Office of Academic Affairs establishes and maintains a list of faculty and student service professionals trained to conduct hearings. One member of the group of trained faculty and professionals serves as convener.

3. The judicial officer identifies a conduct committee for a particular case and establishes a faculty or staff member of the committee as the hearing officer.

4. If a member of the SCC is a party to a complaint or has a conflict of interest, he or she excuses himself or herself. The judicial officer identifies a substitute member who is not involved in the case replaces the original member.


Student Conduct Hearing

1. A SCC hearing takes place within 30 calendar days of the referral, not counting college no-appointment periods. The hearing may take the form of a meeting, conference call or videoconference, at the discretion of the SCC.

2. The SCC is responsible for conducting a fair hearing of the facts and relevant information.

3. The hearing officer is responsible for procedural decisions, correspondence, and coordinating and chairing the hearing.

4. The judicial officer serves as advisor to the hearing officer; either may designate additional staff support for the hearing.

5. Each party has the right to have an advisor at a SCC hearing, but advisors may not question witnesses, address the SCC or participate directly in the hearing.

6. Each party has the right to refuse to answer questions.

7. The hearing officer must require all witnesses to swear or affirm that the information they provide will be truthful.

8. A single, verbatim record (e.g., transcript or recording) is made of the hearing. It, and any copies made for safekeeping, remain the property of the college. The college provides supervised, post-hearing access to the record, but does not provide copies to the parties.

9. The SCC is responsible for obtaining and reviewing any supporting documentation it deems necessary from the student, the complainant and/or others.

10. Following the hearing, the SCC deliberates in closed session.

11. The SCC is responsible for determining whether the student violated the policy on student conduct and for determining an appropriate sanction. The SCC may:

   a. determine that the student is not responsible;

   b. determine that a violation has occurred which does not warrant even a written warning sanction, and refer the case back to the judicial officer for resolution through a review conference;

   c. determine that the student has violated the policy on student conduct and decide on a sanction of expulsion, suspension or written warning. Since alleged violations are referred to the SCC only when a sanction of suspension or expulsion from the college is potentially warranted, an SCC finding of misconduct normally results in a decision for either of those two sanctions. However, the SCC may decide upon the lesser sanction of a written warning.

12. The SCC transmits its written decision and rationale to the student, the complainant, the student’s home center or program dean and the judicial officer within 15 calendar days of the hearing. The SCC also transmits the verbatim record of the hearing session to the judicial officer within 15 calendar days of the hearing.

Sanctions and Imposition of Sanctions

The judicial officer is responsible for implementing any sanction for misconduct within seven calendar days of the SCC decision. The judicial officer provides a written notice to the student, the complainant and the dean of the student’s home center or program, and maintains a copy for the college’s records.

Appeals

1. The student has the right to appeal a decision by the judicial officer or by the SCC to the provost/vice president for academic affairs. Such appeals are not a rehearing of the complaint; rather, they provide a safeguard against errors or unfairness. The student may appeal the determination of responsibility, the sanction or both.

2. Appeals are considered on one or more of the following grounds:

   a. significant new information not available at the time of the hearing /decision,

   b. information/documentation presented at the hearing/decision that was disregarded,

   c. substantive procedural violation that may have altered the outcome of the hearing/decision, or

   d. imposition of an unreasonable sanction.

3. The student must submit any appeal in writing to the provost/vice president for academic affairs (provost/VPAA) within 30 calendar days of the SCC decision and must include an explanation or justification for the appeal.

4. The provost/VPAA notifies other parties in the case within seven calendar days of receipt of the appeal. Those parties normally provide any written response within 15 calendar days. The provost/VPAA normally provides a written decision and rationale within seven calendar days of receipt of responses to the appeal. The provost/VPAA’s decision is final.

5. If the student files a timely appeal, no sanction is imposed until the provost/VPAA renders a decision, except that an interim suspension imposed to maintain safety and order remains in effect.

Maintaining Records

The Office of Academic Affairs maintains judicial records for five years from the date of last enrollment or graduation date, whichever is later, except in cases resulting in suspension or expulsion, in which case the record is maintained indefinitely. If a student matriculates into another program at Empire State College, the record remains active.
REVIEW OF POLICIES AND PROCEDURES

Changes to this policy are subject to approval by the appropriate governance bodies, the college president and the College Council. The provost/vice president for academic affairs approves procedural changes.

Revised: 2006
Approved: May 2002
Revision Approved by Senate: September 2008
Revision Approved by the College Council: December 2008

COPYRIGHTED MATERIALS: THEIR REPRODUCTION AND USE

Use of Copyrighted Materials

Empire State College complies with the U.S. Copyright Act of 1976 and the Digital Millennium Copyright Act of 1998. The college respects the intellectual property rights of those who create and/or publish original works of authorship in any tangible medium of expression, whether physical or digital media, and regardless of format or genre. The college, therefore, authorizes use of copyrighted materials only under the following conditions:

- when permission is obtained from the copyright owner, or
- when reproduction, dissemination, creation of derivative works, performance or display of copyrighted materials falls within Fair Use guidelines, which are explained on the library’s copyright website at this url: www.esc.edu/library/services/copyright/fair-use/, or
- when performance or display of copyrighted materials in a face-to-face classroom environment falls within Educational Use guidelines.

The library has answers to questions about Fair Use, Educational Use, the Digital Millennium Copyright Act and when it is necessary to get permission to use a copyrighted work. The librarians cannot obtain copyright permission on behalf of faculty, staff or students, and are not qualified to give legal advice. The bookstore manager can provide information on how to obtain permission.

Using Copyrighted Works Online

Reproduction, dissemination, performance, display and creation of derivative works from copyrighted works may be permitted under the Fair Use Exemption of the Copyright Act of 1976, if it passes the Four Factor Test.

Neither the nonprofit status of the college nor the educational nature of the endeavor are sufficient to automatically judge something Fair Use. There is no set guideline for number of words, number of pages or percentage of a total work that can be used.

In order to decide if a use is Fair Use, the library provides a downloadable worksheet at this url: www.esc.edu/library/services/copyright/fair-use/helper/. You should fill it out in order to help make your decision, and then save the completed worksheet as proof of your good-faith effort to comply with the law.

Making Copies in a Face-to-Face Classroom Setting

Making photocopies or other reproductions of copyrighted works to be distributed to students in a face-to-face classroom may be permitted under the Fair Use Exemption of the Copyright Act of 1976, if it passes the Four Factor Test.

Neither the nonprofit status of the college nor the educational nature of the endeavor are sufficient to automatically judge something Fair Use. There is no set guideline for number of words, number of pages or percentage of a total work that can be used.

In order to decide if a use is Fair Use, the library provides a downloadable worksheet at this url: www.esc.edu/library/services/copyright/fair-use/helper/. You should fill it out in order to help make your decision, and then save the completed worksheet as proof of your good-faith effort to comply with the law.

Performance and Display in a Face-to-Face Classroom Setting

Performance and/or display of copyrighted works in a face-to-face classroom is permitted by the Educational Use Exemption of the Copyright Act of 1976.

There are certain restrictions: The college must be accredited and not for profit; the use must be part of teaching and learning, not for entertainment, extracurricular activities or other college business.

As long as those requirements are met, the Educational Use Exemption allows the instructor and/or students to perform musical works, poems, plays or speeches; others to come into the classroom to perform musical works, poems, plays or speeches; display of images, whether in physical or digital media; and playback of audio or video recordings of any kind.

For Copyright Information and Help, Consult the Library

Information on copyright can be found at www.esc.edu/Copyright. Copyright questions can be directed to Librarian@esc.edu.
CROSS-REGISTRATION PROCEDURE
Empire State College students may cross register at other institutions. This option expands the variety of learning resources available. For cross registration, a course must be taken for academic credit at a college or university that is accredited or a candidate for accreditation by a recognized regional accrediting agency.

A graduate student may have no more than 15 credits from transfer and cross registration combined.

For study taken through cross registration at another institution, the learning contract must document the name of the other institution, the course number and the minimum acceptable grade for the credit award at Empire State College (at the graduate level this is a B or better).

The amount of credit to be earned for a cross-registered course must be expressed in semester hours on the Empire State College enrollment documents.

The student must request that the other institution send an official (institution-to-institution) transcript to Empire State College. The contract evaluation or learning contract outcome should refer to the outcome reported on the official transcript. The official transcript is retained by the Office of the Registrar in the student file.

The start date of a cross-registered course must fall within the same financial aid term (fall, spring or summer) as all other components in the Empire State College enrollment.

To cross register, the student must enroll for the course through an Empire State College registration approved by the mentor. The mentor submits an Empire State College learning contract for the course.

The student also must follow local cross-registration procedures. These depend on the type of host institution or on specific arrangements between Empire State College and the host institution.

Empire State College allows tuition adjustments for cross registrations. Procedures depend on the type of host institution or on specific arrangements between Empire State College and the host institution.

Complete information about cross-registration procedures and forms is available through the Cross Registration link on the Web page for Students Accounts at www.esc.edu/StudentAccounts.

DISABLED STUDENTS RIGHTS AND PROCEDURES FOR ACCOMMODATING STUDENTS WITH DISABILITIES
Policy
Empire State College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These acts provide that "... no otherwise qualified handicapped individual ... shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be

subjected to discrimination under any program or activity receiving federal financial assistance (29 USC Sect. 706).” Regulations implementing Section 504 and ADA establish standards for employment practice, accessibility of facilities, and education programs with which institutions receiving federal funds must comply (34 CFR Part 104).

In accordance with these regulations, a qualified person with a disability who meets the academic and technical standards required to enroll in and participate in the Empire State College program shall be provided an equal opportunity to obtain a degree in the most integrated setting appropriate to that person's needs. Empire State College makes reasonable accommodation to meet the needs of students with disabling conditions. Reasonable accommodation does not include academic adjustments that would fundamentally alter the nature, essential requirements or academic standards of the program.

The college considers each student's individual needs through consultation with the student's center or unit and the director of collegewide disability services.

The director of collegewide disability services, in the Office of Academic Affairs the college's compliance with Section 504, ADA and their implementing regulations with respect to students. Questions concerning the college’s policy should be directed to the director of collegewide disability services, SUNY Empire State College, 1 Union Ave., Saratoga Springs, NY 12866-4309, 518-587-2100, ext. 2544.

Procedure for Students Requesting Reasonable Accommodation of Disabling Conditions
Empire State College provides educational services through regional enrollment centers throughout New York state and the Center for Distance Learning. Students with disabling conditions may work out informal accommodations with their mentors/tutors. To make a formal declaration of disability and request accommodation, a student must contact the center's disability representative (see A below).

A. Requesting Accommodation Through the Center's Disability Representative

1. The student first contacts the disability representative for his or her center. A list of the disability representatives and their contact information can be found in the student services section of the undergraduate catalog or online at www.esc.edu/DisabilityServices.

2. The student completes the Disability Declaration and Request for Accommodation form (available from disability representative or online at www.esc.edu/DisabilityServices) to provide information about his or her disability and request accommodations. The student does not need to provide documentation of the disability at this stage.
3. The disability representative reviews the request and determines appropriate accommodations, consulting with the dean, the student’s mentor and the director of collegewide disability services as needed. Most accommodation requests are implemented at the center level. If an accommodation request cannot be easily accommodated at the center level or if the student is requesting an accommodation that necessitates the provision of documentation, the disability representative refers the student to the director of collegewide disability services (see Section B, below).

4. The disability representative informs the director of collegewide disability services that a request has been received and an accommodation has been approved. The student contacts his or her mentors or tutors to discuss implementing the approved accommodations.

B. Referral to the Office of Collegewide Disability Services

1. The disability representative refers a student to the director of collegewide disability services when the disability representative feels that more information is necessary to process the request for accommodations, the requested accommodations cannot be easily implemented at the center level or when documentation is required by a third party involved in the accommodation. Third-party accommodations include:
   a. eligibility for TAP awards as a part-time undergraduate student.
   b. funds from the Reader’s Aid Program.
   c. electronic text copies of textbooks from the publisher.
   d. audio books from Recordings for the Blind and Dyslexic.

2. The disability representative sends the director of collegewide disability services the Referral to the Statewide Coordinator form. This form contains basic information about the student’s request, what actions have been taken so far and the reasons for the referral.

3. Upon receiving the referral, the director of collegewide disability services contacts the student to request documentation. The student should forward supporting materials and requested documentation to the director of collegewide disability services as soon as possible. Review of the student’s accommodation request begins when all documentation has been received. Documentation must be current, include a statement of diagnosis, illustrate the impact of the disability on the student’s academic functioning and recommend accommodations.

a. The director of collegewide disability services reviews and evaluates the request for accommodation, consulting as needed with the assistant vice president for academic affairs, SUNY Office of Disabilities, etc.

b. The director of collegewide disability services makes evaluative judgments in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

c. The director of collegewide disability services provides a written response to the student (with copies to mentors/tutors, the disability representative and the dean) within five business days from receipt of complete documentation and supporting materials. If the requested accommodation is denied, the director of collegewide disability services includes the reason for the denial.

C. Procedures for Requesting Textbooks in Alternative Formats

Students who have a documented print disability may request copies of their textbooks in alternative formats. The college uses a variety of sources to supply these materials, including files obtained from the publishers or Bookshare, audio formats from Recordings for the Blind and Dyslexic and electronic scanning of books to create electronic text.

While the college will make a reasonable effort to provide the textbook in the student’s preferred file format, it will provide a reasonable and effective alternative when it cannot obtain the preferred format.

You must follow the procedures below to request textbooks in alternative formats:

1. Purchase the required textbooks. Whether you purchase your books through the Empire State College online bookstore or privately, you must submit proof of purchase with your request for electronic texts. New York state law requires that students purchase a hard copy of the book requested in alternative format.

2. Download and complete the Application for Alternatively Formatted Textbooks, located on the disability services website (www.esc.edu/DisabilityServices, click on forms.) This form gives the college information regarding a student’s preferred file format and the information about the textbooks required. Submit your request two months before you need the books. While the director of collegewide disability services will accept late requests, late submission reduces the likelihood that you will receive the alternative formats when you need them. You must complete this form each term you need books in alternative formats.
3. Submit your completed application with documentation of your print disability. You need only provide documentation of print disability once. **Note:** you may submit this documentation at the same time you request texts in alternative formats.

**Textbooks Not Available from External Sources**

If the textbooks are not available from external sources within 10 days of the college’s request, the director of collegewide disability services will ask you to provide the college with hard copies of the textbooks for scanning. You should submit these textbooks to the college within 10 days of its request.

- To facilitate scanning (if needed), have the seller (Empire State College Bookstore or other retailer) ship your books directly to the director of collegewide disability services in Saratoga Springs when you purchase your books. The shipping address follows.
- If you must ship the books to the director of collegewide disability services yourself (rather than having the seller ship them directly to the college), the college will reimburse you for shipping costs.

The college will obtain permission from the publishers for the college to scan your books and create the electronic text. The files can be provided to you in text format, digital-audio format or DAISY digital-text format. Please note: the binding of your textbooks will be cut off in order to scan the book. The books will be rebound prior to shipping them back to you. In many instances, paperback books may need to be bound using other materials and will not be restored to their original condition.

Send documentation, requests and books to Office of Collegewide Disability Services, SUNY Empire State College, 1 Union Ave., Saratoga Springs NY 12866-4309.

**Processing and Handling of Requests**

Upon receipt of a request, the director of collegewide disability services will:

- confirm that the following has been received: 1) print disability documentation; 2) completed alternative text application; 3) proof of purchase.
- search the Recordings for the Blind and Dyslexic’s online book catalog for the availability of texts.
- search Bookshare’s inventory of electronic text files for the requested texts.
- locate the contact information for each publisher through the American Association of Publisher’s look-up service and request the textbook in electronic format directly from the publisher.

After 10 business days, the director of collegewide disability services will provide an update to the student via email regarding:

- the availability of textbooks from the lending libraries, i.e., Recordings for the Blind and Dyslexic, Bookshare, etc.
- the response from the publishers regarding the availability of text files requested.
- textbooks received.

If the textbooks are not available from external sources within 10 days, the director of collegewide disability services will ask the student to provide the college with hard copies of the textbooks and the college will scan the student’s textbooks to produce an electronic text file. The files can be provided to the student in text format, digital-audio format or DAISY digital-text format.

When the textbooks have been converted or received, the director of collegewide disability services will ship the student’s files, and any textbooks shipped directly to the director of collegewide disability services, to the student’s home address.

When the alternative text becomes available within one calendar week of the start of the academic term, or if the term already has begun by the time the alternative text becomes available, the college will ship the texts to the student via overnight mail.

**D. Americans with Disabilities Act Grievance/Appeal Process**

An ADA grievance is a complaint related to accommodation of a disability.*

1. Informal resolution. The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of his or her disability representative and/or dean in a timely fashion. This process must begin within 30 calendar days of the concern arising.

2. Written grievance. If the student is unsatisfied with the informal resolution, the student may make a formal, written complaint to the provost. The student should follow procedures for formal appeal located elsewhere in this catalog.

The student may seek further redress by registering a complaint with the Office of Civil Rights or the New York State Division of Human Rights.

* The college’s grievance/appeals procedure should be referenced and utilized for all non-ADA related concerns. The procedure can be found on MyESC (www.esc.edu/MyESC) under policies and procedures.
EMPIRE STATE COLLEGE NAME, SEAL AND LOGO/WORDMARK

Use of College Name and Wordmark

The Empire State College name, symbols, logo and wordmark are protected trademarks of Empire State College. It is the policy of the college to permit the use of these trademarks by centers, Coordinating Center offices and alumni student associations for purposes of public relations and fundraising, where the proceeds benefit the college and its students. Notwithstanding such policy, the college reserves its right, at its sole discretion, to revoke or restrict use of its trademarks for commercial purposes and in any other circumstances.

Any group wishing to use the trademark(s) must receive written permission from the Office of Communications and Government Relations. Such permission will set forth the name of the group, the nature of the use, and restrictions regarding the standards and quality of the goods and services in connection with which the trademark(s) are used. The college reserves the right to approve samples showing the proposed use of the trademarked product or service prior to production and distribution.

The Empire State College trademarks should not be used in any manner suggesting advocacy or official position of the college regarding any issues including, but not limited to, political issues.

For further information to use the Empire State College trademarks, contact the Office of Communications and Government Relations at 518-587-2100, ext. 2494.


GRADUATE EVALUATION AND GRADING

Empire State College features student-centered, mentored learning in all of its modes of study, from guided independent study to residency-based courses and online or blended courses. Regardless of the method of study:

- the learning experience effectively supports the student’s active engagement with the subject of study;
- the learning experience fosters life-long, independent learning skills, including the student’s capacity to assess her/his own learning needs and progress;
- the course instructor responds to, evaluates and actively guides students throughout the learning experience;
- in independent studies, evaluation procedures are often determined in consultation between the student and the course instructor.

Learning Contract/Course Overview

The learning contract or course overview defines the learning objectives of the course, the learning activities to be completed, and the methods and criteria for evaluating the student’s performance. A well-designed learning contract or course overview lays the foundation for effective student evaluation by clearly outlining learning objectives and activities and methods and criteria for evaluation. The course instructor evaluates the student’s work in light of these elements throughout the learning experience. Thus, the course instructor’s feedback to the student is rooted in the learning contract or course overview itself and occurs throughout the course. The course instructor also helps the student develop self-assessment skills, through the design of the course and through dialogue about evaluation methods and criteria.

Evaluation

Grades issued at Empire State College document students’ academic growth. At the same time, students need to meet the minimum performance standards established for each course, for credit to be awarded. To support student achievement, ESC faculty may afford students opportunities to revise work during a course in order to meet performance standards at the minimum or a higher level. Nevertheless, a student who works hard and shows progress, and is still not able to meet the stated criteria for evaluation, does not earn graduate credit.

Grades

The college uses a 4.00 grading scale. The grade assigned to a graduate course completed at Empire State College may be any of the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point</th>
<th>Description</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
<td>Performance is above expectations</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Good</td>
<td>Performance meets expectations</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Minimally acceptable</td>
<td>Performance is below expectations</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Unacceptable</td>
<td>Performance does not meet minimum requirements</td>
</tr>
</tbody>
</table>

Pass (P)

This grade is awarded for specific courses in which the student has performed at the B or better level.

No Pass (NP)

This grade is awarded for specific courses in which the student has performed at the B- or lower level.
It is important to note that an NP does not count as credit earned and therefore may negatively impact satisfactory academic progress. Please refer to the Graduate Satisfactory Academic Progress policy.

Incomplete (IN)
When extenuating circumstances arise, a student may request an outcome of incomplete (IN) from the course instructor. The course instructor may submit an incomplete only when the student has consistently engaged in learning activities and has successfully completed at least 50 percent of the work before the end of the term. The course instructor is not obligated to grant an incomplete.

A student who receives an IN grade must complete the course within 15 weeks of the end date of the term, or earlier if the course instructor has specified an earlier completion date.

If the course is not completed, the IN outcome automatically becomes F at the end of 15 weeks, or earlier if the course instructor has specified an earlier completion date.

It is important to note that an IN does not count as credit earned and therefore may negatively impact satisfactory academic progress. Please refer to the Graduate Satisfactory Academic Progress policy.

Administrative Withdrawal (ZW)
If a student registers for a course, does not withdraw, and does not engage in significant learning activities throughout the term, the course instructor submits a grade of administrative withdrawal (ZW).

It is important to note that a ZW does not count as credit earned and therefore may negatively impact satisfactory academic progress. Please refer to the Graduate Satisfactory Academic Progress policy.

Withdrawal (WD)
A withdrawal (WD) is the only grade initiated by the student. If the student takes action to withdraw from a course, the college enters a withdrawal (WD).

It is important to note that a WD after the 28th day of the term does not count as credit earned and therefore may negatively impact satisfactory academic progress. Please refer to the Graduate Satisfactory Academic Progress policy.

Repeated (RP)
A repeated course is denoted by RP.

Assessed Credit (AC)
In master's programs that provide an opportunity for assessment, an AC denotes credit awarded through the assessment process.

Grades of NP, IN, ZW, WD and F have specific implications for financial aid eligibility. For an explanation, see the Empire State College Statements on Eligibility for New York State Financial Aid and Federal Financial Aid.

Grade Point Average (GPA) Calculation
The College Registrar calculates the grade point average and includes the GPA in the student transcript.

GPA calculation at Empire State College is:

- Based only on courses enrolled in at Empire State College, and is not based on transfer credit or credit awarded through assessment.
- Based only on Empire State College courses in which a letter grade is assigned.

The following letter grades are included in the GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Marginal Outcomes
Grades of B-, C+, and C, while acceptable in meeting graduate degree requirements, are considered "marginal pass" grades. Any such grade, or a GPA that falls below 3.00, or a satisfactory academic progress rate that falls below expectations, warrants an advising conversation between the academic advisor and student, and possibly with the program chair/Coordinator.

Through the advising process, the college may direct the student to improve graduate-level academic skills (e.g., through a formal study of writing or use of other academic support resources), to take a reduced academic load or to take other steps to promote academic success.

Repeated Courses
A student may repeat a graduate course only once. When a student repeats a course, the more recent grade with a quality point value (4.00 through 0.00) for the repeated course replaces the original grade for purposes of the calculation of a grade point average. Grades of IN, ZW and WD (after the 28th day) do not replace the original grade in the calculation of the grade point average. The original course remains a part of the transcript with an outcome of RP to denote that it has been repeated. Note that both the original and the repeated course must still be included in the satisfactory academic progress calculation.
Minimum Grade Point Average Requirement

Empire State College graduate students must maintain a GPA of at least 3.00. A student whose cumulative GPA is below 3.00 is placed on academic warning. If a student who is on academic warning still has a cumulative GPA of less than 3.00 after attempting 6 additional credits at Empire State College then the student is academically dismissed. A cumulative GPA of at least 3.00 is a requirement for graduation.

Master of Arts in Teaching students must maintain a GPA of at least 3.00 in order to be recommended for NYS transitional B certification.

Grade Point Average and Academic Standing

The grade point average is one of two criteria that establish the student’s academic standing with the college. The other is the student’s academic progress rate. A student who meets these two criteria is in good academic standing and therefore maintains her/his eligibility to reenroll. These and other criteria apply to eligibility to receive financial aid. See the Graduate Satisfactory Academic Progress policy and the statements on Eligibility for NYS and Federal Financial Aid.

Academic Warning and Dismissal

The dean of the appropriate school places a graduate student on academic warning when s/he has a cumulative GPA below 3.00.

The dean academically dismisses the student based on the following:

- the student is on academic warning and still has a cumulative GPA of less than 3.00 after attempting 6 additional credits at Empire State College, or

- the student has earned F for at least 6 credits.

Rescinding an Academic Warning. An academic warning is in effect until it is rescinded or the student is academically dismissed. The dean of the appropriate school rescinds the academic warning in writing when the student’s GPA returns to a satisfactory level. The dean of the appropriate school academically dismisses the student if the student’s GPA does not return to a satisfactory level within the next 6 credits of enrollment.

Reinstatement after Academic Dismissal. In order to be reinstated, a student must present written evidence to the dean of the appropriate school, that the student is ready and able to make satisfactory progress. The student should address the problems that led to the dismissal and what s/he has done to correct those problems. The dean consults with program faculty in making this determination.

The dean and appropriate school is responsible for acting on requests for reinstatement after academic dismissal. If the dean reinstates a student, she/he may establish terms and conditions that promote future academic success. For example, the dean may impose specific conditions for subsequent enrollments, such as requiring a reduced academic load or requiring enrollment in courses to build academic skills.

If the student is dismissed from her/his program and wishes to apply to a different program, the student must complete a new application. The student should address the problems that led to the dismissal, what she/he has done to correct those problems, and how she/he expects to achieve success in the new program.

Students are not eligible for reinstatement or readmission for at least one term after an academic dismissal. Students who are academically dismissed for a second time are not eligible for reinstatement or readmission.

Empire State College Transcript

An Empire State College transcript is a summary page displaying all attempted courses in chronological order with grades awarded, as well as transfer credit and assessed credit (if applicable). A cumulative GPA will be computed for all courses with letter grades awarded in the range of A through F. (See the appropriate catalog for complete transcript information.)

Procedure for Retroactive Assignment of Grades

For much of its history, Empire State College provided narrative evaluations without grades. On occasion, a student who received narrative evaluations would later request that the college assign grades to the narratives. When such a request was received, the college would request that the college assign grades to the narratives. However, this procedure cannot fully meet a student’s needs. In such a case, the dean of the appropriate school consults the provost or if the course instructor is no longer available, the instructor’s records and recollection of the student’s work in the course. If the course instructor is no longer available, or if the course instructor is no longer available, or if the course instructor is no longer available, the instructor’s records and recollection of the student’s work in the course. If the course instructor is no longer available, or if the course instructor is no longer available, the instructor’s records and recollection of the student’s work in the course.

The procedure for retroactive assignment of grades is as follows:

1. For each Empire State College course for which the original course instructor is available, the course instructor is responsible for assigning a grade based on the contract evaluation and the instructor’s records and recollection of the student’s work in the course.

2. The dean of the appropriate school forwards the grades to the college registrar.

3. The registrar adds the grades to the narrative evaluations, and thereby includes them in the student’s official transcript.
Appeal of Academic Outcomes
A student may appeal a grade, an academic warning or dismissal, or other academic judgment, as provided in the Student Academic Appeals Policy.

Policy Review
This policy will be reviewed at least once every three years.
Approved: June 23, 2015

GRADUATE STUDENTS ENROLLING IN UNDERGRADUATE COURSES
Occasionally, a graduate student needs to enroll in an undergraduate course to fulfill a prerequisite or deficiency. If the student has not yet been accepted into the graduate program at the college, the student may enroll as a nonmatriculated undergraduate student. If the graduate student has been accepted into the graduate program, then he or she should contact the School for Graduate Studies at GradReg@esc.edu to make the necessary arrangements.

As a general rule, students needing to fulfill prerequisite requirements, or with more than one deficiency, should be advised to enroll as nonmatriculated undergraduates and the Financial Aid office should be notified. For these students leaving the graduate loans for the graduate enrollments. If the student has been accepted into the graduate program and must enroll in graduate courses and undergraduate courses at the same time, graduate aid will cover the undergraduate course if it is required for the student’s graduate program, (prerequisite or deficiency) and the student is enrolled in at least 5 credits of graduate course work. Therefore, as a general rule, students enrolling in an undergraduate course that is not a requirement for his or her graduate program will not be eligible for aid. Since the preceding statements are just generalities, students should contact the Financial Aid office directly for confirmation of their aid status.

GRADUATION APPLICATION AND CLEARANCE PROCEDURES
Graduation Application Review and Graduation Commencement Eligibility Process
1. Graduation applications are filed online by the student during the final term of enrollment. A graduation application available on the Web from the School of Graduate Studies is the first step in initiating the process. Completing the application is the first step in initiating the graduation process.
2. The student services office reviews the degree, any completed or in progress, and determines availability for participation in the graduation commencement ceremony.

Graduation Clearance
1. Graduation clearance is conducted when the student has completed all of the studies, received final evaluations and completed the final project.
2. After all study has been successfully completed and evaluated, the student service office will review the academic records and forwards a recommendation for graduation to the Office of the Registrar and Student Accounts. Academic clearance is obtained after the Office of the Registrar reviews the complete academic record, ascertaining that the studies in the degree program are completed. Financial clearance is obtained after Student Accounts reviews the student’s financial status, ascertaining there is no balance due.
3. While these administrative procedures are taking place, the Office of the Registrar notifies students by mail of the approximate timetable of events leading to the awarding of the degree.
4. After both academic and financial clearances have been completed, the Office of the Registrar assigns an official graduation date for the student for the first day of the following month. The remainder of the processing, which includes the Office of the Registrar ordering and processing your diploma, takes approximately eight weeks.

GRIEVANCE PROCEDURE
A grievance is a complaint about college services. A grievance differs from an appeal of an academic decision. A student may file a grievance if he or she believes he or she has been improperly served.

1. Informal Resolution. The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of the relevant center or office administrator in a timely fashion. An attempt at informal resolution should begin no more than 30 days after the concern arises.

2. Written Grievance. If the student is unsatisfied with the response, the student may make a formal, written complaint to the dean.
   a. Any formal complaint must be submitted within 60 days of the concern arising. The student must state the nature of the grievance, the remedy he or she is seeking and describe any previous attempts to resolve the issue.
   b. The administrator reviews the situation and should provide a written response within 15 days of receiving the complaint.
3. Appeal. If the student is unsatisfied with the first level of administrative response, the student may appeal in writing to the appropriate vice president.
a. Appeals regarding academic services are to be submitted to the provost/vice president for academic affairs. Appeals regarding financial issues are to be submitted to the vice president for administration.

b. Any appeal must be submitted within 30 days of the transmission of the first-level administrative response. The student must state the nature of the justification for the appeal and describe any previous attempts to resolve the issue.

c. The vice president reviews the situation and should provide a written response within 15 days of receiving the appeal. The vice president’s decision is final.

HUMAN RESEARCH SUBJECTS

Protection of Human Research Subjects

Empire State College acknowledges and accepts its responsibility for protecting the rights and welfare of human subjects of research and will comply with the Department of Health and Human Services regulations (including 45 CFR 46) and New York State Department of Health Regulations for the protection of human subjects. The college has adopted and will abide by the ethical principles set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavior Research titled, “Ethical Principles and Guidelines for the Protection of Human Subjects of Research” (the Belmont Report). The college will exercise appropriate administrative overview, carried out at least annually, to ensure that its practices and procedures designed for the protection of human subjects are in compliance and effectively applied.

All research involving human subjects will be reviewed and approved by an Institutional Review Board, which has been established under this assurance of compliance, regardless of the source of funding. The involvement of human subjects in research covered by this policy will not be permitted until the IRB has reviewed and approved the research and informed consent has been obtained. If the only involvement of human subjects will be in one or more of the categories exempted or waived from review by the federal Office for Human Research Protections, the expedited review process shall be undertaken as required under present New York state law.

This policy is applicable to all activities, in which whole or in part, involve research with human subjects if:

1. the research is sponsored by the college;
2. the research is conducted by, or under the direction of, any employee or agent of the college in connection with his or her institutional responsibilities, or uses any property or facility of the college;
3. the research involves the use of the college’s nonpublic information to identify or contact human research subjects or prospective subjects.

INCOMPLETE PROCEDURE

When extenuating circumstances arise, a student may request an outcome of incomplete (IN) from the course instructor. The course instructor may submit an incomplete only when the student has consistently engaged in learning activities and has successfully completed at least 50 percent of the work before the end of the term. The course instructor is not obligated to grant an incomplete.

If a student is awarded an IN outcome, the maximum incomplete period is 16 weeks after the end date of the term. The course instructor may, however, establish an earlier completion date.

It is important to note the following regarding IN outcomes:

- an incomplete period will include the break period between terms but exclude any no appointment periods.
- an IN outcome does not count as credit earned and, therefore, may negatively impact satisfactory academic progress. Please refer to the section on satisfactory academic progress located elsewhere in this catalog.
- if an incomplete period expires and no outcome has been submitted, the IN will convert to a no credit (NC).

IN VOLUNTARY WITHDRAWAL PROCEDURE

Whenever possible, the college uses the Student Conduct Policy and Procedures to address violations of college regulations. In rare cases, a student poses a significant risk to self or others and may not be competent to participate in student conduct proceedings. Significant risk constitutes a high probability of substantial harm and not just a slightly increased, speculative or remote risk. In these cases, the provost/vice president for academic affairs or designee may involuntarily withdraw the student from the college.

Procedure

A. If a student poses an immediate and significant risk of harm to self or others, the individual confronted with the situation calls local police. The dean makes a further assessment after the immediate safety issues are addressed.

B. The dean uses available evidence to determine if there is significant risk to self or others. The assessment may include a review of recommendations by emergency responders (police, EMTs, etc.) and medical professionals. Additionally, or in the absence of such information, the dean uses the best available information.
C. The dean of the student’s home center makes a request to the provost/vice president for academic affairs outlining the risk posed by the student and explaining why the student is not able to participate in conduct proceedings, if applicable.

D. The provost/vice president for academic affairs reviews the request and determines if the threat and the assessment of incompetence is sufficient to warrant the involuntary withdrawal of the student from the college. The provost/vice president for academic affairs may consult with others as needed and provides the student an opportunity to provide his or her own evaluation or other evidence.

a. If an involuntary withdrawal is warranted, the provost/vice president for academic affairs notifies the individual in writing, summarizes the basis for the decision, and copies the dean. The provost/vice president for academic affairs also may require, as a precondition to a student’s return, that the student provide documentation that the student has taken steps to reduce the previous threat. The college may require a release to speak with any treatment professional.

b. If the student poses a risk to safety and order and the provost/vice president for academic affairs determines that the student is competent to participate in conduct proceedings, involuntary withdrawal is not appropriate. The conduct policy and procedures provide for an interim suspension pending conduct proceedings.

c. If the provost/vice president for academic affairs determines that the student does not pose a significant risk, he or she refers the matter back to the dean for action in accordance with established policies and procedures.

E. The student may request reconsideration of the involuntary withdrawal in writing to the provost/vice president for academic affairs. The student provides a rationale and additional evidence that supports his or her request. This may include documentation that he or she has taken steps to reduce the previous threat. The provost/vice president for academic affairs reviews the request and any documentation, may consult with others, may require a release to speak with any treatment professionals, and informs the student in writing of the final decision.

**LEAVE OF ABSENCE PROCEDURE**

A leave of absence is required if the student will be out of his or her program (not taking courses) for two or more terms. If the student plans to skip an enrollment (not take courses) for only one term, then there is no need to request a leave of absence. To request a leave of absence, the student writes (with copies to his or her mentor and course instructor if enrolled) to the dean of the School for Graduate Studies, or designee, at Graduate_Dean’s.Office@esc.edu. The student should specify the length of time that he or she is requesting the leave for and the reason(s) for requesting it.

Students in the MAT program must have the permission of the dean of the School for Graduate Studies, as well as their local school personnel, to be granted a leave of absence in years two or three of the program.

Without taking courses or requesting a leave, the student will become inactive and be administratively withdrawn from his or her program in accordance with the rules for minimum study and satisfactory academic progress. (Please refer to these policies located elsewhere in this catalog.)

It is important to remember that a leave of absence does not change the requirement that a student complete his or her program within six years from initial enrollment. (Please see the Time Limit for Degree Completion Policy located elsewhere in this catalog.)

**M.A. DEGREE PROGRAM REGISTRATION LIMIT PROCEDURE**

The Master of Arts programs offer you the flexibility of some level of customization of your degree. Therefore, you must develop a degree program plan to be submitted for approval in accordance with the requirements for your program. To ensure that you are enrolling in courses that will fit within your program, all Master of Arts students are limited to no more than 21 credits of enrollment without an approved degree program in place. It is important to note that this procedure refers to credit attempted, not credit earned.

**MASTER’S TEACHER EDUCATION POLICY ON PROFESSIONAL EXPECTATIONS**

Part I. Professional Expectations

A. Professional Criteria for Admission, Retention, Graduation and Recommendation for State Certification

1. The teacher education programs prepare students to function as professionals who serve pupils and clients who may be minors or individuals in circumstances of significant vulnerability. In pursuing their academic programs, students come into direct contact with such vulnerable pupils and clients as part of their field experiences and teaching roles. Empire State College has an obligation to protect those pupils and clients and cannot tolerate student behavior that exploits, endangers, compromises or threatens the welfare, safety or rights of those pupils or clients. Empire State College expects students in professional education to demonstrate a set of values and attitudes consistent with the highest professional standards and to comply with relevant local, state and federal law.

2. In deciding whether to admit to, remain in, or graduate from a program, or to recommend an individual for state certification, the teacher education program considers not only the college’s admission and academic requirements but also the individual’s competencies related to serving in the...
teaching profession, including, but not limited to, personal characteristics, conduct, and potential to serve effectively and ethically in the profession, and advancement in a teacher education program.

a. Professional Competencies and Criteria: In deciding whether to admit to, remain in, or graduate from a program, or to recommend an individual for state certification, a teacher education program considers:

1. the individual’s educational, work and other life experiences related to the teaching profession;

2. the individual’s ability to communicate and work effectively with others, including individuals from different backgrounds; individuals with exceptional needs or limitations; individuals from different religious, cultural, racial or ethnic populations; and individuals of different genders and sexual orientations;

3. the individual’s moral character and fitness for the profession, including, but not limited to, any formal charge of professional misconduct or any felony conviction(s);

4. the individual’s behavior in light of appropriate professional and ethical standards;

5. the individual’s general and specific knowledge, skills and dispositions needed to successfully complete the particular program and to function effectively in the profession;

6. the legal requirements and professional expectations as set out in the applicable laws and regulations governing state certification;

7. the standards and rules adopted or recognized by a teacher education program and applicable professional organizations; and

8. whether the individual has met all the other program requirements for retention, graduation or recommendation for state certification as set forth in the Graduate Catalog and the program’s written policies and procedures.

b. Advancement in a teacher education program: Students must advance in the program within the timeline established by that program.

1. students must follow the prescribed course sequence unless the program chair or designee makes an exception for reasons, including, but not limited to, workload, lack of teaching position availability or issues related to certification.

2. in order to enroll in a mentored teaching course and/or be observed by program faculty, students must be both certified and teaching in a qualifying position. If a student enrolls in a mentored teaching course and/or is observed by program faculty and is not certified, the program may notify the district, decline to supervise or enroll the student, and/or warn, suspend or dismiss the student. The certification requirement does not apply to building or long-term substitute positions.

B. Disclaimer

Admission to, or graduation from, a teacher education program does not constitute a guarantee that the student will be recommended for or granted state certification, extension, endorsement or license for a teaching position.

Part II. Warning or Dismissal From a Teacher Education Program

A. Academic Warning or Dismissal

The graduate student Evaluation and Grading Policy and Procedures, Satisfactory Academic Progress Policy and Procedures, and Academic Honesty Policy and Procedures contain college policy and procedures for academic warning and dismissal.

B. Professional Warning or Dismissal

1. Grounds for Professional Warning or Dismissal

   The dean of the School for Graduate Studies may issue a warning or dismiss a student from the program for failure to meet, satisfy, or demonstrate satisfactory performance with respect to one or more of the program’s professional criteria (see Part I). The dean of the School for Graduate Studies may issue a warning or dismiss a student from the program for failure to meet one or more of the following:

   a. The student fails to advance in a teacher education program according to the requirements of that program (see Part I).

   b. A school or a school district decides not to hire or retain the student, dismisses the student from field experience, disciplines the student for misconduct, or determines that the student has behaved inappropriately with respect to any of the professional criteria in Part I.

   c. The dean of the School for Graduate Studies determines that the student does not meet the criteria in Part I.

2. Procedure for Warning or Dismissal

   a. Once notified of a complaint/incident, the program chair and/or director of teacher education will consult with the student as well as his or her academic advisor and course instructor(s). The program chair and/or director of teacher education will make a recommendation to the dean of the School for Graduate Studies.

   b. Upon receipt of this recommendation, the dean of the School for Graduate Studies may warn or dismiss the student from the program. In making this decision, the dean may obtain information, documentation or consult with others as deemed necessary.
c. The dean notifies the student in writing. The warning or dismissal notice includes the effective date and reason for the warning or dismissal. The dean provides a copy to the program chair, director of teacher education, the student’s academic advisor and course instructor(s).

d. If the student is in a field experience or teaching role and is dismissed, the dean also notifies appropriate school personnel of the dismissal. If the student has been issued Transitional B certification and is dismissed, the director of teacher education also notifies appropriate NYS Education Department personnel.

e. In cases where the student’s behavior appears to present an immediate danger to the welfare and safety or rights of pupils or clients, the dean suspends the student pending a decision on possible dismissal.

f. A student who receives a warning or is dismissed may make an appeal following the college’s policy on student academic appeals.

Part III. Decision Not To Recommend for Certification

A. Grounds for Decision Not to Recommend a Student for Certification

1. The program does not recommend any student for certification who has been dismissed from the program.

2. The program does not recommend any student for certification who fails to meet NYS Education Department requirements.

3. The program director and/or director of teacher education may decide not to recommend a student for certification who fails to meet, satisfy or demonstrate satisfactory performance with respect to one or more of the program's academic and/or professional criteria, as described in Part I.

4. The program director and/or director of teacher education may decide not to recommend a student for certification if a school or school district disciplines the student for misconduct, dismisses the student from field experience, or determines that a student has behaved inappropriately with respect to any of the professional criteria in Part I.

B. Procedure for Decision Not to Recommend a Student for Certification

1. The program chair and/or director of teacher education may decide not to recommend a candidate for certification. In making this decision, the program chair and/or director of teacher education may obtain information, documentation or consult with others as deemed necessary.

2. The program chair and/or director of teacher education notifies the student in writing. This notice includes the reason for the decision not to recommend the student for certification. The program chair and/or director of teacher education provides a copy to the student’s academic advisor and the dean of the School for Graduate Studies.

3. A student who is not recommended for certification may make an appeal following the college's policy on student academic appeals.

Part IV. Incident Reporting

A. Violations of Criminal Law by Teacher Education Students

1. Students charged with violations of criminal law must report such charges immediately to the program chair and director of teacher education. The dean is responsible for determining the student’s status upon receipt of the information. The dean makes an evaluation and determination concerning the seriousness of the offense or offenses charged and the bearing, if any, that the criminal charges have on the student’s fitness or ability to perform the duties and responsibilities of field experiences or teaching, until the charges have been dismissed.

2. Depending on the nature of the charges and the information available, the dean may immediately remove such students from participation in field experiences or teaching.

3. If further action is required, including interim suspension from the college, the dean follows the procedures outlined in the Student Conduct Policy and Procedures.

B. Legal Notice

1. Students in field experiences are covered by New York State Education Law §3023, which requires that each school district “save harmless and protect all teachers, practice or cadet teachers … from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher … at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties and/or under the direction of said board of education ….” A student who is involved in any such accident must immediately inform the school administrator and the.

2. A student who is served with a summons, complaint or other legal process involving an incident which occurred during the course of their teaching or field experience while participating in a teacher education program must immediately forward a copy of the legal papers to the school administrator, program chair and director of teacher education.
MINIMUM STUDY POLICY
To remain active, a student must enroll for a minimum of 6 credits per calendar year. If a student is not enrolled for a minimum of 6 credits and have not been granted a leave of absence by the dean of the School for Graduate Studies, or designee, the student will be considered inactive and administratively withdrawn from the program.

If a student is administratively withdrawn, has been inactive for less than three years and wants to return to his or her program, permission can be requested in writing, from the head of the program. The request should state the reason(s) for wanting to return and any explanation that can be offered about the student’s absence from the program.

If a student has been administratively withdrawn from a program and has been inactive for three years or more and wishes to return, reapplication to the college will be necessary. The student’s application will be reviewed for admission under the admission standards that are current at the time of the new application.

If a student has been administratively withdrawn from the program and had received approval for the final project proposal, the proposal and project readers must be reconsidered and approved again. The student may be required to retake the requisite final project design course.

Students also can be administratively withdrawn for failure to pay the tuition and/or fees required by the program.

B. If a student begins as nonmatriculated and is later admitted, only those courses appropriate to the matriculated program may become a part of the student’s degree program. No more than two courses completed as a nonmatriculated student may be applied toward a master’s degree at Empire State College.

C. Although successful completion of courses as a nonmatriculated student will be considered in admissions decisions, it does not automatically qualify an individual for admission.

D. Nonmatriculated students are not eligible for financial aid.

Process
A. Requesting permission to study as a nonmatriculated student:
1. To be considered for nonmatriculated study, you need to complete the Graduate Nonmatriculated Student Application form available at www.esc.edu/Grad. This form should be returned to GradReg@esc.edu, or faxed to 518-587-9760, or mailed to the address listed below.

2. An official transcript verifying completion of a bachelor’s degree sent to the School for Graduate Studies, SUNY Empire State College, 111 West Ave., Saratoga Springs, NY 12866-6069.

3. Once the above listed information and your transcript have been reviewed, you will receive an email from the School for Graduate Studies containing registration login and password information if you are eligible for nonmatriculated study.

4. If you are not eligible for nonmatriculated study, you will be notified by the School for Graduate Studies.

5. Nonmatriculated students are exempt from any field experience requirements associated with education courses offered through the college’s MAT program.

6. If you successfully complete an education course(s) offered through the college’s MAT program as a nonmatriculated student and later are admitted to this program, you have to fulfill the field experience requirement(s) by the end of the first year.

B. Exceptions to the three course limit:
Occasionally there are times when nonmatriculated students want to enroll in more than three graduate courses. This is frequently the case with teachers who want to enroll in courses for professional development or who are working toward permanent certification at another institution. You may request a waiver from the three course limit through the dean of the School for Graduate Studies. This request must be made in writing and can be sent to the dean at Graduate_Dean's.Office@esc.edu or the School for Graduate Studies, SUNY Empire State College, 111 West Ave., Saratoga Springs, NY 12866-6069.

NONMATRICULATED ENROLLMENT POLICY AND PROCESS
You may wish to engage in graduate-level study with no intention to earn a degree. For example, you may want to stay current in your field, or earn credit that will count toward a degree at another college or university. Each term (fall, spring and summer) the School for Graduate Studies prepares registration information just for nonmatriculated students. This information is available through the graduate Web page (www.esc.edu/Grad).

Policy
A. The following applies to nonmatriculated study:

1. limited to no more than three graduate courses (up to 9 credits) of study at the college if in good academic and financial standing;

2. may select from the courses offered in the graduate nonmatriculated student registration information for the current term; and

3. must provide an official transcript verifying completion of a bachelor’s degree from a regionally accredited institution prior to registration as a nonmatriculated student.
PRIVACY: ADHERENCE TO FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 was designed to ensure that educational records would be open to inspection and correction when appropriate and that recorded information would not be made freely available to individuals outside the school without consent. Both current and former students have the right to inspect and review all records, files, documents and other material directly related to them which are maintained by the school or a person acting for the school.

To comply with the provisions of the act, Empire State College guarantees the following:

1. The college will inform students annually of their rights under the act.

2. Students may request to examine their education records by the following methods:
   - Center/Unit or Program Files: in person or written request to dean or designee.
   - Coordinating Center Files: in person or written request to college registrar.
   - Proper identification required for in-person requests, e.g., Empire State College identification card.

   The college will comply with such requests in a reasonable time not to exceed 45 days from receipt of the request.

3. If the student wishes copies of the education records, the following fee schedule will apply: transcript $5, all other education record materials $.50/page.

   While the college may not deny access to the records, under certain circumstances it may have cause to deny a request for a copy of a student's education records. The college will not issue an official transcript to a student who is in arrears.

Types and locations of records maintained by the college, and the officials responsible for them are as follows:

a. Admission Records: Admissions office – director of admissions; centers/units or programs – center dean/program director. Upon official enrollment of a student, admissions records are transferred to the Office of the Registrar.

b. Academic Records: Office of the Registrar – the registrar; center/units or programs – center dean/program administrator.


d. Financial Aid Records: Financial Aid and Student Accounts (Saratoga Springs) – directors of business services, financial aid and student accounts.

e. Billing Records: Student Accounts (Saratoga Springs) – director of student accounts.


4. The college will not disclose personally identifiable information from a student’s education records without prior written consent of the student except as permitted by the act in paragraphs 99.31 and 99.37.

99.31 – Prior Consent for Disclosure not Required

Prior consent is not required for the following:

a. school officials: those persons (and their supporting staffs) whose official functions require access to student records (e.g., Office of Academic Affairs, Admissions, Office of the Registrar, Financial Aid, Student Accounts, Office of Collegewide Academic Review personnel, mentors, research personnel).

b. authorized representatives of the comptroller general of the United States; the secretary, the commissioner, the director of the United States Department of Education; the assistant secretary for education; state educational authorities.

c. persons connected with financial aid (e.g., determining eligibility, amount, conditions and enforcement of conditions).

d. state and local officials when information is required to be disclosed by state statute.

e. organizations conducting studies for the college for specific purposes when personal identification will not be possible outside the organization.

f. accrediting organizations in carrying out their functions.

g. to comply with judicial orders.

h. in event of health or safety emergency.

i. to comply with the Patriot Act of 2001.


Directory information which can be released without prior consent of the student is limited to the following (as authorized by the act):

a. name

b. address

c. phone number

d. dates of attendance

e. most recent previous educational institution attended

f. major area of concentration

g. degree and awards earned

h. participation in officially recognized college activities

i. date and place of birth
The student may restrict the release of all or part of the directory information by following the procedures specified in each annual notice.

All parts of the college will operate under the following procedures with regard to requests for information:

1. **Incoming Phone Requests**: only directory information items d, f, g will be released over the phone to persons outside the college.

2. **Written Requests**: directory information will be released by the college registrar in response to requests on official letterhead to persons having legitimate reason for requesting the information. If additional information is requested, the student will be notified and release requested.

3. **In-Person Requests**: directory information will be released to those who have proper identification and legitimate reason for requesting the information. It will not be released to other students.

4. Other than directory information will be released only by the college registrar and only with the prior consent of the student.

5. The Office of the Registrar will maintain a record in the student’s file of all requests for, and disclosure of, personally identifiable information (other than directory information) from a student’s education records as specified in the act. This record may be inspected by the student.

6. Students may request to amend their education records if they believe information contained therein is inaccurate or misleading or violates their privacy or other rights. If such a request is refused, the college will so inform the student and advise the student of the right to a hearing to be held within a reasonable time.

7. All parts of the college will maintain student records in lockable file cabinets, preferably in lockable rooms. Similarly, computer files will be maintained in such a way as to ensure maximum security and to provide access only to authorized personnel. Storage and destruction will be in accordance with State University policy and procedures.

8. Copies of this policy and of the act will be on file in all locations of the college and will be made available to eligible students upon request.

**Access to Lists of Empire State College Graduates**

The Family Educational Rights and Privacy Act of 1974 stipulates under what conditions information regarding graduates, as well as students, may be made public. It is the policy of this college not to make mailing lists of graduates available to other organizations or individuals. In no instance will lists of Empire State College graduates be released to organizations or individuals for commercial purposes. All requests for information on individual Empire State College graduates will be forwarded to the college registrar. If, in the view of the college registrar, a compelling case exists to grant exception to this policy, the college registrar will consult with the Office of the President and Alumni and Student Relations to determine if an exception is warranted. In those cases where an exception is granted, the release of information will still be governed by the Family Educational Rights and Privacy Act of 1974.

**RELIGIOUS OBSERVANCE POLICY**

In compliance with Section 224-a of the Education Law, students unable, because of religious beliefs, to engage in learning activities – classes, examinations, study or work requirements – on a particular day or days will not be penalized and will be provided with means to make up for any study opportunities that may have been missed because of absence for religious reasons. Since most study arrangements at Empire State College are individually made between student and faculty, students may schedule meetings and other academic activities so they do not conflict with their religious observances. In cases where group meetings are arranged (e.g., classes, seminars, special examinations such as College Level Examination Program or New York College Proficiency Examination Program), students who wish to avail themselves of these opportunities, but are unable to participate at certain times because of religious beliefs, should consult with their mentors to make alternate arrangements. No adverse or prejudicial effects shall result to any student because of his or her religious beliefs.

**SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY**

This policy statement describes the academic conditions under which a graduate student, or an undergraduate student enrolled in graduate courses, is eligible to remain enrolled in graduate courses at the college and specifies procedures for warning and dismissing students who do not make satisfactory academic progress.

This policy defines both whether a student is in good academic standing and whether a student is eligible for financial aid.

A student is expected to complete courses, to accumulate credit in proportion to the credit attempted (i.e., meet academic progress expectations), and to make progress toward a degree/certificate. Though nonmatriculated students are by definition not pursuing a degree/certificate, academic progress rate expectations do apply to them.

Sometimes a student makes less academic progress than expected. When this occurs, the college notifies the student with an academic warning or dismissal.

**Satisfactory Academic Progress Determination**

1. A student is making satisfactory academic progress when s/he consistently earns credit toward the degree or certificate sought.

2. Academic progress is monitored at the end of each term.
3. Academic progress is cumulative across graduate programs at the college.

4. Completion of prerequisite/deficiency requirements for admission to a master’s program does not count toward the credit required to earn a master’s degree. Therefore, these credits do not count toward meeting satisfactory academic progress expectations.

5. Academic progress advances only when a student earns credit toward the degree or certificate sought. A student earns no graduate-level credit and makes no progress academically when the student receives any of the following grades for a graduate course:
   - Incomplete (IN)
   - F
   - No Pass (NP)
   - Administrative Withdrawal (ZW)
   - Withdrawal issued on or after 29th day of term (WD)

These grades count in the determination of credits attempted, and thus affect the calculation of the student’s cumulative rate of progress.

**Academic Progress Warning**
The dean of the appropriate school gives the student a written academic warning if the student attempts but does not earn credit for at least 6 credits.

**Rescinding an Academic Progress Warning**
An academic warning is in effect until it is rescinded or the student is academically dismissed. The dean of the appropriate school rescinds the academic warning in writing when the student’s progress rate returns to a satisfactory level. Satisfactory progress can be attained by subsequently earning credit for incomplete (IN) grades.

**Academic Progress Dismissal**
1. The dean of the appropriate school gives a warned student a written notice of academic dismissal if:
   - the warning has not been rescinded; and
   - the student does not earn credit for an additional 3 credits attempted.

2. The dean of the appropriate school may dismiss a student without warning if the student attempts and fails to earn credit for at least 9 credits.

3. Regardless of any other SAP or GPA status, the dean of the appropriate school dismisses a student who does not earn credit for a second attempt for a capstone/final project design or capstone/final project course.

**Reinstatement After Academic Progress Dismissal**
In order to be reinstated, a student must present written evidence to the dean of the appropriate school that the student is ready and able to make satisfactory progress.

The dean of the appropriate school is responsible for acting on requests for reinstatement after academic dismissal. Students are not eligible for reinstatement for at least one term after an academic dismissal.

Students who are academically dismissed for a second time are not eligible for reinstatement.

If the dean of appropriate school reinstates a student, s/he may establish terms and conditions that promote future academic success. For example, the dean may:

- place the student in extended academic warning status;
- impose specific conditions for subsequent enrollments, such as requiring a reduced academic load or requiring enrollment in courses to build academic skills;
- specify individual expectations for earning credit; and/or
- require new approval of capstone/final project plans.

Students, who have been reinstated after academic dismissal and who have received financial aid (NYS or federal) in the past, are not automatically eligible for such aid again.

**Written Notice**
The dean of the appropriate school provides written notice to the student when:

- the student is placed on academic progress warning,
- warning status is rescinded,
- the student is academically dismissed, or
- the student is reinstated.

Copies of written notices are sent to the Office of the Registrar, Financial Aid office, the program chair/coordinator and the student’s academic advisor.

**Effect on Financial Aid Eligibility**
For discussions of how academic progress affects financial aid eligibility, see the college statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

**Appeals**
An explanation of the appeals process is in the Academic Appeals Policy and Procedures.
OFFICE OF CAMPUS SAFETY AND SECURITY

The Office of Campus Safety and Security at SUNY Empire State College oversees security operations for the college. The office serves as an administrative oversight for security operations at the Coordinating Center in Saratoga Springs and collegewide. The office works closely with law enforcement agencies and first responders throughout New York state to ensure a safe, secure and conducive learning environment for our students and a professional work environment for our faculty and staff.

Safety is everyone’s responsibility. The college community is a great place to work; however, it is not immune to the types of problems seen throughout society. Unfortunately, crime is a reality at every location of Empire State College.

The college’s goal is to provide a safe and secure environment for students, staff and visitors. However, it is only possible to maintain safety and security when every student and staff member takes an active part in the effort.

The purpose of this publication is to:

- provide an overview of the Office of Campus Safety and Security;
- share crime statistics required by the Jeanne Clery, Disclosure of Campus Security Policy and Campus Crime Statistics Act;
- inform current and prospective students, staff and visitors about the policies and programs designed;
- provide information regarding emergency preparedness and planning;
- distribute public information regarding fire safety, fire statistics and fire-related information.

COLLEGE LAW ENFORCEMENT

SUNY Empire State College’s Office of Campus Safety and Security is located in Saratoga Springs. In conjunction with local law enforcement and individual facility management at our various locations, the office works to ensure the overall safety of the college community as a whole. The office is staffed during business hours only, and does not provide 24/7 coverage. The office works cooperatively with law enforcement agencies having jurisdiction at each Empire State College location, and has forged memorandums of understanding for the investigation of crimes. All federal, state and local laws apply at Empire State College. Representatives of the Office of Campus Safety and Security serve an administrative function and do not have law enforcement authority.

While we have developed policies and procedures to ensure that students and their possessions are protected as much as possible, it is primarily the responsibility of the student, faculty or staff member to provide for his or her own personal safety.

THE JEANNE CLERY ACT

Compliance Statement: The Crime Awareness and Campus Security Act of 1990

Clery Campus Crime Statistics

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the federal law, originally known as the Campus Security Act, that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The Clery Act also requires reporting crimes on public property not owned or controlled by the college. (SUNY Empire State College is a nonresidential college.)

Colleges and universities are required to publish an annual report every year that contains three years’ worth of campus crime statistics and certain security policy statements including sexual assault policies that assure basic victims’ rights, the law enforcement authority of campus police, security/public safety and where students should report crimes. The report is to be made available to all current students and employees. Prospective students and employees are to be notified of its existence and given an opportunity to request a copy. It remains the responsibility of the Office of Campus Safety and Security for the collection of crime reports and distribution of the annual crime statistics and report by Oct. 1 of each calendar year.

The SUNY Empire State College “Annual Safety and Security Report and Procedures” is available to all current and prospective Empire State College students and employees upon request.

The “Annual Safety and Security Report and Procedures” includes:

- statistics on the number of onsite murders, rapes, robberies, aggravated assaults, burglaries, motor vehicle thefts, bias-related crimes and arrests for weapons possessions and liquor and drug abuse violations;
- policies regarding security, access to college and other facilities, and college law enforcement;
- procedures for reporting crimes and other emergencies;
- information on college sexual assault and rape awareness programs, procedures to follow when a sex offense occurs, disciplinary action procedures, counseling opportunities and notification to students that Empire State College will make reasonable changes of a victim's academic situation if the victim so chooses;
- policies on the use, possession and sale of alcoholic beverages and illegal drugs; and
- a description of Empire State College programs informing the college community about alcohol and drug abuse education, crime prevention and college security practices.

Sex offender registry information; New York State Sex Offender Registry and NYS Sex Offender Registry home page at www.criminaljustice.ny.gov/. You also can call 800-262-3257.
• Procedures for emergency response, emergency communications and emergency evacuation procedures.

Geographic Locations Used Under the Clery Act
• Onsite: Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

• Nonsite Building or Property: Any building or property owned or controlled by a student organization that is officially recognized by the institution; or any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

• On Public Property: All public property, including thoroughfares, streets, sidewalks and parking facilities, that is within the college, or immediately adjacent to and accessible from the college.

Safety and Security – Our Responsibility
The Office of Campus Safety and Security is responsible for compiling and disseminating the Campus Safety Report annually as required by the Federal Student Right-to-Know Law and Campus Security Act, which was signed into law November 1990. The purpose of this report is to provide Empire State College faculty, staff, students and prospective students with college safety information including crime statistics and procedures to follow in order to report a crime. Title II of this act was known as the Crime Awareness and Campus Security Act, which was amended and renamed in 1998 to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the Clery Act. The Clery Act mandates that institutions receiving Title IV federal funds disseminate crime statistics for certain serious offenses that occurred onsite and in adjacent areas for the current reporting year and the previous two calendar years.

Definitions
A) On an annual basis, the Office of Campus Safety and Security solicits information from any and all law enforcement agencies with geographical jurisdiction over any and all Empire State College locations about criminal activity reported to those agencies. The information requested outlines crimes reported to the agencies that happened on or near an Empire State College location or involved members of the college community.

B) This report of crimes reflects but is not limited to crimes outlined under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

C) The Office of Campus Safety and Security compiles data as outlined under the Clery Act and makes them available annually to the college community. Upon request, these data shall be provided to prospective students and employees.

D) Data obtained and reported to the Office of Safety and Security is held for seven years after an individual year report is published.

SUNY Empire State College, the New York State Campus Safety Act, Compliance Statement
• Empire State College acknowledges the importance of college safety and investigating crime. By means of this statement Empire State College adheres to formal plans that provide for the investigation of missing students and violent felony offenses committed onsite. Memorandums of understanding throughout New York have been executed with various local law enforcement agencies to specifically address this issue.

What is the New York State Campus Safety Act?
This law was enacted in 1999. It was prompted by the unexplained disappearance of Suzanne Lyall from the State University of New York at Albany campus in 1998. The reforms made by this law acknowledge that improving campus safety must begin with swift and efficient investigative action and optimum access to missing person information by student’s families and the public. The act:

• requires all public, private, community colleges and universities in New York to have formal plans that provide for the investigation of missing students and violent felony offenses committed on campus;

• expands the responsibilities of the NYS Division of Criminal Justice Services (DCJS) Missing and Exploited Children Clearinghouse to provide assistance with the dissemination of information about missing college students.

Investigations of Missing Persons
SUNY Empire State College Missing Person’s Compliance Statement
A “missing student” or “missing person,” means any student of Empire State College subject to provisions of section 355 (17) of the New York State Education Law. Empire State College does not operate or employ residence halls. Therefore, any and all persons reported missing to Empire State College, or the Office of Campus Safety and Security will be reported to the Saratoga Springs Police Department or law enforcement having immediate jurisdiction. In 2003, President George W. Bush signed into law “Suzanne’s Law,” requiring police to notify the National Crime Information Center (NCIC) when someone between 18 and 21 is reported missing, as part of the national “Amber Alert” bill.

Memorandums of Understanding
Empire State College, [in accordance with the provisions of Procedure #3650, dated July 1, 2004, set forth by the State University of New York, Campus Conduct and Other College
CRIMINAL AND INCIDENT REPORTING

Criminal Offense

If a criminal offense occurs at any of the college’s locations, it must be reported immediately. Notification must be made to local police and to the dean or program director. Individuals who are victims of a crime at or near a college facility have the responsibility to report such acts to local police, college officials/security authority or the Office of Campus Safety and Security. In each case, the dean or program director will discuss the situation with the director of college safety and security and vice president for administration to determine the necessary actions to take. Victims or witnesses to crime also may report the incident to the Office of Campus Safety and Security in Saratoga Springs. Emergency contact information for local police is located on the college safety and security website. During normal business hours, college officials will be available to assist victims and witnesses in reporting incidents to police. Criminal offenses occurring outside of normal business hours should be reported directly to local law enforcement. The college also has established an after-hours emergency contact number for Safety and Security; this number is 518-587-2100, ext. 2899.

Incident Reporting Procedure

SUNY Empire State College Incident Reporting Procedural Statement

Purpose

Establish guidelines to assist Empire State College community members in reporting of incidents that may occur to students, faculty and staff. Empire State College is regulated by statute to report specific criminal incidents that have direct correlation to the college. The guidelines that follow will assist individuals in reporting of incidents and streamline the notification process.

Definitions

• **Incidents:** An incident may be defined as, an action or event that is, has or is going to occur that has an effect on someone or something. For the purposes of this procedure an “incident” is a crime, emergency or incident immediately dangerous to life, health or to the college as a whole.

• **Incident Report:** Official report taken by Empire State College with regards to an incident documenting information regarding said incident. A police agency report will serve as an official report under this definition.

Incident Reporting, Criminal or Violent Behavior

All college staff, faculty and students are asked to assist in making the college a safe place by being alert to suspicious situations or persons and reporting them as outlined below. If you witness, are the victim of, or are involved in any onsite violation of the law such as assault, robbery, theft or overt sexual behavior, local emergency police services should be called at 911 as soon as possible and the following information should be given:

• nature of the incident
• location of the incident
• description of the person(s) involved, injured
• description of the property involved

In addition, the individual should immediately report the incident to the dean (or designee) or appropriate vice president. Crimes or incidents of a lesser nature including, but not limited to: property crimes, larceny and vandalism, are to be immediately reported to the dean (or designee) or appropriate vice president. If an individual notices a person(s) acting suspiciously at a Coordinating Center location, he or she should contact the Office of Campus Safety and Security at 518-587-2100, ext. 2899. In all other locations, individuals should contact the dean (or designee) at the location who will determine if the police need to be contacted.

Incidents requiring medical attention should be reported to local emergency 911 officials. In addition, the individual should immediately report the incident to the dean (or designee) or appropriate vice president.

Reporting of all incidents to college officials is mandatory. Persons reporting must contact the dean (or designee), appropriate vice president or designated college security authority to report the incident that occurred. They in turn will contact the Office of Campus Safety and Security (518-587-2100, ext. 2899) who will conduct an investigation with the police agency taking the initial report (if applicable). In addition, the dean (or designee) or appropriate vice president must file a written incident report with the Office of Campus Safety and Security at www.esc.edu/safety-security/.

All Empire State College locations located on a SUNY college campus are required to adhere to that respective college’s emergency notification system when incidents occur.

In the event of a critical incident or violent criminal act, Empire State College in conjunction and communication with local law enforcement will, in accordance with the Jeanne Clery Act (34 CFR 668.46(e), issue a “timely warning” and/or “emergency notification” as directed by the Empire State College Emergency Notification and Timely Warning Policy.

Identification of College Security Authorities

The college has designated certain administrators and staff as “security authorities” in recognition that many students, faculty and staff may be hesitant about reporting crimes to local police or the
Office of Campus Safety and Security, and may be more inclined to report incidents to nonlaw enforcement administrators and/or staff instead.

Security authorities are individuals designated at each Empire State College location to aid in the safety of the college community. Contact your location's security authority if you see unsafe conditions at a college location; if you or someone else in the college community is the victim of a crime; or if you or someone else in the college community needs a referral for drug or alcohol abuse, or for rape counseling.

Security authorities are charged with reporting to the appropriate law enforcement personnel, either the Office of Campus Safety and Security or local police, or to any official or office which should be informed of the crime or complaint due to the nature of the crime or complaint, those allegations of Clery Act crimes that the security authority concludes are made in good faith. A security authority is not responsible for determining whether a crime took place as that is the function of law enforcement and its investigatory process.

A security authority is required to report all allegations to law enforcement personnel, even if the security authority was told of a crime in the context of providing emotional support or health care support. The allegations will be reported whether or not the victim chooses to file a report with law enforcement or press charges. A security authority also may provide a victim or witness with assistance in reporting a crime to the Office of Campus Safety and Security or local police, or to any official or office which should be informed of the crime or complaint.

Counselors at the college are not security authorities, and are therefore exempt from disclosing or reporting allegations of crimes and incidents. However, to be exempt from the Clery Act reporting requirements, the counselor must be acting in their professional role of mental health counselors at the college. For example, a dean who has Ph.D. in psychology is not acting in the counseling role of mental health counselors at the college. For example, a dean who has Ph.D. in psychology is not acting in the counseling role, but rather as a dean; and a Ph.D. student in psychology working in the counseling center as part of his or her education and training is acting in the counseling role. The college encourages them to inform their clients of the procedures in accordance with their professional judgment, given the individual victim and circumstances before them.

In addition, as required under, (34 CFR 668.46a)

- The college must designate certain administrative personnel as "college security authorities"
- The following persons are recognized as college security authorities:
  - Office of Campus Safety and Security, director and assistants/designees
  - vice president and assistant vice president for administration, affiliate vice presidents
  - assistant vice president for human resources and labor relations, or designee
  - provost and vice provosts
  - director of collegewide student services, or designee
  - deans and associate deans
  - directors, unit coordinators
  - President’s Advisory Committee on Security, Threat Assessment team members
  - affirmative action officer
  - director of collegewide disability services

**Definitions of Offense**

Offenses in Campus Crime Reporting use the **Federal Uniform Crime Reporting** Part I Offenses and their related definitions. These offenses are:

- **Aggravated assault**: An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.
- **Arson**: Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.
- **Burglary**: The unlawful entry into a building or other structure with the intent to commit a felony or a theft.
- **Crime or a public offense**: An act committed or omitted in violation of a law forbidding or commanding it, and to which is annexed, upon conviction, either of the following punishments: death; imprisonment; fine; removal from office; or disqualification to hold and enjoy any office of honor, trust, or profit in this state.
- **Drug abuse**: Violations of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use.
- **Fforcible fondling**: The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.
- **Fforcible rape**: The carnal knowledge of a person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity (or because of his or her youth).
- **Fforcible sodomy**: Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.
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**Hate crime:** Any act of intimidation, harassment, physical force or the threat of physical force directed against any person or family, or their property or advocate, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, national origin, religious belief, sex, age, disability or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise of enjoyment of any rights or privileges secured by the Constitution or the laws of the United States or the State of New York whether or not performed under the color of law (Source: Definitions Used in Hate Crimes Reporting, P.O.S.T. Hate Crimes Student Workbook, January 1992 p. 2).

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**Incest:** Nonforcible sexual intercourse between persons related to each other within the degrees wherein marriage is prohibited by law.

• 

**Larceny – theft:** The unlawful taking, carrying, lead or riding away of property from the possession or constructive possession of another.

• 

**Liquor-law violation:** Violations of laws or ordinances prohibiting the manufacture, purchase, transportation, possession or use of alcoholic beverages.

• 

**Murder and non-negligent manslaughter:** The willful (non-negligent) killing of one human being by another.

• 

**Negligent manslaughter:** The killing of another person through gross negligence.

• 

**Robbery:** The taking or attempting to take anything of value from the care, custody or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

• 

**Sexual assault:** Any involuntary sexual act, in which a person is threatened, coerced or forced to comply against his or her will.

• 

**Statutory rape:** Nonforcible sexual intercourse with a person who is under the statutory age of consent.

• 

**Vehicle theft:** The theft or attempted theft of a motor vehicle.

• 

**Weapons:** Violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons.

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**Incidents Requiring Medical Attention**

Incidents requiring medical attention should be reported to local emergency 911 officials. In addition, the individual should immediately report the incident to the dean (or designee) or appropriate vice president.

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**Notification to SUNY Empire State College Administration**

Once the incident has been effectively handled by police, reporting of the incident to college officials is mandatory. Persons reporting are instructed to contact the dean or associate dean of a region or a college security authority to further report the incident that has occurred. Persons reporting also should contact the Office of Campus Safety and Security in Saratoga Springs to report incidents. The Office of Campus Safety and Security will conduct an investigation with the police agency taking the initial report. Once an incident has been reported to a regional location dean or the Coordinating Center, an incident report will be filed through the Office of Campus Safety and Security at www.esc.edu/SafetyandSecurity.

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**Protection and Confidentiality**

Nothing in this report will be construed to permit the college, or an officer, employee or agent of the college, participating in any program under this title to retaliate, intimidate, threaten, coerce or otherwise discriminate against any individual with respect to the implementation of any provision of this document. At this time, there are no provisions for confidential reporting.

Empire State College encourages students, faculty and staff to report all criminal activity that has occurred at an Empire State College location. The report of the criminal activity may be anonymous and the person may request confidentiality. Empire State College does not have a policy or procedure that encourages its professional counselors; if and when the counselor deems it appropriate, to inform the person being counseled of any procedures to report crime on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

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The Office of Campus Safety and Security, in conjunction with the Office of Academic Affairs, Office of Administration and local law enforcement agencies, prepares this report to comply fully with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. Statistics are compiled in accordance with the Uniform Crime Reporting System of the Department of Justice and the Federal Bureau of Investigation.

Campus crime, arrest and referral statistics include those reported to the Office of Campus Safety and Security, and designated college officials (including Office of Administration, Office of Academic Affairs, Office of the President, Office of Human Resource and academic deans), and local law enforcement entities. Crimes are reported that occur onsite, on locations that are contiguous to the college, and buildings or properties that are either owned or controlled by a college affiliated entity.
College policy encourages every member of the college community to report a crime promptly. Information is available and is provided to individuals in reference to, voluntary confidential reporting procedures in the event a person does not want to pursue action either within the federal or state criminal justice system or within the university’s discipline system. A procedure is in place to capture crimes statistics which are disclosed anonymously to Office of Campus Safety and Security or the Counseling Center.

The data for the annual crime statistics is monitored daily. Every Empire State College location has a designated security authority. The security authority, upon receiving notification of a criminal incident on Empire State College property, will verify the circumstances and put the information into the appropriate database. These crime statistics will be published as part of the Empire State College Annual Security Report. Current data also can be disseminated upon request. The security authority will inform the Office of Campus Safety and Security on an annual basis and, upon request, will forward the crime statistics reported to them for the previous calendar year. Data received from local law enforcement is compared to the college’s internal database to ensure accurate reporting.

Each year, an email notification is made to all enrolled students, faculty and staff that lists the website to access this report. Copies of the report also may be obtained at the Office of Campus Safety and Security located at 2 Union Ave., Saratoga Springs, NY 12866-4390. All prospective students may obtain a copy by calling the Office of Campus Safety and Security, the undergraduate or graduate admissions office, or by visiting the website at www.esc.edu/SafetyandSecurityAnnualReport.

All prospective employees may obtain a copy by calling the Office of Campus Safety and Security or by visiting the above website.

Of note, the federal Clery Act may define a particular crime differently than it is defined under the New York State Penal Code. For the purposes of this report, the university uses the Clery Act definitions of crimes. Please see herein for the Clery Act definitions.

Daily Crime Log
In accordance with The Jeanne Clery Act, Campus Safety Act, Empire State College maintains a “daily crime log.” The information contained in this log identifies incidents and or crimes reported to the Office of Campus Safety and Security, occurring on or near a college facility. The information contained in this log identifies, but not limited to, the nature of the crime reported to security or law enforcement, dates and times the incident was reported and occurred, the general location of the incident or crime and the disposition of the complaint if known. The crime log is available for public viewing during normal business hours at the Office of Campus Safety and Security in Saratoga Springs. The log also may be viewed at one of our regional locations, upon request through the dean’s office. The most recent 60-day period is open to public inspection, upon request, during normal business hours. Anyone may ask to see the log, whether or not they are associated with the college.

TIMELY WARNING PROCEDURES
Timely Warnings and Emergency Notifications to the College Community, Procedure

What constitutes an “Emergency” at SUNY Empire State College?
Below is a list of emergency situations identifying the most common types of emergency notifications. Any emergency where the health and/or human safety at Empire State College are in question may constitute an “emergency.” The list is not inclusive:

• Bomb threat – based on credible intelligence that indicates a threat.
• Civil disturbance – disruption of normal college activities by a group of people.
• Fire – fire to building(s), wildfires, local community or industry that may endanger college students, faculty, staff or property.
• Hazardous material – dangerous material that is chemical, biological or nuclear spreading from a contained area.
• Major road closing/incident – unanticipated event that would disrupt safe passage to and from college.
• Medical emergency – pandemic or an event with mass casualties.
• Personal safety – situations that include use of weapons, violence, perpetrator(s) at large, active shooter and hostage situation or missing persons. Any situation, on or off college that, in the judgment of the local authorities, the college president or designee, constitutes an on-going or continuing threat to person or property.
• Suspicious package – reasonable belief that a package may contain chemical, biological, explosive, radiological or nuclear substance that would cause harm to persons or property.
• Utility failure – a major disruption or damage to utilities including gas, electrical or water.
• Weather – severe weather conditions to include flooding, snow/ice/cold, thunderstorm, wind, tornado or hurricane.
• Natural disasters – such as earthquakes.

Ways to communicate these issues:
For Safety Related Issues
Methods of communication will be chosen based on the nature of the incident. A decision will be made on notification methods by the vice president for administration and/or vice president for communications and government relations.

For General Notification
• email to all students and/or faculty/staff affected.
• postings in college facilities, and onsite as applicable to the incident. Postings can be emailed as attachments to various offices as indicated below.
• delivery of hard copy notification to all college offices
• ESC Alert (Rave Mobile Safety) alert.esc.edu
• posting of notification on Office of Campus Safety and Security, Public Safety website
• NYALERT or SUNY NY Alert in the case of a critical collegewide emergency
• text messaging, if applicable
• social media sites
• post to MyESC and Exchange

For Non-Life Threatening Health Related Issues
• letters to students faculty and staff
• posting of notification on the college website at www.esc.edu

Procedure to Follow
For information that is believed to be of interest or concern to the entire college population, the vice president of administration will typically notify the Office of the President in advance of sending a collegewide notification.

What warrants a “timely warning” or “emergency notification?”
SUNY Empire State College will issue Timely Warnings for a specific college location or collegewide, depending on the circumstances. Whenever a crime is reported to the Office of Campus Safety and Security, or a local police agency, that is considered to represent a serious or continuing threat to students and employees, a timely warning will be sent to the entire affected community.

Emergency Notifications will be issued, when the college is made aware of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students and/or employees at a specific college location. As appropriate, emergency notifications may be targeted at the segment or segments of the college community that are at risk. Emergency notifications will be issued without delay unless doing so would compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The vice president for administration, or in their absence the assistant vice president for administration, in conjunction with the director of campus safety and security, and/or other college and noncollege officials as appropriate, will confirm the existence of a situation that may warrant a timely warning notification and determine the extent of the notification as appropriate. In addition to criminal incidents, emergency notifications may be issued in situations such as, but not limited to:

Safety Related Issues
• an incident that occurs on or in close proximity to any of the college locations that may potentially affect the personal safety and security of our student, faculty and staff population.

Health Related Issues
• a member of our population is diagnosed with a serious or life threatening communicable/infectious disease.
• evidence of bio terrorism.

Emergency Preparedness, response and evacuation procedures
In the event that a situation arises, either on or offsite, that, in the judgment of the director of campus safety and security, in conjunction with the vice president for administration/designee, constitutes an ongoing or continuing threat to the college population, a collegewide “timely warning” will be issued.

Emergency Management Plan Synopsis
This collegewide Comprehensive Emergency Management Plan is designed to outline a plan of action so that emergencies can be dealt with immediately in a logical and coherent manner. The intention of the Emergency Management Plan is not to establish policy, but to create a framework that will allow an immediate response to an emergency.

This plan is the result of the recognition by college officials that there is a responsibility to manage emergency and disaster situations onsite and coordinate with all public safety and local government officials. The college recognized that a comprehensive plan was needed which was compliant with HSPD-5, including the National Incident Management Systems (NIMS). The plan also must be consistent with, and closely linked to, county and state plans.

The Comprehensive Emergency Management Plan designates college security, public safety and local police as the initial contact for reporting all emergency situations and as the central point of communication during the response and resolution of all emergencies.

The Comprehensive Emergency Management Plan is designed to maximize human survival and preservation of property, minimize danger, restore normal operations to Empire State College and assure responsive communications with the college community, surrounding regions and the cities in which we function within.

This plan is set in operation whenever a natural or induced emergency reaches proportions that cannot be handled by established measures.

A crisis may be sudden and unforeseen, or there may be varying periods of warning. This plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes and duration.

The Empire State College Comprehensive Emergency Management Plan is put into effect whenever a crisis, man-made or natural, disrupts operations, threatens life, creates major damage or occurs within the college community and its environments.
Emergency response and evacuation procedures

Under the collegewide Comprehensive Emergency Management Plan (CEMP), the college practices regular emergency evacuation drills and fire safety drills.

An emergency or crisis situation can arise at SUNY Empire State College any time and from many causes. Emergencies can range from chemical spills and fires to bomb threats and explosions, natural disasters and civil disturbances such as riots or labor unrest.

The SUNY Empire State College, collegewide Comprehensive Emergency Management Plan is a procedural document, which incorporates the Incident Command System for organizing, coordinating and directing available resources toward the control of an emergency. The plan includes a chain of command establishing the authority and responsibility of various individuals. In emergencies, procedures sometimes must be changed at an instant’s notice; therefore, responsible and knowledgeable persons who know the procedures have the authority to make necessary modifications.

Procedure to Follow

For information that is believed to be of interest or concern to the entire college population, the threat assessment team in conjunction with the vice president for administration will typically notify the Office of the President in advance of sending a collegewide notification.

The college will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency.

ESC Alert (Rave Mobile Safety)

The college’s mass notification system, powered by Rave Mobile Safety, provides emergency and timely notifications broadcast across multiple channels including email, text message and RSS (displayed on college websites). All active students with an enrollment within the past 18 months, newly accepted applicants within the past 12 months, and active employees, are encouraged to review their profile at http://alert.esc.edu; Empire State College will use ESC Alert as the primary method to communicate emergencies and timely notifications to the college community.

Empire State College Locations on SUNY or Community College Campuses

• All Empire State College locations residing on a SUNY college campus are required to adhere to that respective college’s emergency notification system when incidents occur.

• When Empire State College employees are notified of an incident on a SUNY college campus that requires that they take action, the Office of Campus Safety and Security at the Coordinating Center should be immediately notified by the dean or designee.

BUILDING SECURITY

Access to Facilities and Security of Building

Most college locations are open to the public during normal business hours. At night and during periods when classes are not in session, college buildings are generally locked. A security access card system is utilized at various locations. Faculty, staff and a limited number of students, with proper identification, are assigned access cards or keys to gain entry into buildings. Individuals assigned access cards or keys are responsible for reporting them missing, lost and/or stolen.

College Facilities

The college’s goal is to provide an environment that is as safe and secure as possible. Generally, college buildings and facilities are not only accessible to members of the college community but also to the public during normal business hours 8 a.m. to 5 p.m. During nonbusiness hours, 5 p.m. to 8 a.m., classrooms and office buildings in use will remain locked. The college details additional access control and building operations under procedures for Security and Access to Campus facilities. Note: The college operates various locations after normal business hours for the purposes of the college mission; deans have discretion to operate outside of normal business hours.

Security and Access to College Facilities

Procedure Policy Statement

Empire State College establishes procedures to ensure the safety of its students and employees.

All procedures follow these basic principles:

• Normal business hours: 8 a.m. to 5 p.m., Monday through Friday. Main entrances to facilities will be open and auxiliary entrances shall remain secured unless otherwise accommodated for. Facilities that host after-hour events or provide student instructional services may opt to have entrance times vary. The office manager and dean of the location are responsible for variances in times. Additionally, at the discretion of the dean, hours of operation, may vary.
• Holidays and other college closings: All facilities will be closed and secured during state recognized holidays. Alarm systems will be armed for 24 hours during these dates. Only college personnel with authorization privileges shall be permitted access to the building.

• Special considerations: Empire State College hosts various functions and has liberal leave days. During these times facilities operate on limited staffing. When a facility remains open, the receptionist area of the main entrance will be staffed when possible. In buildings with card access, personnel will utilize this option for access to the facilities. Example: during an event such as the All College Conference in Saratoga Springs, the shipping and receiving area will be the primary point of delivery for all college deliveries during times of reduced staffing.

Other General Information

Visitors and Vendors

All visitors are required to utilize main entrances to facilities. They are then required to sign in at the receptionist desk and obtain a visitor/vendor pass for the day. The receptionist will then contact the individual being sought to notify them of the arrival of their visitor(s).

Employees who organize meetings and events after normal working hours are responsible for the facility while the meeting is in session and for ensuring that the building is secured when they leave. The dean and/or office manager of remote locations will oversee access and grant privileges. Please also refer to the Building Use Policy.

The employee identification card should be visibly displayed at all times while in college-controlled facilities or while at functions organized by Empire State College.

Access Control and Security System

The purpose of the Access Control and Security System is:

• to improve the security of facilities with an effective policy;
• to comply with collegewide crime prevention and control objectives;
• to enable Empire State College to safeguard the work facilities;
• to simplify locking policies;
• to eliminate key duplication;
• to eliminate unauthorized access;
• to eliminate the necessity of emergency re-keying and re-coring;
• to satisfy security concerns of students, faculty and staff.

SUNY Empire State College Student ID Number

At SUNY Empire State College your social security number will not be used as your student identifier. You will be assigned a registration number which will be used to identify your records at the college.

Physical Maintenance of Facilities

The overall maintenance of facilities in Saratoga Springs is conducted through the Office of Administration and Physical Facilities. Deficiencies found at Saratoga Springs facilities are to be reported to Physical Facilities at 518-587-2100, ext. 2925. Periodic safety inspections are conducted by the Office of Campus Safety and Security in conjunction with Physical Facilities. Overall hazards are identified and corrected. Physical security, lighting and general safety items are identified and addressed in a timely manner.

Physical deficiencies or hazards found or identified at other Empire State College locations must be reported directly to the dean or program director. The deficiencies are corrected by the individual maintenance companies or property owners of that respective site. However, any emerging hazard or deficiency that is of a critical nature also should be reported to the Office of Campus Safety and Security in Saratoga Springs at 518-587-2100, ext. 2800.

Offsite Student Organizations

The college does not have offsite student organizations or housing facilities.

SECURITY PROGRAMS

Crime Prevention Programs

The college provides specialized trainings and crime prevention programs primarily for faculty and staff on an ongoing basis. No formal crime prevention programs for students exists at this time, however, security prevention links are listed on the website (www.esc.edu).

Empire State College, is a nonresidential college. Students are mature adults who live and work in their own communities; many of these communities publicize safety measures and crime prevention information. The Office of Campus Safety and Security website (www.esc.edu/SafetyandSecurity) has direct links to local police agencies across New York state; some of these agencies may list information on personal safety and security initiatives.

All employees are advised of building security procedures, personal safety awareness and workplace/domestic violence programs when they begin employment with the college during “new employee orientation” sessions.

Annual notification regarding specific policies and procedures can be found within this document. Specific policy information regarding “Work Place Violence and Domestic Violence” may be located at www.esc.edu/SafetyandSecurity.

Offsite Criminal Activity

Empire State College is a nonresidential college with no dorms or offsite housing. Offsite groups or organizations in a living environment associated with the college do not exist. The Office of Campus Safety and Security works frequently and collaboratively with local law enforcement to identify crimes or incidents that occur on or near college facilities. All events conducted in conjunction with Empire State College, that take place off premises,
are considered college events and must follow procedures and codes of conduct in adherence with college policy.

**CAMPAIGN SEX CRIMES PREVENTION ACT OF 2000**

The act sets requirements for sexual offender registration and community notification. The Campus Sex Crimes Prevention Act of 2000 provides for the tracking of convicted sex offenders enrolled at, or employed by, institutions of higher education. It requires sex offenders, already required to register in a state, to provide notice of each institution of higher education in that state in which that person is employed, carries on a vocation or is a student. The act amends the Family Educational Rights and Privacy Act of 1974 (FERPA) to clarify that nothing in the act can prohibit an educational institution from disclosing information provided to the institution concerning registered sex offenders.

Information is listed at New York Division of Criminal Justice Services’ Sex Offender Registry or at www.criminaljustice.state.ny.us/nsor. You also may contact the NYS DCJS Sex Offender Registry at 518-457-3167 or 800-262-3257.

**SEXUAL OFFENDER REGISTRY**

The Sex Offender Registration Act requires the Division of Criminal Justice Services (DCJS) to maintain a Sex Offender Registry. The registry contains information on classified sex offenders according to their risk of re-offending: low risk (level 1), moderate risk (level 2) and high risk (level 3). The act requires that the division also maintain a subdirectory of level 3 sex offenders. The DCJS Sex Offender Registry site may be found on the Web (www.criminaljustice.state.ny.us/nsor) and contains their subdirectory of level 3 sex offenders as well as other information regarding the New York State Sex Offender Registry (referred to as “the registry”).

Sex offenders registered in New York state are now required to notify the registry of any institution of higher education at which he or she is, or expects to be, whether for compensation or not, enrolled, attending or employed, and whether such sex offender resides or expects to reside in a facility operated by the institution. Changes in status at the institution of higher education also must be reported to the registry no later than 10 days after such change.

Empire State College will maintain a website link to the New York State Sex Offender Registry and local law enforcement that maintain listings of registered sex offenders.

Correction Law §168-b requires that Division of Criminal Justice Services (DCJS) include this information regarding an institution of higher education on its registry.

**BIAS RELATED CRIME AND HATE CRIME**

Empire State College takes bias crimes seriously. The college provides the following information to students and employees to assist in the prevention of and response to bias crimes. This statement meets the requirements of the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the New York state law are available on the college’s website (www.esc.edu).

**Bias Crimes, Definitions**

Hate crimes, also called bias crimes or bias-related crimes, are criminal activities motivated by the perpetrator’s bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as race, religion, ethnicity, gender, sexual orientation or disability.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender.

If you are the victim of, or witness to, a hate/bias crime at a college location or event, report it to the appropriate local police agency. Since college services are delivered through locations across the state and the college does not have its own police force, we rely on local law enforcement to respond to reported crimes at our locations.

**Bias Related Incidents or Crimes**

Bias incidents directed at a member of a group within Empire State College that does not rise to the level of a crime include bigotry, harassment or intimidation based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, veteran status, color, creed or marital status. Such incidents may be addressed through the State University's Discrimination Complaint Procedure or the college’s Student Conduct Policy and Procedures. Bias incidents can be reported to the following individual:

Mary Morton
Affirmative Action Officer
Office of the President
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2265

**Reporting a Bias Crime to the College**

After you have seen to your own and the victim's safety and well-being, you may need to report the incident to a college official. The college has procedures in place to facilitate reporting:

You may report the crime to the dean of your location or program (see pages 11-13 for a listing). He or she will ensure that the proper individuals in the college are notified.

You also may report the incident to the Office of Campus Safety and Security at the college’s Coordinating Center in Saratoga Springs and:

- if the accused is a member of the college faculty or staff, in addition to filing a police report, report the crime to the Office of Human Resources, at 518-587-2100, ext. 2240.
• if the accused is a student at the college, in addition to filing
a police report, report the crime to the director of collegewide
student services who can be reached at 518-587-2100, ext. 2463.

EMPIRE STATE COLLEGE SECURITY
POLICY AND PROCEDURES
As a nonresidential college, SUNY Empire State College's
facilities consist of office space where faculty meet with students
and administrative work is conducted. Each location has its own
procedures for maintaining the security of that particular facility.

This policy complies with Title II of Public Law 101-542,
the Crime Awareness and Campus Security Act of 1990. The
cooperation and involvement of all members of the college
community is essential to a successful safety and security program.
All persons must assume responsibility for their own personal safety
and the security of their personal belongings by taking common
sense precautions. The college is not responsible for lost or stolen
personal items. Students, faculty and staff should report suspicious
persons, questionable circumstances, activities or unusual incidents
they may observe to the Office of Campus Safety and Security.

DRUG AND ALCOHOL PREVENTION PROGRAM

Standards of Conduct
Empire State College policy prohibits the unlawful possession, use
or distribution of illicit drugs and the abuse of alcohol by students
and employees on college property or as part of the college’s
activities. No formal prevention programs are offered to students
at this time.

Employees may seek additional information on the Office of
Human Resources website (www.esc.edu/HR).

Health Risks
There are significant psychological and physiological health risks
associated with the use of illicit drugs and alcohol. Physical
addiction, loss of control and withdrawal syndrome as well as
serious damage to vital organs of the body can result from drug and
alcohol abuse. Further information is available from locations or the
Office of Academic Affairs.

Federal, State and Local Legal Sanctions
Conviction for possession and sale of controlled substances carries
a number and variety of penalties under New York State Law.
These range from fines to prison terms of 15 years to life, depending
upon the nature of the substance, the criminal act and the character
of the crime. Federal Trafficking Law convictions also carry a
variety of penalties which range from five to 30 years in
prison and substantial fines. These sanctions are described
in materials which are available at the locations or the Office
of Academic Affairs. NYS Penal Law http://public.leginfo.state.
ny.us/menugetf.cgi?COMMONQUERY=LAWS.

Disciplinary Sanctions – Students
A student accused of possession/use of or distribution of alcohol
or drugs will be subject to the college’s Student Conduct Policy
and Procedures in the college catalog. Sanctions for those found
responsible may include written warning, suspension or expulsion.

ALCOHOL POLICY

Alcohol and Drug Use in the Workplace
In compliance with the Federal Drug Free Schools and
Communities Act of 1988 and the New York State Policy
on Alcohol and Controlled Substances in the Workplace, the
Empire State College policy prohibits the unlawful manufacture,
distribution, dispensing, possession or use of a controlled substance
and the abuse of alcohol by students and employees on college
property or as part of the college’s activities.

New York state prohibits on-the-job use of, or impairment from,
alcohol and controlled substances.

College Drug Policy
Empire State College is committed to promoting a drug-free
college environment.

Consistent with the Drug-Free Schools and Communities Act
Amendments of 1989 (Public Law 101-226), all students and
employees are advised that individuals who violate federal, state
or local laws and college policies are subject to college disciplinary
action and criminal prosecution. Local police have full authority to
enforce all federal and state drug laws.

New York State Law
Articles 220 and 221 of the New York State Penal Law set criminal
penalties for possession or sale of drugs considered harmful or
subject to abuse. The seriousness of the offense and penalty imposed
upon conviction depend upon the individual drug and amount held
or sold. The Student Code of conduct may also apply.

FIRE SAFETY, ANNUAL FIRE SAFETY REPORT
Empire State College fully recognizes its responsibility to provide
both awareness and safety training for faculty, staff and students
and undertakes an ambitious program each year. Fire safety and
emergency training for faculty and staff begins with discussions
about fire prevention and safety during orientation programs.
Annual fire inspections are conducted by the Office of Fire
Prevention and Control.

Smoking is prohibited inside all college facilities.

Fires, Emergency Building Evacuations,
Evacuation for People With Physical Disabilities
In the event of fire, a smoke condition or odor of gas:
• notify fire departments by accessing an outside line, if applicable,
and dialing 911 from any phone or cell phone
• activate the nearest alarm pull station as you leave the building
• follow evacuation instructions
• quickly and calmly evacuate the building from the nearest exit. Do not use the elevators.
• do not re-enter a building that is in alarm
• proceed to the previously designated area of refuge and remain there.

Emergency evacuation plans are identified for each college location and posted.
• It is best to have arrangements preplanned for evacuation assistance. Arrangements can be made to reasonably assure that assistance is provided to anyone who requires it. Contact the Office of Campus Safety and Security at 518-587-2100, ext. 2800 for preplan arrangements or questions.

• IF you are unable to evacuate call 911.
• Remember to never use the elevators.

MEDICAL EMERGENCIES
Access an outside line if applicable and dial 911

Medical Incidents
Emergencies can happen anywhere and at any moment. When an emergency arises at Empire State College, it is important to know who to notify to expedite an emergency service response to the incident. Everyone at Empire State College remains a vital link in the network of college and community resources prepared to respond to medical emergencies. Dial 911.

GENERAL SAFETY
Faculty and Staff Members’ Roles
Everyone at Empire State College has a basic responsibility for his or her own personal safety; faculty and staff have an increased level of responsibility.

Personal Safety
• Stairwells and out-of-the-way corridors: utilize common stairwells and corridors that are traveled most frequently by others.
• Elevators: if in an elevator with someone who creates an uneasy feeling, get off as soon as possible.
• Restrooms: be extra cautious when using restrooms that are isolated or poorly lit.
• After hours: don’t walk alone late at night. Create a buddy system for walking to parking lots or public transportation.
• Parking lots or garages: always lock the car and roll the windows up all the way. Park in a well-lit area. Carry keys in hand while approaching the vehicle.

Prevention of Crime in the Office
Use your keys, access card/codes properly:
• Never share them with anyone.
• Don’t place personal identification on your key rings.
• Keep your personal keys and your office keys on separate rings.
• Report lost key rings and access card immediately.
• Keep purses or wallets on your person or lock them in a drawer or closet.
• Keep track of serial numbers of any personal items and mark them with your name or initial (i.e., radio).
• Keep coat racks away from entrances/exits to minimize temptation.
• Don’t leave your office unattended. Lock it.
• Have your phone forwarded to another person’s office or to voice mail.
• Report any lighting deficiencies, broken windows or broken door locks to the facilities maintenance.
• Don’t allow repairs to security or communication equipment without verifying a written order from the appropriate supervising office.

Computer Security
The Information Technology Services has outlined issues pertaining to computer security – Computer Use Statement, Policies and Procedures – which can be found on the college website (www.esc.edu).

WEAPONS POSSESSION
College policy prohibits, unauthorized possession or use of firearms, explosive devices, fireworks, dangerous or illegal weapons, or hazardous materials.

Safety Guidelines for Armed Subjects, Active Shooter Situations.
An active shooter is a person who appears to be actively engaged in killing or attempting to kill people in a populated area. In most cases active shooters use firearm(s) and there is no pattern or method to their selection of victims. These situations are dynamic and evolve rapidly, demanding immediate deployment of law enforcement resources to stop the shooting and mitigate harm to innocent victims. This section provides guidance to persons who may be caught in an active shooter situation, and describes what to expect from responding police officers.

What should you do
In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you find yourself involved in an active shooter situation,
try to remain calm and use these guidelines to help you plan a strategy for survival.

- **If an active shooter is outside your building**, proceed to a room that can be locked, close and lock all the windows and doors, and turn off all the lights; if possible, get everyone down on the floor and ensure that no one is visible from outside the room. One person in the room should call 911, advise the dispatcher of what is taking place, and inform him/her of your location; remain in place until the police or a college administrator known to you, gives the “all clear.” Unfamiliar voices may be the shooter attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.

- **If an active shooter is in the same building** you are, determine if the room you are in can be locked. If so, follow the same procedure described in the previous paragraph. If your room can’t be locked, determine if there is a nearby location that can be reached safely and secured, or if you can safely exit the building. If you decide to move from your current location, be sure to follow the instructions outlined below.

- **If an active shooter enters your office or classroom**, try to remain calm, dial 911, if possible, and alert police to the shooter’s location; if you can’t speak, leave the line open so the dispatcher can listen to what’s taking place. Normally the location of a 911 call can be determined without speaking. If there is absolutely no opportunity to escape or hide, it might be possible to negotiate with the shooter; attempting to overpower the shooter with force should be considered a last resort, after all other options have been exhausted. If the shooter leaves the area, proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter.

- **No matter what the circumstances**, if you decide to flee during an active shooting situation, make sure you have an escape route and plan in mind. Do not carry anything while fleeing, move quickly, keep your hands visible, and follow the instructions of any police officers you may encounter. Do not attempt to remove injured people; instead, leave wounded victims where they are and notify authorities of their location as soon as possible. Do not try to drive offsite until advised it is safe to do so by police or college administrators.

**What to expect from responding police officers:**
Police officers responding to an active shooter are trained to proceed immediately to the area in which shots were last heard; their purpose is to stop the shooting as quickly as possible. The first responding officers may be dressed in regular patrol uniforms, or they may be wearing external bulletproof vests and helmets, as well as other tactical equipment. The officers may be armed with rifles, shotguns or handguns, and might be using Tasers, pepper spray or tear gas to control the situation. Regardless of how they appear, remain calm, do as the officers tell you, and do not be afraid of them. Put down any bags or packages you may be carrying and keep your hands visible at all times. If you know where the shooter is, tell the officers. The first officers to arrive will not stop to aid injured people; rescue teams composed of other officers and emergency medical personnel will follow the first officers into secured areas to treat and remove injured persons. Keep in mind that even once you have escaped to a safe location, the entire area is still a crime scene; police will usually not let anyone leave until the situation is fully under control and all witnesses have been identified and questioned. Until you are released, remain at whatever assembly point authorities designate.

**FIREARMS POLICY**
Empire State College (in accordance with the SUNY policies and regulations*) prohibits any person from possessing firearms at any college facility or college sponsored event without the written authorization of the college’s chief administrative officer. This policy specifically applies to law enforcement officials who may otherwise be authorized to carry firearms while off duty and to other individuals who may be licensed to carry firearms.

This policy prohibiting the possession of firearms does not apply to law enforcement officials in pursuit of official duty when authorized by federal or state law. For purposes of this policy, law enforcement officers who are required to carry firearms while taking on-duty breaks shall be considered to be in “pursuit of official duty” when on such breaks.

* The following SUNY policies and regulations apply: 8 NYCRR Part 590 – SUNY’s regulations relating to firearms; SUNY’s Policy for Firearms on State Operated Campuses; 8 NYCRR Part 353 SUNY’s regulations for the maintenance of public order

**STUDENT CONDUCT POLICY**

**Policy Statement**
The Student Conduct Policy sets behavioral standards for Empire State College students and defines the relationship between the college and its students. It affirms values essential to promoting individual intellectual and personal development and for creating an effective learning community. Empire State College expects students to conduct themselves in a responsible manner that is respectful of the rights, well being and property of all members of the college community and that supports the college’s educational mission. This policy complies with section 6450 of the Educational Law and section 535 of the Rules of the Board of Trustees of the State University of New York.

Students are expected to:

- treat students, faculty and staff of the college with civility and respect;
- represent themselves and any documentation that they may present to the college in an honest manner;
- respect college property and the activities conducted at college facilities or college-sponsored events;
• uphold college policies, SUNY policies and all applicable laws.

Empire State College students should expect the same degree of civility and respect from other students, faculty and staff.

Scope
A student is a person who is admitted or enrolled at Empire State College. The college has an interest in student conduct which occurs during a student’s matriculation or enrollment at the college, including any breaks in enrollment permitted by college policy. Students are responsible for their own behavior and the behavior of their guests.

The college does not normally pursue alleged conduct violations that occur away from Empire State College facilities or events, or that are not associated with the student’s relationship with Empire State College. However, in situations when the safety of members of the college community may be endangered, the college may review such violations pursuant to the policy on student conduct.

College Regulations
The following behaviors by a student, or any guest of a student, whether acting alone or with any other persons, violate the policy on student conduct:

1. Conduct that threatens or endangers the mental health, physical health or safety of any person or persons, or causes actual harm, including: physical harm or threat of physical harm such as physical abuse, sexual assault or coercion; harassment and intimidation, whether physical, verbal (oral or written) or nonverbal.

2. Dishonest conduct not covered by the SUNY Empire State College Academic Honesty Policy and Procedures, including forgery; alteration, fabrication or misuse of identification cards, records, grades, diplomas, college documents; or misrepresentation of any kind to a college office or official.

3. Disorderly conduct that interferes with the rights of others.

4. Intentional or reckless disruption or interference with the activities of the college or its members.

5. Theft of personal or college property or services, or illegal possession or use of stolen property.

6. Vandalism or intentional or reckless damage to personal or college property.

7. Unauthorized entry, use, or occupation of college facilities or the unauthorized use or possession of college equipment.

8. Illegal purchase, use, possession or distribution of alcohol, drugs, or other controlled substances.

9. Failure/refusal to comply with the directions of college officials who are performing the duties of their office in relation to the maintenance of safety or security.

10. Unauthorized possession or use of firearms, explosive devices, fireworks, dangerous or illegal weapons, or hazardous materials.

11. Interference with or misuse of fire alarms, elevators, or other safety and security equipment or programs, including but not limited to initiating, or causing to be initiated, any false report, warning or threat of fire, explosion or other emergency.

12. Violation of a condition or sanction imposed (or agreed upon) due to a violation of the policy on student conduct.

13. Violation of any federal, state or local law that poses a threat to the health, safety or well being of the college or its individual members.

Additional information can be found at www.esc.edu/SafetyandSecurity.

SAFETY PROGRAMS AND SERVICES
The Office of Campus Safety and Security offers safety programs and services throughout the year and/or upon request. The focus of these programs and services changes depending on the need. Currently, the following are offered:

• Workplace Violence Awareness and Prevention Training. Offered by the Office of Campus Safety and Security and the Office of the President, the training session provides participants with information related to workplace violence, including risk factors, key elements, definition and types of workplace violence, and more.

• Publications. Local police departments have various publications available that address problems such as date rape, alcohol abuse and theft. Listed on the Safety and Security website are various links to police agencies across New York state that our locations operate within.

• Lighting. The college locations are routinely surveyed to ensure that exterior areas are adequately illuminated at night. Trees and shrubs that impair lighting along walks are trimmed as needed.

• Building Security. Each individual location operated by Empire State College utilizes various methods of building security. Personnel at college locations are instructed to report any suspicious situations to the police immediately.

• Collegewide Campus Safety and Security Committee. The committee will assess, evaluate and monitor the safety and security of the Empire State College community through information gathering, policy review and proposal generation to the administration. The committee will be comprised of nine members of the college community and will consist of: 50 percent women, 1/3 students* and 1/3 faculty.* [Reference SUNY Policy #5401] The committee will convene twice per year and gather information from the Regional Safety Committee. They also will review and make recommendations concerning safety for the college community, meet with the president yearly, as well as submit an annual report.
DRUG PREVENTION PROGRAMS

Counseling Services
All students have free access to a counselor by phone, 24 hours a day, 7 days a week. No issue is too big or small to call a counselor and discuss. If face to face counseling is needed or requested, the phone counselor will help the student locate a provider. Students are entitled to have three face to face sessions at no cost to them. The number to call to access the free Talk One-to-One service that is available to all students for counseling is 800-756-3124.

Standards of Conduct
Empire State College policy prohibits the unlawful possession, use or distribution of illicit drugs and the abuse of alcohol by students and employees on college property or as part of the college’s activities.

Health Risks
There are significant psychological and physiological health risks associated with the use of illicit drugs and alcohol. Physical addiction, loss of control and withdrawal syndrome as well as serious damage to vital organs of the body can result from drug and alcohol abuse. Further information is available from college locations or the Office of Academic Affairs.

Federal, State and Local Legal Sanctions
Conviction for possession and sale of controlled substances carries a number and variety of penalties under New York state law. These range from fines to prison terms of 15 years to life, depending upon the nature of the substance, the criminal act and the character of the crime. Federal Trafficking Law convictions also carry a variety of penalties which range from five to 30 years in prison and substantial fines. These sanctions are described in materials which are available at the college locations or the Office of Academic Affairs.

Disciplinary Sanctions – Students
A student accused of possession/use of or distribution of drugs will be subject to the college’s Student Conduct Policy and Procedures (see page 91). Sanctions for those found responsible may include written warning, suspension or expulsion.

SEXUAL HARASSMENT POLICY

Policy Statement
Empire State College is committed to creating and maintaining a community in which all persons who participate in college programs and activities can come together to learn and work in an atmosphere free from all forms of harassment (including sexual harassment), exploitation, and discrimination or intimidation. It is the responsibility of the college to prevent sexual harassment if possible, to correct it when it occurs and to take appropriate disciplinary action, as necessary, against behavior that is a violation of the policy. Every member of the college community should be aware that the college strongly opposes sexual harassment and that such behavior is prohibited by law and college policy.

Scope
The scope of this policy applies to all employees, applicants for employment in all positions, students involved in academic programs, as well as applicants in the admission process and recipients of Empire State College’s programs and services. This includes students, staff and faculty in Empire State College’s international programs.

Definitions
In accordance with applicable federal and state laws and regulations and college policy, Empire State College defines sexual harassment as “unwelcome” sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

• submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in any other university activity (quid pro quo), or
• submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual (quid pro quo), or
• such conduct has the purpose or effect of unreasonably interfering with a person's performance or creating an intimidating, hostile, or offensive work or academic environment.

Central to the definition are two elements: the behavior is unwelcome, and it is sexual in nature as perceived by the recipient.

In the college environment, conduct that may be considered sexually harassing for the same or opposite sex whether physical (including rape and sexual assaults), verbal, visual or written, include but are not limited to:

• lingering or intimate touches
• sexual jokes or innuendoes
• flirtations, e.g., repeated requests for dates
• sexual advances or propositions
• graphic comments about a person's physique
• sexually suggestive objects or pictures displayed in areas of common viewing

Quid pro quo sexual harassment means "this for that," and usually occurs by those in a position of authority over a subordinate.

Hostile environment is defined as a pattern of unwelcome behavior or a single egregious incident that creates an offensive learning or work environment. A hostile environment occurs when unwelcome conduct, sexual or sex-based, severe or pervasive, that offends, intimidates, ridicules and insults an individual sufficiently enough to alter his/her work or learning environment. There is no absolute example of a hostile environment, as each incident is given consideration to the record as a whole and to the totality of the circumstances, including the content in which the alleged incident(s) occurred. What you can do if you feel you are a victim of, or if you observe acts of, sexual harassment:

• Tell the person that his/her actions are personally offensive. While each individual must decide how to respond, confronting the individual can be very effective.
• Keep careful records. Document the facts in a journal or on a tape recorder. Record dates, times, places, witnesses (including their names and addresses), and the nature of the offense.
• Contact the college’s Title IX coordinator (Mary.Morton@esc.edu; 518-587-2100, ext. 2265), Office of Campus Safety and Security (Mark.Jankowski@esc.edu, 518-587-2100, ext. 2899) or a local community agency that can help you. A friend, staff or faculty member may accompany or assist you.
• College incidents may lead to complaints or grievances (refer to the University Discrimination Complaint Procedures to file a complaint or to review procedures); or you may file a criminal investigation.
• Students may wish to talk with a confidential counseling service (Talk One-2-One, at 800-756-3124. Talk One-2-One is a free confidential resource, available 24/7 and can provide support for a number of problems that may be challenging your health or well-being. Students may contact one of the services identified above or they may contact their mentor, advisor or dean.

Confidentiality
In accordance with existing policies and laws, every effort will be made to protect the privacy of all individuals throughout all phases of the complaint investigation and resolution process. Information about complaints will be maintained in confidence to the fullest extent possible. Details on the college process are found in the University Discrimination Complaint Procedures at: www.suny.edu/sunypp/documents.cfm?doc_id=451.

Retaliation
College policy and state law prohibit retaliation against any individual who opposes sexual harassment, files a complaint or assists or participates in any manner in an investigation or proceeding conducted by the college or an external agency. Violation of this policy is subject to disciplinary action, up to and including dismissal. Sexual harassment, in any form, will not be tolerated. If you have any questions about Empire State College’s policy against sexual harassment, or the procedure for filing a complaint, you may contact the affirmative action officer at 518-587-2100, ext. 2858.

Reporting
The college’s affirmative action officer/Title IX coordinator is a resource person for informal consultation. Additionally, all harassment/sexual harassment complaints or claims must be filed with the affirmative action officer/Title IX coordinator.

Mary Morton
Affirmative Action Officer/Title IX Coordinator
Office of the President
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2265
Mary.Morton@esc.edu

Mark Jankowski
Director of Campus Safety and Security
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2899
Mark.Jankowski@esc.edu

Patricia Myers
Director of Collegewide Student Services
Office of Academic Affairs
1 Union Ave.
Saratoga Springs, NY 12866-4309
518-587-2100, ext. 2463
Patricia.Myers@esc.edu

SEXUAL VIOLENCE PREVENTION AND RESPONSE POLICIES

Purpose
Empire State College is committed to maintaining a safe environment that is supportive of its primary educational mission and free from all exploitation and intimidation. The college will not tolerate sexual assault, including rape and any other form of nonconsensual sexual activity.

It is essential that students who are sexually assaulted receive support and medical treatment as soon as possible. This document outlines the procedures that will allow members of the college community to be effective at introducing victims of assault to medical, psychological and legal resources. The college’s Student Code of Conduct provides additional information for students.

This policy does not substitute or supersede the standards of conduct outlined and available to students in the undergraduate or graduate catalog.

Contents
• Definitions of Affirmative Consent
• Policy for Alcohol and/or Drug Use Amnesty on Sexual Violence Cases
• College Climate Assessment Policy
• Sexual Violence Victim/Survivor Bill of Rights
• Sexual Violence Response Policy
• Options for Confidentially Disclosing Sexual Violence
• Student Onboarding and Ongoing Education Guide

Definitions
• Accused, or accused individual: a person accused of perpetrating a crime or conduct code violation.
• Advisor: any individual who provides the accused or victim/survivor with support, guidance and/or advice.
• Bystander: a person who observes a crime, impending crime, conflict or unacceptable behavior.
• Bystander intervention: a bystander’s safe and positive actions to prevent harm or intervene when there is a risk posed to another person. Bystander intervention includes recognizing situations of potential harm, identifying safe and effective intervention options, and taking action to intervene.

• Preponderance of the evidence: The standard of proof in sexual harassment and sexual assault cases, which asks whether it is “more likely than not” that the sexual harassment or sexual violence occurred. If the evidence presented meets this standard, then the accused should be found responsible.

• Privileged or confidential resources: Individuals that, with very few exceptions, are confidential resources to those wishing to disclose sexual violence. Such resources include licensed medical professionals, licensed mental health counselors and clergy.

• Responsible employee: an employee with the authority to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX coordinator or other appropriate school designee; or whom a student could reasonably believe has this authority or duty. If a responsible employee is aware of sexual violence, then the college is considered on notice of that sexual violence.

• Retaliation: adverse action against another person for reporting a violation or for participating in any way in the investigation or conduct process. Retaliation includes harassment and intimidation, including but not limited to violence, threats of violence, property destruction, adverse educational or employment consequences, and bullying.

• Sex discrimination: includes all forms of sexual harassment, sexual assault and other sexual violence by employees, students or third parties against employees, students or third parties. Students, employees and third parties are prohibited from harassing others whether or not the harassment occurs on a SUNY campus or whether it occurs during work hours. All acts of sex discrimination, including sexual harassment and sexual violence, are prohibited by Title IX.

• Sexual assault: a physical sexual act or acts committed against another person without consent. Sexual assault is an extreme form of sexual harassment. Sexual assault includes what is commonly known as "rape" (including "date rape" and "acquaintance rape"), fondling, statutory rape and incest. For statutory rape, the age of consent in New York state is 17 years old.

• Sexual harassment: unwelcome, gender-based verbal, nonverbal or physical conduct that is sexual in nature and sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the college’s educational program and/or activities, and is based on power differentials, the creation of a hostile environment or retaliation.

• Sexual violence: physical sexual acts perpetrated against a person’s will or perpetrated where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion.

• Title IX coordinator: Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. Sec., 1681, et seq., states that all students have equal educational opportunity free from sex discrimination, including sexual harassment and sexual assault. The Title IX coordinator is responsible for the college’s compliance with this regulation including, but not limited to systematically monitoring and evaluating policy and procedures that effectively and efficiently respond to complaints of sex discrimination. Individuals with questions or concerns related to Title IX may contact the Title IX coordinator at (518-587- 2100, ext. 2858).

• Victim/survivor: a person who suffers personal, physical or psychological injury. The policies use “victim/survivor,” and campuses are encouraged to ask each individual disclosing or reporting sexual violence how that person wants to be identified – whether as victim, survivor, witness or other term.

Definition of Affirmative Consent
Affirmative consent is a clear, unambiguous, knowing, informed and voluntary agreement between all participants to engage in sexual activity. Consent is active, not passive. Silence or lack of resistance cannot be interpreted as consent. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity or gender expression. Consent may be initially given but withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop. Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to fully, knowingly choose to participate in sexual activity. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary), the lack of consciousness or being asleep, being involuntarily restrained, if any of the parties are under the age of 17, or if an individual otherwise cannot consent. Consent cannot be given when it is the result of any coercion, intimidation, force or threat of harm.

Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases
The health and safety of every student at the State University of New York and its state operated and community colleges is of utmost importance. Empire State College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time a sexual violence incident occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Empire State College strongly encourages students to report incidents of sexual violence to college officials. A bystander reporting in good faith or a victim/survivor reporting sexual violence to Empire State College officials or law enforcement will not be subject to campus conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the sexual violence.
Campus Climate Assessment Policy

Climate assessments afford institutions the opportunity to better understand their campus and to make informed decisions when it comes to providing a safe educational environment. Beginning in the 2015-2016 academic year, each State University of New York state-operated and community college will conduct a uniform climate survey that analyzes prevalence and attitudes regarding sexual harassment, including sexual violence and other related crimes.

The survey will address at least the following:

Student and employee knowledge about:
- the Title IX coordinator’s role;
- campus policies and procedures addressing sexual assault;
- how and where to report sexual violence as a victim/survivor or witness;
- the availability of resources on and off campus, such as counseling, health, academic assistance;
- the prevalence of victimization and perpetration of sexual assault, domestic violence, dating violence, and stalking on and off campus during a set time period (for example, the last two years);
- bystander attitudes and behavior; and
- whether victims/survivors reported to the college/university and/or police, and reasons why they did or did not report.

Beginning in the spring semester of 2015, the chancellor or designee will convene a group of scholars and practitioners to review methods of assessing campus climate, specific questions asked in past surveys, relevant data on responses and response rates, issues and problems encountered in survey implementation, and lessons learned from past surveys. The chancellor or designee will gather this data and seek to develop a standardized survey, with the advice of relevant members of the SUNY community and knowledgeable outside entities, that uses established measurement tools, to be implemented every two years by all SUNY State-operated and community colleges beginning in the 2015-2016 academic year. This policy may be changed by the Chancellor or designee should federal and/or State legislation require a different process or duplicate efforts to assess campus climate via survey.

Sexual Violence Victim/Survivor Bill of Rights

The State University of New York and Empire State College are committed to providing options, support and assistance to victims/survivors of sexual assault, domestic violence, dating violence and/or stalking to ensure that they can continue to participate in college/university-wide and campus programs, activities and employment. All victims/survivors of these crimes and violations, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status or criminal conviction, have the following rights, regardless of whether the crime or violation occurs on campus, off campus or while studying abroad:

The right to:
- have disclosures of sexual violence treated seriously.
- make a decision about whether or not to disclose a crime or incident and participate in the conduct or criminal justice process free from outside pressures from college officials.
- be treated with dignity and to receive from college officials courteous, fair, and respectful health care and counseling services.
- be free from any suggestion that the victim/survivor is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such a crime.
- describe the incident to as few individuals as practicable and not to be required to unnecessarily repeat a description of the incident.
- be free from retaliation by the college, the accused and/or their friends, family and acquaintances.
- exercise civil rights and practice of religion without interference by the investigative, criminal justice or conduct process of the college.

Options in Brief

Victims/survivors have many options that can be pursued simultaneously, including one or more of the following:

- receive resources, such as counseling and medical attention;
- confidantly or anonymously disclose a crime or violation (for detailed information on confidentiality and privacy, visit www.esc.edu/affirmative-action-office for Options for Confidentially Disclosing Sexual Violence.
- make a report to:
  - an employee with the authority to address complaints, including the Title IX coordinator, a student conduct employee or a human resources employee;
  - director of campus safety and security;
  - local law enforcement; and/or
  - family court or civil court.

Sexual Violence Response Policy

In accordance with the Victim/Survivor Bill of Rights, victims/survivors shall have the right to pursue more than one of the options below at the same time, or to choose not to participate in any of the options below:

I – Reporting

- To report confidentially the incident to one of the following external sources, who by law may maintain confidentiality, and can assist in obtaining services:
  - Counseling Service: Talk One–2–One at, www.studenttalkone2one.com or call, 800-756–3124; and
  - personal clergy or counselor
- To disclose confidentially the incident and obtain services from the New York state, New York City or county hotlines: www.opdv.ny.gov/help/dvhotlines.html. Additional disclosure and assistance options are cataloged by the Office for the
Prevention of Domestic Violence and presented in several languages: www.opdv.ny.gov/help/index.html (or by calling 800-942-6906), and assistance also can be obtained through:
- SurvJustice: http://survjustice.org/our-services/civil-rights-complaints/
- Legal Momentum: www.legalmomentum.org/
- NYSCASA: http://nyscasa.org/responding;
- NYSCADV: www.nyscadv.org/;
- Pandoras Project: www.pandys.org/lgbtsurvivors.html;
- GLBTQ Domestic Violence Project: www.glbtqdv.org/;
- RAINN: www.rainn.org/get-help
- Safe Horizons: www.safehorizon.org/

(note that these hotlines are for crisis intervention, resources and referrals and are not reporting mechanisms, meaning that disclosure on a call to a hotline does not provide any information to the campus. Victims/survivors are encouraged to additionally contact a campus confidential or private resource so that the campus can take appropriate action in these cases).

• To report the incident to one of the following college officials who can offer privacy and can assist in obtaining resources (note that an official who can offer privacy may still be required by law and college policy to inform one or more college officials about the incident, including but not limited to the Title IX coordinator):
  - affirmative action officer/Title IX coordinator, at 518-587-2100, ext. 2858;
  - director of campus safety and security/Title IX deputy, at 518-587-2100, ext. 2800
  - director of collegewide student services/Title IX deputy, at 518-587-2100, ext. 2463

• To file a criminal complaint with law enforcement:
  - contact state, local or county police and sheriff by accessing directory information at: www.usacops.com/ny
  - the director of campus safety and security (518-587-2100, ext. 2800; Mark.Jankowski@esc.edu) can assist you in accessing the police, or in explaining the process on how to file a criminal complaint with law enforcement.

• To file a report of sexual assault, domestic violence, dating violence, and/or stalking, and/or talk to the Title IX coordinator for information and assistance. Reports will be investigated in accordance with Empire State College policy. If a victim/survivor wishes to keep his/her identity private, he or she may call the affirmative action officer anonymously to discuss the situation and available options (www.esc.edu/affirmative-action-office):
  - affirmative action officer/Title IX coordinator, 518-587-2100, ext. 2858, 2 Union Ave., Saratoga Springs, NY 12866-4390; or email: Mary.Morton@esc.edu.

• When the accused is an employee, a victim/survivor also may report the incident to the Office of Human Resources; or may request that one of the above referenced confidential or private employees assist in reporting to the Office of Human Resources. Disciplinary proceedings will be conducted in accordance with applicable collective bargaining agreements.

• When the accused is an employee of an affiliated entity or vendor of the college, college officials will, at the request of the victim/survivor, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a person non grata letter, subject to legal requirements and college policy.
  - Office of Administration, 2 Union Ave., Saratoga Springs, NY 12866-4390; 518-587-2100, ext. 2233.

• You may withdraw your complaint or involvement from the Empire State College process at any time.

II – Resources

• To obtain effective intervention services.
  - Counseling Services: Talk One-2-One, at www.studentsalkone2zone.com or call, 800-7563124; this is a free and confidential third party certified counseling service.

• Other applicable services are available from local hospitals and clinics. Please refer to resources identified in Section I-Reporting above.
  - Within 96 hours of an assault, you can get a Sexual Assault Forensic Examination (commonly referred to as a rape kit) at a hospital. While there should be no charge for a rape kit, there may be a charge for medical or counseling services off campus and, in some cases, insurance may be billed for services. You are encouraged to let hospital personnel know if you do not want your insurance policyholder to be notified about your access to these services. The New York State Office of Victim Services may be able to assist in compensating victims/survivors for health care and counseling services, including emergency funds. More information may be found here: www.ovs.ny.gov/files/ovs_rights_of_cv_booklet.pdf, or by calling 800-247-8035. Options are explained here: www.ovs.ny.gov/helpforcriminalvictims.html.

III – Protection and Accommodations

• When the accused is a student, to have the college issue a “No Contact Order,” meaning that continuing to contact the protected individual is a violation of college policy subject to additional conduct charges; if the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person.

• To have assistance from the Office of Campus Safety and Security or other college officials in obtaining an Order of Protection or, if outside of New York state, an equivalent protective or restraining order.

• To receive a copy of the Order of Protection or equivalent and have an opportunity to meet or speak with a college official who can explain the order and answer questions about it,
including information from the Order about the accused’s responsibility to stay away from the protected person(s); that burden does not rest on the protected person(s).

- To an explanation of the consequences for violating these orders, including but not limited to arrest, additional conduct charges and interim suspension.
- To have assistance from the Office of Campus Safety and Security when an individual violates an Order of Protection or to call on and assist local law enforcement in effecting an arrest for violating such an order.
- When the accused is a student and presents a continuing threat to the health and safety of the community, to have the accused subject to interim suspension pending the outcome of a conduct process.
- When the accused is not a member of the college community, to have assistance from the Office of Campus Safety and Security or other college officials in obtaining a persona non grata letter, subject to legal requirements and college policy.
- To obtain reasonable and available interim measures and accommodations that effect a change in academic, employment or other applicable arrangements in order to ensure safety, prevent retaliation, and avoid an ongoing hostile environment. While victims/survivors may request accommodations through any of the offices referenced in this policy, the following office can serve as a point to assist with these measures:
  - Affirmative Action Officer, 2 Union Ave., Saratoga Springs, NY 12866-4390; 518-587-2100, ext. 2858; Mary.Morton@esc.edu

IV – Student Conduct Process

- To file student conduct charges against the accused. Conduct proceedings are governed by the procedures set forth in the undergraduate and graduate catalogs (at www.esc.edu/academic-affairs/catalogs-guides), as well as federal and New York state law, including the due process provisions of the United States and New York State Constitutions.
- Throughout conduct proceedings, the accused and the victim/survivor will have:
  - The same opportunity to have access to an advisor of their choice. Participation of the advisor in any proceeding is governed by federal law and the Student Code of Conduct. (Refer to definition for advisor.)
  - The right to a prompt response to any complaint and to have their complaint investigated and adjudicated in an impartial and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, and other issues related to sexual assault, domestic violence, dating violence and stalking.
  - The right to an investigation and process conducted in a manner that recognizes the legal and policy requirements of due process and is not conducted by individuals with a conflict of interest.
  - The right to receive written or electronic notice of any meeting or hearing they are required to or are eligible to attend.
  - The right to have a conduct process run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than 10 days except when law enforcement specifically requests and justifies a longer delay.
  - The right to review available evidence in the case file.
  - The right to a range of options for providing testimony via alternative arrangements, including phone/videoconferencing or testifying with a room partition.
  - The right to exclude prior sexual history or past mental health history from admittance in college disciplinary stage that determines responsibility. Past sexual violence findings may be admissible in the disciplinary stage that determines sanction.
  - The right to ask questions of the decision maker and via the decision maker indirectly request responses from other parties and any other witnesses present.
  - The right to make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.
  - The right to simultaneous (among the parties) written or electronic notification of the outcome of a conduct proceeding, including the sanction(s).
  - The right to know the sanction(s) that may be imposed on the accused based upon the outcome of the conduct proceeding and the reason for the actual sanction imposed. For students found responsible for sexual assault, the available sanctions are suspension with additional requirements and expulsion/dismissal.

If Someone You Know Has Been Sexually Assaulted

Believe Them. Listen, be there, support them and don’t be judgmental.

Inform them of the options (see information above), but remember it’s their decision.

Be patient. Remember, it takes time to process and time to heal. Let them know that professional help is available. Contact the 24 hour, Crime Victims Hotline at: 888-689-HELP or the Sexual Assault and Incest Hotline (NY City) at 212-227-3000. Or, students are encouraged to contact 24/7, free and confidential online counseling service at: Talk One-2-One, 800-756-3124.
If a friend has been sexually assaulted it is not uncommon for them to experience:
- shock
- disbelief
- anger
- irritability
- denial
- fear
- mood swings
- depression
- helplessness
- embarrassment
- inability to concentrate or relax
- disturbances in eating and/or sleeping

Although policy violations cannot be overlooked, the college will consider the positive impact of reporting an incident when determining the appropriate response for policy violations. In such cases, any possible negative consequences for the reporter of the problem should be evaluated against the possible negative consequences for the student who needed assistance in determining responsibility and/or potential sanctions.

At a minimum, students or employees should make an anonymous report by calling Office of Campus Safety and Security at 518-587-2100, ext. 2899, or Title IX coordinator at 518-587-2100, ext. 2858.

If You Have Information Regarding a Sexual Assault
If you have information regarding a crime that took place in the past, you may still report it.
- Contact the Office of Campus Safety and Security at 518-587-2100, ext. 2899; the college’s Title IX coordinator, ext. 2858; or dial 911.
- For additional information refer to college websites: www.esc.edu/safety-security/ or www.esc.edu/affirmative-action-office/.

Sexual Assault Prevention
10 Things Anyone Can Do To Help Prevent Sexual Assault
1. Speak up. You will probably never see a rape in progress, but you will see and hear attitudes and behaviors that degrade women and promote rape. Do anything but remain silent.
2. Communicate. Sexual violence often goes hand in hand with poor communication. Our discomfort with talking honestly and openly about sex dramatically raises the risk of rape. By learning effective sexual communication – stating your desires clearly, listening to your partner, and asking when the situation is unclear – you can make sex safer for yourself and others.
3. Be aware of language. Words are very powerful, especially when spoken by people with power over others.
4. Support survivors of rape. Rape will not be taken seriously until everyone knows how common it is. By learning to sensitively support survivors in their lives, we can help both women and men feel safer to speak out about being raped.
5. Contribute Your Time and/or Money. Donate time or money to organizations working to prevent violence against women in our community, such as rape crisis centers and woman shelters.
6. Organize. Join an organization dedicated to stopping violence against women.
7. Talk with women … about how the risk of being raped affects their daily lives; about how they want to be supported if it has happened to them; about what they think men can do to prevent sexual violence. If you're willing to listen, you can learn a lot from women about the impact of rape and how to stop it.
8. Talk with men … about how it feels to be seen as a potential rapist; about the fact that 10-20 percent of all males will be sexually abused in their lifetimes; about whether they know someone who has been raped. Learn about how sexual violence touches the lives of men and what we can do to stop it.
9. Work to end all oppressions. Rape feeds off many other forms of prejudice – including racism, homophobia and religious discrimination. By speaking out against any beliefs and behaviors, including rape, that promote one group of people as superior to another and deny other groups their full humanity, you support everyone's equality.
10. Always make sure it’s consensual. If you’re going to have sex, make sure that it’s consensual. Consensual sex is when both partners are freely and willingly agreeing to whatever sexual activity is occurring. Consent is an active process, you cannot assume you have consent – you need to ask. Consent cannot be given legally when an individual is intoxicated.

Rights of the Disabled and Procedures for Accommodating Students with Disabilities at Empire State College
Policy
Empire State College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA) of 1990. These acts “… no otherwise qualified handicapped individual … shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (29 U.S.C Sect. 706).” Regulations implementing Section 504 and ADA establish standards for employment practice, accessibility of facilities, and education programs with which institutions receiving federal funds must comply (34 CFR Part 104).

In accordance with these regulations, a qualified person with a disability who meets the academic and technical standards required to enroll in and participate in the Empire State College program...
shall be provided an equal opportunity to obtain a degree in the most integrated setting appropriate to that person’s needs. Empire State College makes reasonable accommodation to meet the needs of students with disabling conditions. Reasonable accommodation does not include academic adjustments that would fundamentally alter the nature, essential requirements or academic standards of the program.

The college considers each student’s individual needs through consultation with the student’s location or program and the director of the Office of Collegewide Disability Services.

The director of the Office of Collegewide Disability Services, coordinates the college’s compliance with Section 504, ADA and their implementing regulations with respect to students. Questions concerning the college’s policy should be directed to the director of the Office of Collegewide Disability Services, SUNY Empire State College, 1 Union Ave., Saratoga Springs, NY 12866-4309, 518-587-2100, ext. 2544.

**Procedure for Students Requesting Reasonable Accommodation of Disabling Conditions**

Empire State College provides educational services through regional locations throughout New York state, the Center for Distance Learning and the School of Nursing. Students with disabling conditions may work out informal accommodations with their mentors/tutors. To make a formal declaration of disability and request accommodation, a student must contact the location’s disability representative (see A below).

**A. Requesting Accommodation Through the Center’s Disability Representative**

1. The student first contacts the disability representative for his or her location. A list of the disability representatives and their contact information can be found in the student services section of this catalog or online at www.esc.edu/DisabilityServices.

2. The student completes the Disability Declaration and Request for Accommodation form (available from a disability representative or online at www.esc.edu/DisabilityServices) to provide information about his or her disability and request accommodations. The student does not need to provide documentation of the disability at this stage.

3. The disability representative reviews the request and determines appropriate accommodations, consulting with the dean, the student’s mentor and Collegewide Disability Services’ staff as needed. Most accommodation requests are implemented at the location level. If an accommodation request cannot be easily accommodated at the location level or if the student is requesting an accommodation that necessitates the provision of documentation, the disability representative refers the student to Collegewide Disability Services (see Section B).

4. The disability representative informs Collegewide Disability Services that a request has been received and an accommodation has been approved. The student contacts his or her mentor(s) or tutor(s) to discuss implementing the approved accommodations.

**B. Referral to Collegewide Disability Services**

1. The disability representative refers a student to Collegewide Disability Services when the disability representative feels that more information is necessary to process the request for accommodations, the requested accommodations cannot be easily implemented at the location level or when documentation is required by a third party involved in the accommodation. Third-party accommodations include:
   a. eligibility for TAP awards as a part-time student
   b. funds from the Reader’s Aid Program
   c. electronic text copies of textbooks from the publisher
   d. audio books from Recordings for the Blind and Dyslexic

2. The disability representative sends the basic information about the student’s request, what actions have been taken so far and the reasons for the referral to Collegewide Disability Services. Referrals are reviewed by the disability specialist.

3. Upon receiving the referral, the disability specialist contacts the student to request documentation. The student should forward supporting materials and requested documentation to Collegewide Disability Services as soon as possible. Review of the student’s accommodation request begins when all documentation has been received. Documentation must be current, include a statement of diagnosis, illustrate the impact of the disability on the student’s academic functioning and recommend accommodations.

   a. The disability specialist or the director reviews and evaluates the request for accommodation, consulting with other college faculty and staff as needed.
   b. The disability specialist or the director makes evaluative judgments in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990.
   c. The director provides a written response to the student (with copies to mentors/tutors, the disability representative and the dean) within five business days from receipt of complete documentation and supporting materials. If the requested accommodation is denied, the director includes the reason for the denial.
C. Procedures for Requesting Textbooks in Alternative Formats

Students who have a documented print disability may request copies of their textbooks in alternative formats. The college uses a variety of sources to supply these materials, including files obtained from the publishers or Bookshare, audio formats from Recordings from the Blind and Dyslexic and electronic scanning of books to create electronic text.

While the college will make a reasonable effort to provide the textbook in the student's preferred file format, it will provide a reasonable and effective alternative when it cannot obtain the preferred format. You must follow the procedures below to request textbooks in alternative formats:

1. Purchase the required textbooks. Whether you purchase your books online through the Empire State College Bookstore or privately, you must submit proof of purchase with your request for electronic texts. New York state law requires that students purchase a hard copy of the book requested in alternative format.

2. Download and complete the Application for Alternatively Formatted Textbooks, located on the disability services website (www.esc.edu/DisabilityServices, click on forms.) This form gives the college information regarding a student's preferred file format and the information about the textbooks required. Submit your request two months before you need the books. While Collegewide Disability Services will accept late requests, late submission reduces the likelihood that you will receive the alternative formats when you need them. You must complete this form each term you need books in alternative formats.

3. Submit your completed application with documentation of your print disability. You need only provide documentation of print disability once. Note: You may submit this documentation at the same time you request texts in alternative formats.

Textbooks Not Available From External Sources

If the textbooks are not available from external sources within 10 days of the college's request, the disability specialist will ask you to provide the college with hard copies of the textbooks for scanning. You should submit these textbooks to the college within 10 days of its request.

- To facilitate scanning (if needed), have the seller (Empire State College Bookstore or other retailer) ship your books directly to Collegewide Disability Services in Saratoga Springs when you purchase your books. The shipping address is set forth below.
- If you must ship the books to Collegewide Disability Services yourself (rather than having the seller ship them directly to the college), the college will reimburse you for shipping costs.

The college will obtain permission from the publishers for the college to scan your books and create the electronic text. The files can be provided to you in text format, digital audio format or DAISY digital text format. Please note: The binding of your textbooks will be cut off in order to scan the book. The books will be rebound prior to shipping them back to you. In many instances, paperback books can be rebound using the original binding. Hardcover textbooks may need to be bound using other materials and will not be restored to their original condition.

Send documentation, requests and books to:

Collegewide Disability Services
SUNY Empire State College
1 Union Ave.
Saratoga Springs NY 12866-4309

Processing and Handling of Requests

Upon receipt of a request, the disability specialist will:

- confirm that the following has been received: 1) print disability documentation; 2) completed alternative text application; 3) proof of purchase.
- search the Recordings for the Blind and Dyslexic's online book catalog for the availability of texts.
- search Bookshare's inventory of electronic text files for the requested texts.
- locate the contact information for each publisher through the American Association of Publisher's look-up service and request the textbook in electronic format directly from the publisher.

After 10 business days, the disability specialist will provide an update to the student via email regarding:

- the availability of textbooks from the lending libraries, i.e., Recordings for the Blind and Dyslexic, Bookshare, etc.
- the response from the publishers regarding the availability of text files requested.
- textbooks received.

If the textbooks are not available from external sources within 10 days, the disability specialist will ask the student to provide the college with hard copies of the textbooks and the college will scan the student's textbooks to produce an electronic text file. The files can be provided to the student in text format, digital audio format or DAISY digital text format.

When the textbooks have been converted or received, the disability specialist will ship the student's files and any textbooks shipped directly to Collegewide Disability Services to the student's home address.

When the alternative text becomes available, within one calendar week of the start of the academic term, or if the term already has begun by the time the alternative text becomes available, the college will ship the texts to the student via overnight mail.
D. Americans With Disabilities Act

Grievance/Appeal Process

An ADA grievance is a complaint related to accommodation of a disability.*

1. Informal resolution. The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of his or her disability representative and/or dean in a timely fashion. This process must begin within 30 calendar days of the concern arising.

2. Written grievance. If the student is unsatisfied with the informal resolution, the student may make a formal, written complaint to the provost. The student should follow procedures for formal appeal found on page 93.

* The college's grievance/appeals procedure should be referenced and utilized for all non-ADA related concerns. The procedure can be found on MyESC (www.esc.edu/MyESC) under policies and procedures.

The student may seek further redress by registering a complaint with the Office of Civil Rights or the New York State Division of Human Rights.

SMOKING POLICY

In accordance with New York state law, no smoking is allowed in any college facility or within 30 feet of any building.

STUDENT CLUBS AND ORGANIZATIONS

The college passed a clubs and organizations recognition policy in March 2010. The development of formally recognized clubs and organizations began shortly after this. Several informal groups meet at the college’s regional centers and the Center for Distance Learning. You should inquire with your student service coordinator for more information about available clubs.

If you are interested in starting a new club or organization at the college, the policy below will get you started. You should contact Maureen Winney, director of alumni and student relations, (Maureen.Winney@esc.edu) for more information.

Recognition Policies

I. Only officially recognized organizations may use the name of the State University of New York or Empire State College (the college) for identification purposes, obtain organizational privileges in the use of the college’s facilities and services, or imply college sponsorship or approval of their activities.

II. Recognition (or withdrawal of recognition) of a group as a college organization is an executive responsibility of the president, acting on behalf of the chancellor and trustees of the State University of New York. Responsibility for the coordination of policy development and for the administration of recognition procedures in the case of organizations having students as full members is delegated to the director of alumni and student relations. The final decision to grant or withdraw recognition rests with the president or his or her designee.

III. Determination of criteria for membership and for active status is the prerogative of each organization, insofar as it is consistent with state and federal law. No organization may restrict its selection of members or assignment of voting privileges, rank or office, based on illegal differentiation or based on an individual’s previous affiliations. There will be no discrimination based on race, gender, color, religion, age, national origin, disability or sexual orientation. The names, purposes and procedures of organizations must reflect this policy of nondiscrimination.

IV. Local affiliates of national organizations must be entirely free to select individual members from among the generally qualified; outside approval shall not be required.

V. Gender-associated or otherwise circumscribed names should not be interpreted as denying or prohibiting membership to any person wishing to join any registered organization, or to participate in its activities. Students are free to select any group of their choosing.

VI. Each group applying for recognition must agree to abide by all regulations of the college and the State University of New York. Applications of original recognition or renewed recognition will be submitted to the director of alumni and student relations. Each application for recognition must include the following information:

• a brief statement of the organization’s purpose and proposed activities

• membership requirements

• sources of income and costs to members

• assurance of responsible financial accounting to its membership

• a list of current officers with their addresses and phone numbers, including national or regional officer, if applicable

• name of college faculty/professional advisor

VII. Any constitution approved by organization members must be submitted to the director of alumni and student relations. All information required in the application for recognition (as detailed above) must be furnished separately.

VIII. Student organization credentials are maintained by Alumni and Student Relations and must be renewed or updated yearly. Failure to renew credentials or to comply with other college regulations will result in temporary or permanent withdrawal of official recognition.

IX. Recognition of student groups by the college will not extend beyond the college facilities. Any activities by student groups beyond college locations are the responsibility of individual students and not campus administration. Events and meetings held at college locations must be approved and registered with the director of alumni and student relations and the dean. The director and relevant dean may approve, for posting purposes only, announcements of off-campus events.
X. Student organizations bringing discredit upon themselves or the college may lose their recognition at the discretion of the president.

XI. Any organization that receives financial assistance from the student activity fee fund must maintain all deposits in an account administered by Alumni and Student Relations. For further information on procedures, please contact Alumni and Student Relations.

Note: All informal groups meeting on a regular or ad hoc basis are not bound by this policy. Any group desiring official college recognition and financial assistance must submit an application and is subject to all policies described above.

TIME LIMIT FOR DEGREE COMPLETION POLICY

The graduate program (master’s and/or certificate) must be completed within six years of initial enrollment. If a student exceeds the six-year time limit, he or she may be permitted to continue if:

- the head of the student’s program approves continuation, but courses which are older than six years will not be counted toward the degree; or
- a waiver of the six-year rule is granted by the dean of the School for Graduate Studies. The student needs to make this request in writing and in consultation with his or her academic advisor and program chair/coordinator. The dean will consider the request based upon factors such as special hardship, excellence of work and closeness to completion. The request for a waiver may be sent to the dean at Graduate_Dean’s.Office@esc.edu.

TRANSFER CREDIT

Students may transfer up to 9 credits into master’s programs and up to 3 credits into advanced certificate programs. To be eligible for consideration, these credits must be:

- graduate level,
- from a regionally accredited college or university,
- a final grade of B or better,
- related to the student’s program/content area, and
- no more than seven years old at the time of the student’s admission to the graduate program.

A student begins the transfer request process by having an official transcript and course syllabus of all credit he or she wishes to be considered sent to the School for Graduate Studies:

- For master’s programs that require a formal degree program (DP), the student discusses transfer credit during degree planning with his or her advisor. Proposed transfer credit is listed on the DP.
- For master’s programs that do not require a DP, the student discusses transfer credit with his or her advisor. Proposed transfer credit is listed on the appropriate transfer credit request form.

- For advanced certificate programs, the student discusses transfer credit with his or her advisor. Proposed transfer credit is listed on the appropriate Transfer Credit Request Form.

An appeal to a decision not to accept transfer credit may be made, in writing, to the dean of the School for Graduate Studies or designee, at Graduate_Dean’s.Office@esc.edu. If this is unsuccessful, final appeal may be made, in writing, to the provost/vice president for academic affairs or designee.

UNDERGRADUATE ENROLLMENT IN GRADUATE COURSES

Policy

An advanced undergraduate student (within the last 32 credits of the bachelor’s program) with a concurred degree program may apply to take up to 9 credits of selected graduate course work as determined by the appropriate graduate program chair or coordinator (but only six hours during a single term) related to the student’s degree program. If the student is permitted to enroll, graduate-level course expectations and grading policies apply.

Students and mentors should consult with the appropriate program chair or coordinator as they develop a degree program plan that includes graduate study. Students who incorporate graduate studies into their degree program will be exempted from the degree program amendment fee should changes be required to the degree program as a result of not being permitted to enroll in graduate courses.

The appropriate program chair within the School for Graduate Studies determines eligibility on a course-by-course basis, in consultation with the student’s primary mentor and other mentors as appropriate. Decision criteria include (1) the student’s preparedness for graduate study based on the academic record, (2) the student’s rationale for enrolling in graduate courses, and (3) the availability of space in the course(s). The graduate course(s) may be used toward the undergraduate degree (subject to undergraduate degree program review). Additionally, if the student is accepted within two years to the graduate program to which the courses apply, those course(s) will apply toward that graduate degree.

Procedure

SGS (School for Graduate Studies) will provide a list of eligible courses on its website with a link from MyESC. The terms for courses are September, January and May.

Undergraduate Consultation With Primary Mentor

The undergraduate student consults with his/her primary mentor and SGS to determine if she/he is ready for graduate-level study, if graduate study is appropriate to his/her goals, and if so, what courses would be relevant to his/her degree program. Some indicators of readiness to engage in graduate study are that students...
will have been highly successful in upper-level courses/studies demonstrating strong writing and critical thinking skills, and have completed any prerequisites required for a particular course.

The student completes and signs the application for enrollment in graduate courses, acknowledging the expectations of graduate-level study and grading.

**School for Graduate Studies Review**

The application is forwarded via email to the student services staff in SGS (GradReg@esc.edu), where it is logged and channeled to the appropriate program chair or coordinator.

The chair/Coordinator determines if the student is prepared for graduate study based on the academic record, consultation with the undergraduate primary mentor, the course instructor, other mentors if needed, and the student’s rationale for enrolling in graduate courses. The primary mentor would need to advise as to the appropriateness of the courses selected to the planned DP and provide information about the student’s readiness for graduate-level study (or connect the graduate chair or coordinator with other mentors who can provide that advice). The chair or Coordinator also ensures that there is space available in the course(s) selected. The chair notifies graduate student services of the decision.

If the request is approved, the graduate student services office notifies the student, the primary mentor, and processes the enrollment (adds the course to the student’s worksheet or manually enters the enrollment) for the appropriate term.

The SGS student services will ensure that undergraduate students so approved do not exceed 6 credits of graduate study in any given term.

**Appeals**

Appeals of decisions would follow the college’s academic appeals process and formal appeals would be referred to the appropriate center. For example, appeals of decisions not to allow a student to participate in a graduate course would be directed to SGS, and appeals of decisions about the appropriateness of such a course to the undergraduate program would be directed to the student’s home center.

**VISITORS TO INSTRUCTIONAL ACTIVITIES**

Instructional activities are not normally accessible to those outside the Empire State College community other than on the basis of invitation. All of the college’s instructional activities, including individual faculty/student meetings, group studies, online courses and group sessions at residencies, are intended to foster academic inquiry in an atmosphere supportive of academic freedom.

Attendance at instructional activities is normally limited to the students enrolled for the activity and the instructor(s). On occasions provided for in faculty evaluation procedures, the faculty member’s supervisor or other designated evaluator may observe teaching activity. Faculty members may invite students not enrolled in the activity, faculty colleagues and other presenters or visitors, with the following stipulations: (1) Students enrolled in the instructional activity should be informed and consulted about such visitors in a timely way. (2) When arranging to bring external visitors to the college, faculty members should inform or consult their supervisors as appropriate.

When the college has a formal partnership or contractual relationship with an external organization, such agreements commonly include provisions for evaluation of the program. When observation of instructional activity is part of a plan agreed to by the college and an external organization, the observation will be designed to avoid interference with instructional aims. Observations conducted for purposes of program evaluation will not be used in evaluation of individual faculty. Faculty and students or prospective students will be informed of such program evaluation plans at the outset of the program and will receive advance information about specific observational visits.

When the college invites individuals to visit academic programs to introduce them to the college, the visitor will observe instructional activity only when such a visit is agreed to in advance by the faculty member, in consultation with students, and the program administrator.

If visitors offer unsolicited evaluative comments or written reports, these will not be considered in evaluation of the individual faculty member.

Individuals wishing to visit the college, e.g., community members, legislators, representatives of organizations with which the college has no formal relationship, should be referred to the appropriate administrator.

**WITHDRAWING FROM A COURSE PROCEDURE**

If personal concerns or work demands make it difficult or impossible for a student to continue with a course after it has started, the student needs to alert his or her course instructor as soon as possible. Sometimes alternative arrangements can be made, such as an incomplete.

If alternative arrangements cannot be made, then the student will need to withdraw from the course. To withdraw from a course, the student should submit the Withdrawal Form, available at www.esc.edu/Withdraw, to the Office of the Registrar after having discussed this with his or her course instructor and academic advisor.

It is important for the student to note that he or she may be eligible for a refund for all or part of the tuition paid for the course depending on the date of withdrawal notification. The student will be eligible for a refund to his or her account if the notification of withdrawal is on or before the 28th day of the term. (Please refer to the credit schedule located elsewhere in this catalog.) Withdrawals may affect current and subsequent financial aid eligibility and satisfactory academic progress. (Please refer to the Satisfactory Academic Progress Policy located elsewhere in this catalog.)
WITHDRAWING FROM THE PROGRAM PROCEDURE

For a number of different reasons, students occasionally find that their academic program is not appropriate for them and they decide to withdraw. Before withdrawing, the student is encouraged to contact his or her academic advisor to discuss the matter. The student may only need a leave of absence from the program so as to catch up on work responsibilities or respond to family demands. The academic advisor also may help the student if he or she wants advice about other Empire State College graduate programs more suited to his or her particular interests or needs. If the student does decide to withdraw, he or she should notify graduate student services at Grad.Services@esc.edu. Graduate student services will notify the student’s academic advisor, end the advisor assignment and forward the request to the Office of the Registrar for processing.

WORLD WIDE WEB PAGES

Empire State College has created a World Wide Web presence to support and promote the mission of the college: learning, research and community service. It is expected that individuals’ publishing information on the Empire State College Web presence will abide by all applicable policies and all laws governing the use of the Internet. The college recognizes that its World Wide Web presence serves a variety of needs and includes various types of websites.

- **College Web pages** are Web pages under the direct control of SUNY Empire State College that represent the official voice of the college to all internal and external audiences including prospective students, current students, alumni, faculty, staff, friends of the college and the general public. Examples include the main college Web pages, learning resource sites such as the online library, Web-based applications such as Web Advisor and DP Planner and other online sites and tools used to conduct official college business or convey official college information.

- **College-affiliated Web pages** are Web pages developed, maintained or hosted by entities other than SUNY Empire State College but referenced or used by the college to conduct official business or represent the official voice of the college in accordance with the college’s mission. Examples may include but are not limited to: www.esclibrary.blogspot.com; www.ed2go.com/esccwa; www.subjectguides.esc.edu/home; www.cml.esc.edu; www.alumni.esc.edu; and www.Bookstore.esc.edu.

- **Individual Web pages** are Web pages developed and maintained by SUNY Empire State College students, faculty and staff for the purpose of self-expression, communication or other individual uses related to the individual’s affiliation with the college and the college’s mission.

- **Personal Web pages** are Web pages developed and maintained by individuals for the purpose of personal self-expression, communication or other personal uses. SUNY Empire State College does not host, maintain or provide support for personal Web pages.

College, and college-affiliated, Web pages are governed by the Web Presence and Publishing Policy (www.esc.edu/Web-Presence-Policy). Individual and personal Web pages are governed by the Use of the Commons and Individual Web Spaces Policy (www.esc.edu/commons-policy).

**Agreements and Guidelines for Individual Web Pages**

Empire State College promotes the use of its computing facilities and seeks to improve the computer literacy of its students, faculty and staff by providing space to house individual Web pages. To further these goals, every member of the college community who creates an individual Web page on the college Web presence is expected to adhere to the applicable college policies on computer use and individual Web pages. A summary of the agreements and guidelines from those policies is below.

Your individual Web pages will not be screened. However, the college reserves the right to monitor your work on college servers and remove your files if it believes that you have violated one of the agreements or guidelines. In addition, failure to follow the agreements or guidelines could, in some cases, lead to criminal prosecution.

Faculty and staff will have the option of linking to your individual Web page from the page on the college’s Web presence which is designated for faculty and staff Web pages. This page contains a disclaimer absolving the college of all responsibility for the content of your home page(s). You will not, however, be required to list your page here. With your permission, the college may create additional links to your work. However, any additional link created from any official college home page to your individual page also will contain the disclaimer.

At some point, the college and you may decide to make your work part of the college’s official Web presence. At this time your page(s) may require revision to meet the guidelines of official college home pages.

**Agreements**

1. You alone are responsible for meeting all of the following guidelines. Failure to meet these guidelines could result in the removal of your pages from the Empire State College World Wide Web servers, or removal of links to your pages housed on other servers.

2. The Empire State College World Wide Web presence is a college resource to be used in conjunction with academic learning, teaching, scholarship and professional development in accordance with the college’s mission.

3. Individual Web pages hosted in the college Web presence shall not be used for commercial purposes, personal benefit or to duplicate content or functionality already provided by official college, and college-affiliated, Web pages and
publications. Links from individual Web pages to official college, and college-affiliated, Web pages and electronic publications are permitted.

4. Individual Web pages will be hosted in the college Web presence for faculty, students and staff for the term of employment or as long as there is an official academic or professional relationship with the college. Once employment, or the relationship with the college, is terminated, responsibility for providing Web services will end.

5. Your space on the Empire State College Web presence is for you alone. You are responsible for the content of materials in your space. You should take all reasonable precautions to prevent unauthorized use of your space and/or files.

6. The college reserves the right to monitor or restrict your activity on the college Web presence. The college is not responsible for loss of data or service interference resulting from efforts to maintain individual Web pages.

7. You will not attempt to interfere with the performance of any college server or Web-based service.

8. You will not damage any Empire State College computer hardware or software.

9. You will not attempt to manipulate or delete computer files belonging to another user.

10. You will not attempt to circumvent system security.

Use of College Name and Wordmark

The Empire State College name, symbols, logo and wordmark are protected trademarks of Empire State College. It is the policy of the college to permit the use of these trademarks by centers, Coordinating Center offices and alumni student associations for purposes of public relations and fundraising, where the proceeds benefit the college and its students. Notwithstanding such policy, the college reserves its right, at its sole discretion, to revoke or restrict use of its trademarks for commercial purposes and in any other circumstances.

Any group wishing to use the trademark(s) must receive written permission from the Office of Communications and Government Relations. Such permission will set forth the name of the group, the nature of the use, and restrictions regarding the standards and quality of the goods and services in connection with which the trademark(s) are used. The college reserves the right to approve samples showing the proposed use of the trademarked product or service prior to production and distribution.

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Courses

ADL-680100 RETHINKING EXPERIENCE AND LEARNING IN ADULTHOOD
3 credits
Course readings and assignments bring students' experiential learning and professional practice into dialogue with academic and scholarly approaches to adult learning. Students engage with theories of experiential learning, explore the multiple social locations within which adult education is practiced, and analyze debates concerning the relationship between experiential and formal learning. Students read broadly in the field, hone graduate level skills of academic and digital literacy, and work via cohort learning and e-portfolios.

ADL-680101 LEARNING AND DEVELOPMENT IN CONTEMPORARY ADULTHOOD
3 credits
Through this course students develop an understanding of adult life in multiple personal, social, historical and cultural contexts, and examine and critique a variety of theoretical schools concerning adult development, learning, and identity in young, middle and late adulthood. Biological, psychological and socio-cultural perspectives on adulthood are explored.

ADL-680102 STRATEGIES FOR EFFECTIVE ADULT LEARNING
3 credits
Grounded in theoretical underpinnings of learning and development, students acquire an understanding of the principles and theories of effective design, pedagogy and curriculum for face-to-face, technology mediated and blended learning environments. Student's projects within the course are based on individual goals and will focus on various pedagogical approaches and learning design methodologies, with multiple opportunities to investigate a range of information and communication technologies (ICTs).

ADL-680103 APPROACHES TO CRITICAL INQUIRY AND RESEARCH
3 credits
Students explore the variety of analytical and research modalities that characterize research in adult learning – including social science research methods, critical theory, problem-based learning, social networking analysis and participant research – and draw connections between these modalities to their own sites of practice and learning goals as well as use them for programmatic assessment. Through a series of structured activities, they identify topics for research, conduct literature reviews, and identify the research methods relevant to their topics, apply a variety of critical lenses to their area of interest, and produce a research paper. They then draw on the insights thus gained and the three previous courses to articulate the focus for their degree. Viewing the various group and individualized offerings available, they draft a degree program and program rationale that identify their elective studies, explores those choices in terms of their personal, social and professional goals, and points toward the final project.

ADL-680104 ORGANIZATIONAL DEVELOPMENT AND CHANGE
3 credits
This course examines the specific body of knowledge that relates to organization development and change such as an historical perspective, theoretical foundations, models and areas of practice (application), its purpose and specific issues or challenges related to the function of those practicing in the field, with an emphasis on the role of adult learning. Specifically, students will study an overview of organization development and change; process of organization development; human process, techno-structural and human resource management interventions; and the future direction of organization development.

ADL-680105 ADULT LITERACY AND SOCIAL CHANGE
3 credits
In this course students will be introduced to the field of adult literacy and explore some of the current themes and issues within the field. We will read, discuss and write about the adult student, our own and society's assumptions about literacy, educational theory, and strategies and philosophies of teaching practice. Students will be encouraged to volunteer in a community based program site as a way to gain some experience about the field. The focus of the course may move between broader issues of literacy, power, privilege and education theory and more specific questions and issues that students are encountering in their sites of practice. This course is intended to be a collaborative project where we will share, question, and explore based on the work and teaching we have each done that week.

ADL-680106 PROJECT DESIGN
3 credits
This course is designed to guide you through the development of an empirical research project. Generally the final project is completed over a period of two terms, with the final project proposal developed in one term and the implementation of the plan in the second. This course deals with the development of a final project proposal for a systematic research project, which could be quantitative or qualitative in design. It assumes ability to identify and locate literature in the field, along with familiarity with research methods and theoretical approaches to inquiry. Registration approval by your mentor applies.

ADL-680107 LEARNING AND EDUCATION IN THE WORKPLACE
3 credits
The changing nature of work has created the need for lifelong learning in the workplace at all levels of the organization. Workforce development needs range across issues such as literacy, management development, the cultural diversity of the workplace, internationalism and the changes brought about by technological changes. Students explore learning at the workplace from several vantage points: human resource management, work satisfactions and personal development, and public policy, and economic competitiveness. The course also takes a critical historical view of the relationship between knowledge, power and workplace organization. Following general readings and assignments in which a variety of perspectives are brought into dialogue, students have the opportunity to focus on the needs for education and training in their own workplace.
ADL-680108 THE EXPERIENCE OF ADULTS IN HIGHER EDUCATION
3 credits
Students examine the range of issues adult learners face as they engage in higher education. Students will examine frameworks within which decisions about programming for student success must be made. Within the larger context of the national demographics and institutional constraints, students will gain experience in analysis and decision-making around cases designed to provoke thoughtful consideration of salient issues.

ADL-680109 PHILOSOPHICAL FOUNDATIONS OF ADULT LEARNING
3 credits
This course will reflect on the ways in which practitioners think about their practice as being part of a larger philosophy. Students will look at the six schools of philosophy and place them in a context of their own site of practice and reflect upon the origins and reasons behind the way they do things, and to bring some clarity and purpose to their everyday activities. The six schools of philosophy are liberal, progressive, humanist, behaviorist, radical and analytical. Students will identify which aspects of their practice are situated in which schools and the implications and worldviews undergirding these schools. Philosophic issues in the field include the definition of adult education, the place of the needs and interests of adults, contrasting views of method and content, the concept and relevance of adult development, programs and objectives, the teaching learning process, and education for social change.

ADL-680110 LEARNING THEORY AND PRACTICE IN ADULT EDUCATION
3 credits
This course explores established and emergent theories about learning in greater depth. This will include analysis of learning theories and critiques and also applications of theory to practices in teaching or learner support services. This course will examine learning theory as applied in face to face or technology mediated environments.

ADL-680111 ISSUES IN CONTEMPORARY HIGHER EDUCATION
3 credits
This course explores the changing nature and function of higher education institutions in a world where the majority of students are adult learners, and as high school graduating classes shrink, institutions will need to increasingly attract adult learners to maintain their enrollments. This course also will focus on critiques of contemporary high education, as well as the changing demands on post-secondary graduates. The course also will explore the internal higher education struggle between mission driven versus market driven.

ADL-680112 ADULT LEARNERS IN THE COMMUNITY COLLEGE
3 credits
This course explores the unique role of the community college in serving adult learners. Students examine these complex institutions, their role and contributions in the community and in serving adult learners. Students consider the resources required to serve the wide range of students who enroll in community college. The course will consider issues of administration, faculty, instruction and student services- including information technology support.

ADL-680113 HUMAN RESOURCE DEVELOPMENT
3 credits
Human Resource Development (HRD) is comprised of planned, structured, institutionally sponsored initiatives designed to facilitate individual, group and organizational learning and growth. These initiatives include skills training, career development, leadership development and organizational development. Students will learn about each one of these aspects of HRD, and they will learn how these aspects interrelate to form an HRD strategy. This course takes both a practical stance, as well as a critical stance. This means that students will come away from the course with the ability to articulate the meaning, purpose and activities of HRD. Additionally, students will acquire a multifaceted understanding of HRD’s evolution, which has not been without ambiguity and debate. Students learn about the history of the field, key theorists and debates in the field, and they will be able to identify HRD initiatives within their own professional experiences in order to connect theory with application.

ADL-680114 CRITICAL APPROACHES TO ADULT LEARNING
3 credits
Critical Approaches to Adult Learning is designed to familiarize students with a wide range of contemporary theories of adult learning. Moving beyond the conventional theories that have characterized the field of adult learning, the course focuses on the following topics: the relevance for adult learning of theorists such as Jurgen Habermas and Michel Foucault; feminist approaches to experience and knowledge; and the critique of neoliberalism in adult learning. This course will be of value to students who wish to deepen their theoretical understanding of adult learning and who wish to explore the relevance of contemporary theory to the field. Following a series of discussions and papers on each of the above topics, students will have the opportunity to do further research on a specific topic of their choice.

ADL-680115 ACTIVIST LEARNING AND SOCIAL MOVEMENTS IN ADULT EDUCATION
3 credits
This course will explore the field’s roots and relationship to social and emancipatory movements. The course also will examine the history and context that connects adult education to social justice movements. Finally, the course will unpack contemporary social movements and the important influences of popular education within those movements.

ADL-680116 ADMINISTERING ADULT LEARNING PROGRAMS: DECISION MAKING, EVALUATION AND FINANCING
3 credits
Education and training professionals are introduced to the process of making decisions about developing programs for adults in a variety of settings of practice. Making good decisions about the design of programs involves most importantly understanding the needs and motivations of the learners, but also means making data informed decisions, including critiquing and evaluating assessment and research findings, choosing effective instructional strategies and technologies, making credible arguments for the need and projecting a formal approach for project planning, evaluation and financing. Administrators also effectively manage the human resources of the organization. Current practices will be reviewed, including the use of technology applications for management of these processes. Educators will review best practices and will initiate a proposal for a new program or propose a revision to a program.
ADL-680117 TRAUMA, NARRATIVE AND ADULT LEARNING
3 credits
Life narratives are a key component of many practices of adult learning. Such narratives are typically used as a way of encouraging adults to revisit their experiences, form new interpretations of the past, and thus find new possibilities for the future. Autobiographies, applications for credit for experiential learning, and the critique of personal assumptions and social biases are only some of the forms life writing takes in adult learning. In most cases, the emphasis is on identifying the meaning of past events and finding a coherent story in what may have seemed at the time to be random or confusing events.

For adult students who have experienced trauma, such narratives may be impossible. Scholars of trauma such as Judith Herman, Robert Jay Lifton, Shoshana Felman and Dori Laub argue that traumatic events disrupt our ability to construct coherent narratives and find meaning. In this course, we will read material by these scholars and explore the implications of their work for adult students who are veterans, survivors of domestic and sexual violence, those who have lived through major life disruptions, and others. Students will read broadly on the topic and then have the opportunity to focus on a particular group of adult learners important to their field of practice.

ADL-680118 LEARNING AS TRANSFORMATION
3 credits
The goal of this elective is to learn about and critically examine various ideas and arguments about “learning as transformation,” that is, about one powerful educational outcome: change. The study will have three basic components. The first will focus on theories of transformational learning as set out in the work of educators such as Mezirow, Freire and hooks. The second will critically examine various efforts to apply these theories to an array of sites of educational practice. And in the third component, students will be asked to use what they have learned about the possibilities, challenges and drawbacks to learning-as-transformation to explore a topic/question/problem relevant to their ongoing work. At the heart of this MAAL elective will be a basic question: What are the ripple effects of suggesting that adult learning is intimately tied to change?

ADL-680595 FINAL PROJECT
3 credits
This is the capstone course in the MA in Adult Learning program. It is designed to guide you through the empirical research project that was developed in Project Design. Generally the final project is completed over a period of two terms, with the final project proposal developed in Project Design. The implementation of the proposal takes place in this course.

CAED-611003 PRINCIPLES OF COMMUNITY AND ECONOMIC DEVELOPMENT
3 credits
This study will incorporate the subjects of two distinct, yet related bodies of literature. One addresses community development and the other economic development. The study will highlight the importance of linking these two concepts in a model that integrates the development of social capital and community capacity and functioning with the economic development of that community. Students will examine theoretical concepts in these two domains as well as real-world economic development models that attempt to move beyond the traditional factors of production and examine ways in which real communities have tried to produce positive economic outcomes through community development.

CAED-611011 OVERVIEW OF SOCIAL ENTREPRENEURSHIP
3 credits
This study will provide an overview of social entrepreneurship; different conceptions and approaches to social entrepreneurship, developing competitive advantage, financing, ethical issues and using different forms of organizational structure to address social problems. It also will cover organizing for social entrepreneurship and managing growth. This is a required course of the advanced certificate in Social Entrepreneurship.

CAED-611593 FINAL PROJECT DESIGN
3 credits
The purpose of this course is to develop the final project proposal, which could be for an academic thesis or professional project. A thesis is a scholarly piece of work that systematically and analytically explores a specific topic or question and contributes new knowledge to a field. It can be designed either as a quantitative, qualitative or mixed methods study. In all cases, a thesis will use a conceptual framework relevant to the inquiry, a specific methodological structure and empirical data to support a hypothesis. The academic thesis is the best choice of final project for students who plan to continue their studies toward a doctorate. For an academic thesis, students must identify a first reader with whom they work closely in Final Project Design in order to develop their proposal and secure the approvals that are necessary before they can enroll in Final Project. A professional project offers an opportunity to explore how theories connect with issues, problems or programs in field settings. There are choices that support taking an advocacy approach, evaluative approach, or design approach to addressing a topic and students can pursue a position paper, case study, action research, collection of related papers, practicum or public policy analysis. For a professional project, students must earn B or better in Final Project Design before they can enroll in Final Project.

CAED-611595 FINAL PROJECT
6 credits
There are two options for this course, depending on what type of final project the student is pursuing. For an academic thesis, the student enrolls in an independent study with the first reader. Upon completion, the thesis is defended orally with both the first and second readers. For a professional project, the student enrolls in a group online course to pursue a position paper, case study, action research, collection of related papers or practicum. Upon completion, the project requires a presentation via Blackboard Collaborate to the primary instructor and other students enrolled in the course. Other faculty from policy studies may be invited to join these presentations. Please contact your academic advisor to discuss your final project.

CAED-611596 FINAL PROJECTS: PROFESSIONAL PROJECTS IN COMMUNITY AND ECONOMIC DEVELOPMENT
3 credits
In order to enroll in this course you must have earned full credit in Final Project Design, i.e., a grade of B or better. As the concluding study in the Master of Arts in Community and Economic Development program, the student will complete a culminating project, in which he/she engages in a sustained examination of a critical question or issue related to this program. The final project can take the form of an academic thesis or a professional project. This course is designed to guide the student through the implementation of a professional final project, which may be a position paper, a case study, an action research project, a collection of related papers, or a practicum. A case study or an action research project may be undertaken under the thesis option as well; however, the thesis option must exhibit a higher
level of methodological rigor and writing. Professional projects are not published in the ProQuest/UMI service. Note: Registration of this course must be done through your mentor.

**ECO-650616 INTERNATIONAL ECONOMIC DEVELOPMENT FOR MANAGERS**

*3 credits*

This course covers a broad range of cultural, economic, political and social issues confronting the globalized world related to the economics of developing countries in Latin America, Africa and Asia. It considers the meaning and measurement of economic development, theories of development and underdevelopment, and policies to alleviate poverty and promote development in the low-and middle-income countries of the world. Particular attention is paid to the rationale for and the effectiveness of different macroeconomic policies in a developing country setting and the roles of national and regional governments; nonprofit, nongovernmental organizations; the private sector; and ethnic, cultural and religious groups around world.

**ECO-651551-3 MANAGERIAL ECONOMICS**

*3 credits*

In this course the student will examine the behavior of markets and firms in a capitalist economy. The student will explore the use of marginal analysis in making optimal choices about the allocation of scarce resources. The student also will analyze demand and cost of production, the structure of markets, strategies for competing in the market place, and government regulation in the economy. In addition, the student will examine the design of organizational architecture as a major determinant of the behavior of employees within an organization and develop tools of analysis that will help him/her make good managerial economic decisions. Students must enroll in all three modules unless they have assessed out of a particular module.

**ECO-651601 ECONOMICS OF STRATEGY**

*1 credit*

This course builds on a basic understanding of microeconomics and managerial economics to investigate and analyze a number of important issues related to firms, markets and competition. The topics examined include the boundaries of the firm; market structure and how it affects competition among firms; strategic interaction among firms such as entry, pricing, investment and exit; and competitive advantage. Students will study and consider these topics using a combination of economic analysis, game theory and case study analysis. Through this course, students will gain a better understanding of competition in markets and how firm behavior and market structure interact to influence the economic performance of firms.

**ECO-651608 ANALYSIS OF HEALTH CARE MARKETS**

*3 credits*

This course will investigate and evaluate the roles of markets, public policies and organizations in the health care sector. Students will examine the functions and effects of private and public health insurance on access, cost and market efficiency, and quality of health care. Evolving organizational and contractual forms in health care will be considered and analyzed from different perspectives. Students will study the major public insurance programs, Medicare and Medicaid, and consider various proposals for reform of the health care system in the U.S. Students will investigate several topics in health care markets in some detail. These may include the pharmaceutical market and patents, financing long-term care, medical malpractice and paying for care for the uninsured.

**ECO-652551 MANAGERIAL ECONOMICS**

*3 credits*

In this course the student will examine the behavior of markets and firms in a capitalist economy. The student will explore the use of marginal analysis in making optimal choices about the allocation of scarce resources. The student also will analyze demand and cost of production, the structure of markets, strategies for competing in the market place, and government regulation in the economy. In addition, the student will examine the design of organizational architecture as a major determinant of the behavior of employees within an organization and develop tools of analysis that will help him/her make good managerial economic decisions. Note: this course is reserved for students of the MBA in Global Leadership program only.

**EDU-660501 MAT RESIDENCY SEMINAR ONE**

*6 credits*

The residency experience and seminar develop the student’s teaching repertoire and ability to analyze and modify teaching strategies in relation to the student’s classroom responsibilities and certification area. Students develop and use methods and materials appropriate to their teaching assistant assignments and the certifications sought, and begin work on a Teaching Portfolio that continues through the two residency semesters. The seminar involves collaboration among students, critic teachers and Empire State College faculty. In the first residency term, mentoring and supervision of teaching and the seminar emphasize integration and reflection on the educational foundations addressed in the introductory year course work, incorporation and use of technologies in teaching, development and implementation of a unit plan based on NYS and Common Core standards that will meet the MAT exit portfolio requirements, and development on a teaching rationale that will be refined throughout this 6 credit seminar as well as the 3 credit spring seminar and will ultimately become part of the MAT exit portfolio. Seminar topics will include teaching, curriculum, educational evaluation, literacy, school safety and classroom management. This seminar is for students enrolled in the Residency Model of the MAT program. Teaching and Curriculum must be completed prior or concurrent to enrollment in Residency Seminar One.

**EDU-660502 MAT RESIDENCY SEMINAR TWO**

*3 credits*

The residency experience and seminar develop the student’s teaching repertoire related to actual teaching responsibilities and certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought, and continue their work on the Teaching Portfolio. The seminar involves collaboration among students, critic teachers and Empire State College faculty. Students will work in conjunction with their Educational Evaluation course to design and refine an assessment plan for the MAT exit portfolio. In the second residency semester, mentoring and supervision of teaching and the seminar emphasize analysis and application in the following areas: teaching, curriculum, educational evaluation, literacy, school safety and classroom management; analysis of examples and case studies from the students’ experiences is emphasized – incorporation and use of technologies in teaching. This seminar is for students enrolled in the Residency Model of the MAT program. Successful completion of MAT Residency Seminar One and Teaching and Curriculum are prerequisites for enrollment in MAT Residency Seminar Two.

**EDU-660503 MAT RESIDENCY TEACHING PORTFOLIO**

*3 credits*

In the final term, the student completes the teaching portfolio, which is the final project for the MAT degree. The student must include: annotated resources for instruction in the certification area; demonstrate...
advanced-level learning in the content area; demonstrate integration of educational theory and practice and the capacity to reflect on and improve practice; demonstrate appropriate uses of technologies for teaching and learning in the certification area; demonstrate an understanding of urban education; demonstrate an understanding of the impact of S.T.E.M. initiatives across the curriculum, demonstrate an understanding of working with English Language Learners and students with disabilities, and articulate an understanding of his or her professional identity as a teacher. Avenues, responsibilities and strategies for on-going professional development will be stressed in online course discussions. This seminar is for students enrolled in the Residency Model of the MAT program. Successful completion of MAT Residency Seminar Two is a prerequisite requirement for enrollment in MAT Residency Teaching Portfolio.

EDU-660504 EDTPA SUPPORT

1 credit
This one-credit course is designed to provide students with review of EDTPA expectations and procedures. Students of all content areas will study the language and terms of the assessment, the overall structure of it, gather and review helpful resources, and become familiarized with the specific focus priorities for their own content areas as well as the role of academic language as it pertains to each content area. Following preliminary information and discussion, there will be detailed study of the three task areas (Planning, Instruction, Assessment), including task expectations, process and scoring rubrics. To be included will be focus on ways to be successful with the student comments required for each task. Although there will not be written assignments, the Pass/Fail course will have a checklist of participation requirements, including 2-3 required phone discussions throughout the semester.

EDU-660511 MIDDLE CHILDHOOD AND ADOLESCENT DEVELOPMENT

3 credits
This course covers middle childhood and adolescent development in the context of social and cultural influences. Topics include: physical, psychological and cognitive development; theories of learning and language acquisition; genetic and environmental factors affecting development, especially in multicultural urban settings; individual differences in abilities and differences in developmental patterns; developmental issues and learning needs of students with special needs; and cognitive, social, motor skills and technology. Students complete at least 12.5 hours in a middle or high school classroom (appropriate to the certification area) working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research based concepts with classroom practice. This course is fully online.

EDU-660512 TEACHING DIVERSE LEARNERS

3 credits
This course addresses diversity in contemporary schools, the ways children and families from various cultures are affected by and affect schools, and the role of the teacher and the curriculum in creating an open and tolerant environment conducive to learning. Students understand how to adapt instruction to the needs of diverse learners. Topics include: immigration, global issues and education; cultural, ethnic, racial and socioeconomic diversity; related behaviors, attitudes, family structures and expectations; community contexts of local schools; teaching, curriculum and diversity in the student's certification area; and equity and cultural issues in computer use. Individuals registering for this course will do so by location. This course includes online work with some scheduled face-to-face meetings held at Empire State College centers in Western NY (Rochester or Buffalo), Syracuse, Latham, New York City (Manhattan) and Hudson Valley (Hartsdale or Newburgh).

EDU-660513 TEACHING AND LEARNING

3 credits
This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. Students reflect on their own experiences as learners to gain insight into these issues. The study of teaching methods and microteaching sessions is related to the student's area of certification in middle and high school. All students study special issues facing children learning English as a second language. Topics include: theories and research related to teaching and learning; general teaching methods and materials, and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self-assessment and assessment of student learning; and uses of technology to enhance learning, including computers as an interactive medium and as a tool, and the cognitive and social aspects of technology mediated learning. Students complete at least 12.5 hours in an urban classroom (appropriate to the certification area) working with a certified teacher to begin developing their own approaches to teaching. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Students will present at least one lesson. Individuals registering for this course will do so by content area.

EDU-660514 EXCEPTIONALITIES: INDIVIDUALIZING LEARNING

3 credits
This course provides an overview of theories and research about students with special needs and a range of exceptionalities, as well as issues and strategies in developing educational programs and adapting instruction to meet the needs of all students. Students develop awareness of and sensitivity to individual differences and learn how to individualize instruction in the context of their certification areas. Topics include: physical, emotional and learning disabilities; gifted and talented students; gifted and talented students and computers; individualizing instruction for all students; uses of assistive and adaptive technologies and computers to meet special needs; inclusion; and assessing behavior problems and planning, implementing, and evaluating interventions. Students complete at least 15 hours in a middle or high school classroom (appropriate to the certification area) working with a certified special education teacher to explore the application of what they are studying to a classroom setting. Observation assignments integrate theoretical and research based concepts with classroom practice. Students present at least one lesson. This course is fully online.

EDU-660515 U.S. SCHOOLS IN SOCIAL CONTEXT

3 credits
This course critically examines the philosophical, historic, social and legal foundations of education, as well as contemporary structures, functions and issues in American educational systems. Topics include: broad historical and social contexts within which American schools developed; present and historical relationships between schools and communities; diversity, equity, individuality and schooling; schooling and democracy/citizenship; social structures and cultures of schools; teachers as members of learning communities; computer use in schools; rights and responsibilities of education stakeholders; and contemporary debates and alternative visions of schooling. Students complete at least 12.5 hours observing or participating in school and community-based experiences in settings where their schools are located. Individuals registering for this course will do so by location. This course includes online work with some scheduled face-to-face meetings held at Empire
EDU-660521 TEACHING AND CURRICULUM
3 credits
This course examines research-based approaches to middle and high school curriculum development, the relationships between curriculum and classroom management, and the relationship between the curriculum and students' individual differences and capabilities. Students learn how to use subject matter knowledge to develop instructional objectives, and to develop or adapt instructional materials appropriate to the middle and high school grade levels they are teaching. Students learn how to use technology for both instruction and information management, and to identify use and evaluate technologies appropriate to the subjects and levels taught. The study of curriculum is related to the students' areas of certification. Topics include: research and theories related to curriculum and instructional strategies; curriculum construction, development of instructional objectives and materials, lesson planning and presentation; pupil evaluation; and technology mediated methods and materials.

EDU-660522 MENTORED TEACHING ONE
3 credits
The mentored teaching experience and seminar develop the student's teaching repertoire and ability to analyze and modify teaching strategies in relation to the student's actual teaching responsibilities and certification area. Students develop and use methods and materials appropriate to their teaching assignments and the certifications sought, and begin work on a Teaching Portfolio that continues through two years of mentored teaching. The seminar involves collaboration among students, mentor teachers and Empire State College faculty. In the first in-service term, mentoring and supervision of teaching and the seminar emphasize integration and reflection on the educational foundations addressed in the introductory year course work. Incorporation and use of technologies in teaching topics will include: teaching; curriculum; educational evaluation; literacy; school safety and classroom management. These topics will be addressed with a focus on information gathering by the students. Students must hold an approved teaching placement in order to take this course.

EDU-660523 EDUCATIONAL EVALUATION
3 credits
This course develops skills in evaluating both student learning and teaching effectiveness. The course emphasizes using research-based inquiry into one's own practice as a teacher to improve curricula, teaching and learning. Topics include: principles and forms of assessment of student learning, especially in relation to the certification area; uses of technology in the assessment of student learning; national, state and local instruments for assessing student learning and their use in enhancing student learning and teaching effectiveness; and principles and forms of classroom research. In order to complete the Assessment Plan, students must have access to a classroom to assess student learning.

EDU-660524 MENTORED TEACHING TWO
3 credits
The mentored teaching experience and seminar develop the student's teaching repertoire related to actual teaching responsibilities and the certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought, and continue their work on the Teaching Portfolio. The seminar involves collaboration among students, mentor teachers and Empire State College faculty. In the second in-service term, mentoring and supervision of teaching and the seminar emphasize analysis and application in the following areas: teaching; curriculum; educational evaluation; literacy; school safety; classroom management and incorporation and use of technologies in teaching. Analysis of examples and case studies from the students' experiences is emphasized. Students must hold an approved teaching placement in order to take this course. Successful completion of Teaching and Curriculum and Mentored Teaching One are prerequisites to enrollment in Mentored Teaching Two.

EDU-660529 CONTENT AREA STUDY
3 credits
An array of content area topics will be available to enable candidates to strengthen their content area background. While learning new content, students will develop lessons, teaching methods and materials for use with their own pupils. Students are encouraged to link their content across disciplines. This course is fully online.

EDU-660531 LITERACY
3 credits
This course includes a critical consideration of theoretical perspectives about language acquisition and the wider social context of literacy in U.S. society in the 21st century. Various forms of literacy and communication, such as reading, writing, speaking, listening and computer skills and varied media, such as film, television, art and music, are explored. Topics include: developmental issues in language acquisition; instruction for literacy in multicultural classrooms; teaching English as a second language; and reading and writing difficulties. This course is fully online.

EDU-660532 MENTORED TEACHING THREE
3 credits
The mentored teaching experience and seminar develop the student's teaching repertoire related to actual teaching responsibilities and certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought, and continue their work on the Teaching Portfolio. The seminar involves collaboration among students, mentor teachers and Empire State College faculty. In the third in-service term, mentoring and supervision of teaching and the seminar emphasize reflective practice, integration and innovation in the following areas: teaching; curriculum; educational evaluation literacy; school safety; classroom management; and incorporation and use of technologies in teaching. A reflective orientation is emphasized. Students must hold an approved teaching placement in order to take this course. Successful completion of Mentored Teaching Two is a prerequisite to enrollment in Mentored Teaching Three.

EDU-660533 LITERACY ACROSS THE CURRICULUM
3 credits
This course examines the role of reading, writing and language within the curriculum and the impact of literacy on specific content areas. Students develop strategies and skills in exploring relevant content literature and using technology to acquire and manage information. Students gain experience in designing and implementing literacy lessons within the content area. This course is fully online.

EDU-660534 MENTORED TEACHING: MASTER OF ARTS IN TEACHING PORTFOLIO
3 credits
The mentored teaching experience and seminar develop the student's teaching repertoire related to actual teaching responsibilities and certification area. The seminar involves collaboration among students, mentor teachers and college faculty. In the final term, the student completes the Teaching Portfolio, which is the final project for the MAT degree. The student should: include annotated resources for instruction in the certification area; demonstrate advanced level learning in the content area; demonstrate integration of educational
theory and practice and the capacity to reflect on and improve practice; demonstrate appropriate uses of technologies for teaching and learning in the certification area; demonstrate cultural competence; and articulate an understanding of her/his professional identity as a teacher, and responsibilities and strategies for on-going professional development. Students must be enrolled in the MAT (Master of Arts in Teaching) program and hold an approved teaching placement in order to take this course. Successful completion of Mentored Teaching Three is a prerequisite to enrollment in Mentored Teaching; Master of Arts in Teaching Portfolio.

EDU-660536 MAKING BETTER CHOICES: EDTPA 1 credit
This course is only open to current and former Empire State College Master of Arts in Teaching (MAT) students who have completed the edTPA portfolio. Students who want to retake one section of the edTPA portfolio, Task 1, Task 2 or Task 3 may register for this one credit course and select which task they want to focus on. An MAT faculty member will work with students to analyze the selected task deeply and critically using the “Making Good Choices” SCALE guide as well as the appropriate content area handbook.

EDU-660537 MENTORED OBSERVATIONS 1 credit
Students who are teaching on the Transitional B certificate but not enrolled in a Mentored Teaching course need to be observed by Empire State College mentors in order to satisfy New York state regulations and must, accordingly, register for this one credit course. This is a one credit, pass/fail course.

EDU-660601 INTENSIFIED MENTORED TEACHING ONE 6 credits
This intensified mentored teaching experience develops the student’s teaching repertoire and ability to analyze and modify teaching strategies in relation to the student’s actual teaching responsibilities and certification area. Students develop and use methods and materials appropriate to their teaching assignments and the certifications sought, and begin work on a Teaching Portfolio that continues throughout this year of mentored teaching. The seminar involves collaboration among students and mentor teachers in the school district, and students and Empire State College faculty. This seminar emphasizes analysis and application in the following areas: teaching; curriculum; educational evaluation; literacy; school safety; classroom management; and incorporation and use of technologies in teaching. Analysis of examples and case studies from the students’ experiences is emphasized. Two face-to-face meetings and participation in six webinars are required for this course. Eight mentored teaching observations also are required, three of which can be video-taped. Students must hold an approved teaching placement in order to take this course.

EDU-660602 INTENSIFIED MENTORED TEACHING TWO 3 credits
This mentored teaching experience and seminar continue to develop the student’s teaching repertoire related to actual teaching responsibilities and certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought, and continue their work on the Teaching Portfolio. The seminar involves collaboration among students and mentor teachers in the school district, and students and Empire State College faculty. During this term, mentoring and supervision of teaching and the seminar emphasize reflective practice, integration and innovation in the following areas: teaching; curriculum; educational evaluation; literacy; school safety; classroom management; and incorporation and use of technologies in teaching. A reflective orientation is emphasized. Two face-to-face meetings and participation in three webinars are required. Seven mentored teaching observations also are required, two of which can be video-taped. Students must hold an approved teaching placement in order to take this course. Successful completion of Intensified Mentored Teaching One and Teaching and Curriculum are prerequisites to enrollment in Intensified Mentored Teaching Two.

EDU-661200 FOUNDATIONS OF LITERACY 3 credits
This course will focus on psychological, sociological, linguistic, socio-cultural and historical foundations of current literacy theory and practice. Theoretical perspectives including behavioral perspectives, semiotic and multiliteracies perspectives, cognitive perspectives, sociocultural perspectives, and critical and feminist perspectives are among those that will inform the integration of literacy and technology as viewed in new literacy studies, as well as the global marketplace. Policy related to issues of diversity and literacy, family literacy, and poverty and its relation to development and literacy will be addressed as they relate to literacy and diversity. Quantitative and qualitative literacy research methodologies will be explored in order to conceptualize the power that synergy across research methodologies makes possible. Students will research sociocultural-historical perspectives on literacy in order to understand the dominant role cultural belief systems, social rules and conventions, and professional opportunities have in the interconnected process of literacy learning.

EDU-661201 U.S. SCHOOLS IN SOCIAL CONTEXT 3 credits
This course critically examines the philosophical, historic, social and legal foundations of education, as well as contemporary structures, functions and issues in educational systems in the United States. The course provides additional historical context for the course Understanding Diverse Learners. Topics include: broad historical and social contexts within which American schools developed; present and historical relationships between schools and communities; diversity, equity, individuality, and schooling; schooling and democracy/citizenship; social structures and cultures of schools; teachers as members of learning communities; computer use in schools; rights and responsibilities of education stakeholders; and contemporary debates and alternative visions of schooling. The culminating project for this course is an analysis and evaluation of community assets for a school or school district of the student’s choice.

EDU-661202 U.S. NEW MEDIA AND NEW LITERACIES 3 credits
This course is designed to explore the implications of new media and new literacies in social, political, economic and personal spheres. Students will investigate theories and research related to meaning-making in and around the contexts of contemporary social media. In addition, students will work collaboratively and collectively to build their knowledge in how these media are created, used, interpreted and re-used by themselves and others. They will explore how affinities for these media enable us to think differently about what it means to read, write, listen, speak, view and participate in often over-lapping, and at times juxtaposed, communities of practice. Rather than focus on producing new media, this course will explore the impact new media and the resulting new literacies have on membership in existing and emerging communities of practice.
EDU-661203 CONTEMPORARY ISSUES IN LEARNING AND TEACHING
3 credits
This course examines current policies that affect learning and instructional practices in educational environments across various settings. Problem-solving strategies are used to identify and develop best practices that respond to challenges arising from contemporary issues in society. This course also reviews changes in federal and state curriculum mandates and examines the theoretical underpinnings of current educational practices and societal dynamics. Students complete a group paper and presentation on an issue of each group's choice, addressing different perspectives, group members' positions, and proposed strategies for action. They also complete an individual paper that researches the history, current developments, and predictable future developments of a self-chosen issue while also reflecting on effective teaching and learning strategies in response to the issue. Students develop an understanding of contemporary issues and their effects on learning environments, create effective learning environments in various contexts, and demonstrate the ability to act as change agents within communities.

EDU-661204 LEADING IN A LEARNING ENVIRONMENT
3 credits
This course is designed to examine leadership roles and leadership needs in 21st century education. Students will explore various leadership designs and styles alone and in relationship to curricular planning, professional development and community outreach. Students will examine learning environments to develop strategies and programs around leadership that coincide with the needs of contemporary learners. Additionally, students will read and become well versed on leadership strategies and initiatives, current and historical educational policy, and leadership outreach initiatives that affect learners and the community. They will share some common readings while selecting others to satisfy individual and group inquiries.

EDU-661205 INTRODUCTION TO CRITICAL PEDAGOGY
3 credits
This course is designed to create a discourse community that questions hegemonic practices, contributing to a larger collective conversation. Through the study of critical ethnographies, students will examine current educational assumptions to develop critically reflective practice and transform thinking. Students will deconstruct dynamics of critical pedagogy through the lenses of diversity including race, gender and class, developing layered analysis of principles, theorists and views.

EDU-661206 LITERACY AND LITERATURE
3 credits
This course examines ways in which literature, as the written, digital and visual representation of human experience, enhances our ability to make meaning of the processes and products of human thought, feelings and behavior. Characteristics of various genres are explored throughout the course. Ways in which literature opens a dialogue between writer, reader and responder are analyzed. Learning activities serve to expand the understanding of written expression through a survey of literature that uses the K-12 Common Core Standards as a framework. Students will be able to understand the ways in which different genres influence the reading and writing experience, and they will comprehend how K-12 students make meaning from text. Evaluation will encompass online discussions, written reflections and projects designed to augment individual learning and professional objectives.

EDU-661207 UNDERSTANDING DIVERSE LEARNERS
3 credits
This course addresses diversity in contemporary schools, the ways children and families from various cultures are affected by and affect schools, and the role of the teacher and the curriculum in creating an open and diversity-affirming environment conducive to learning. Students gain understandings in how to adapt instruction to the needs of diverse learners. Topics include: immigration, global issues and education; cultural, ethnic, racial and socioeconomic diversity; related behaviors, attitudes, family structures and expectations; community contexts of local schools; teaching, curriculum and diversity in the student's certification area; and equity and cultural issues in computer use.

EDU-661208 RESEARCH METHODS IN EDUCATION
3 credits
This course introduces students to quantitative and qualitative educational research traditions, procedures, theories and methods. It includes practical applications to educational problems. Topics include an overview and comparison of research processes and methods; ethics in educational research with human subjects; development of the research question, the theoretical framework and the literature review; statistical techniques; causation, validity and reliability; and testing and measurement. Upon successful completion of the course, students will be able to describe and evaluate the processes of educational research, including the components of quantitative and qualitative methods, similarities and differences, and various arguments for the use of each form of research. They will be able to analyze and critique sample research studies, and will be able to identify the components, methodology, variables, theoretical framework and ethical issues. They ultimately will define a research problem and will begin designing a research project.

EDU-661209 LITERACY ASSESSMENT
3 credits
Using as its foundation the five pillars of reading instruction as advocated by the National Reading Panel in 2000: phonemic awareness, phonics, vocabulary, fluency and comprehension, this course will explore a variety of intervention and assessment models for reading, writing, speaking, listening and viewing as they apply to the 21st century pre-k through adult literacy. Response to Intervention (RTI) across grade levels, with particular attention to implementing RTI with English learners, will be a primary focus of the course. Case studies will be used to familiarize students with the assessment, diagnosis and remediation process. Students will administer an informal reading inventory (IRI) to a K-12 school student and use the information gathered from the IRI to pair students with appropriate instructional materials. The literacy portion of the Common Core State Standards (CCSS) will be examined as they pertain to curriculum, evaluation and assessment.

EDU-661210 MIDDLE CHILDHOOD AND ADOLESCENT DEVELOPMENT
3 credits
This course covers middle childhood and adolescent development in the context of social and cultural influences. Topics include: physical, cognitive, social and emotional development; theories of learning and teaching; genetic and environmental factors affecting development, individual differences in abilities and differences in developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching, assessment and creating positive learning environments.
EDU-661511 ADOLESCENT DEVELOPMENT 7-12
3 credits
This course covers adolescent development as it relates to the 7-12 educational context. Topics that are covered include physical development, developmental learning theories, personal, social and emotional development, learner differences, social cognition, behaviorism, information processing, constructing and assessing understanding, and creating positive classroom learning environments. Written assignments will integrate theoretical and research-based concepts with classroom practice.

EDU-661594 PROJECT DESIGN
3 credits
In this course, students will select an educational research method and develop the research proposal required for their capstone project. Students will develop the theoretical framework underpinning their study and the particular methodology that they will employ in the design of the capstone project. Please note: the capstone is a research project that can take different forms including meta-analysis, ethnography, case study or action research. Students will be able to: 1) Understand the key processes involved in designing and implementing a research project; 2) Formulate a researchable problem or actionable project and make a case for the significance of a study by completing a compelling review of literature that pertains to a specific topic; 3) Justify the use of a particular research methodology, design and methods of data analysis; and 4) Demonstrate their understanding of research ethics and regulations, particularly the protection of human subjects and privacy laws through an application for IRB approval.

EDU-661595 FINAL PROJECT: CAPSTONE PROJECT
3 credits
This is the capstone course for the Master of Education in Teaching and Learning. It is designed to guide you through the implementation of your Final Project Proposal under the guidance of your first reader. The Final Project Proposal serves as the learning contract for this course and must be approved before you can enroll in this course.

EDU-663100 INTRODUCTION TO SPECIAL EDUCATION LAW
3 credits
This course will provide a comprehensive overview of the history of education law and the history of education of students with disabilities, advocacy and disability laws from the mid-20th century. Students will be introduced to the role and responsibilities of the special education teacher in their legal obligation to the exceptional student, parents and school. Particular emphasis will be placed on federal and New York State Education Department Law – Part 200 mandates and current special education laws and core issues that developed from the disability movement: Individuals with Disabilities Education Act – IDEA (PL 94-142), No Child Left Behind Act (NCLB), Individualized Education Programs (IEP), Parental Rights and Procedural Safeguards, Due Process, introduction to initiatives such as PBIS, FBA and RTI, and future litigation as it comes into effect.

EDU-681100 LEARNING WITH EMERGING TECHNOLOGIES: THEORY AND PRACTICE
3 credits
As innovative technologies continue to emerge, new ways of improving the teaching and learning process are possible. George Veletsianos claims in his book, Emerging Technologies in Distance Education, that emerging technologies may or may not be new, are evolving entities, experience "hype cycles" and can be disruptive. He describes a need for more research and understanding to reveal the untapped potential of these emerging technologies in ways that transform instruction and deepen understanding. In this course, we explore a variety of learning theories, best practices and instructional design frameworks that can help guide educators' through a process of researching and vetting emerging technologies. We examine how it is essential that educators design instruction and evaluation using a lens that includes learning theory, best practices and instructional design frameworks to discover and exploit affordances of emerging technologies in ways that promote the acquisition and refinement of 21st century skills in both formal and informal learning environments. Some consideration will be given to assistive technologies that address the needs of students with disabilities, and the scope of both the American Disabilities Act and recommendations of professional organizations including the National Council of Online Learning.

EDU-681101 NEW MEDIA AND NEW LITERACIES
3 credits
This course is designed to explore the implications of new media and new literacies in social, political, economic and personal spheres. Students will investigate theories and research related to meaning-making in and around the contexts of contemporary social media. In addition, students will work collaboratively and collectively to build their knowledge in how these media are created, used, interpreted, and re-used by themselves and others. They will explore how affordances for these media enable us to think differently about what we mean to read, write, listen, speak, view and participate in often over-lapping, and at times juxtaposed, communities of practice. Rather than focus on producing new media, this course will explore the impact new media and the resulting new literacies have on membership in existing and emerging communities of practice.

EDU-681102 SOCIAL AND ETHICAL ISSUES IN THE DIGITAL ERA
3 credits
In this course students will explore major issues related to knowledge production and learning in our digital age. Students will be introduced to pressing issues in the use of technology in various learning environments, and reflect on the assumptions we make about knowledge, creativity and social dynamics based on our choices. Any one of the topics raised is suitable for more in-depth study as an elective. Topics will include: privacy and security, intellectual property rights, the nature of creative commons, access and equity, ethics and legal challenges, digital democracy. Students will consider these concerns as they move into discussions on future trends by reading a variety of current reports, such as: MIT's Technology Review, Ray Kurzweil's AI.net site, James Casco's Open the Future, and the New Media Consortium/Educause's annual Horizon Report, and their Top Teaching and Learning Challenges Project. In the process, they will investigate various strategies for studying futures, including: scenarios, prediction markets, the Delphi method, environmental scanning and crowdsourcing.

EDU-681103 DESIGNING ONLINE LEARNING ENVIRONMENTS
3 credits
The collaborative potential of online tools requires instructors to consider shifts in their pedagogy – to more mindfully plan, facilitate and guide. This represents a change in the roles and relationships between teachers and learners, and requires more attention to the instructional design and interactive communicative strategies of virtual learning experiences. In this course, students are introduced to instructional and digital design principles in order to apply them in a project that can be used as a component for their advanced design portfolios, or final capstone projects. Consideration is given to effective visual communication in digital environments. The course explores stages of the instructional systems design (ISD) process, and strategies for designing and developing multimedia instructional materials. An important aspect of online instructional design is understanding and responding to the context in which instructional materials will be
delivered, and the needs, expectations and capacities of the participants. Students will explain their thinking during the creation of a project and demonstrate their understanding of these expectations.

**EDU-681104 ASSESSING LEARNING IN DIGITAL ENVIRONMENTS**

*3 credits*

Designing, developing and learning within digital environments presents new challenges to our understanding of knowledge and skills; to the assessment of learning; and to understanding what constitutes effective participation in such environments. Using both collaborative and independent work, within this course, students will study the literature on digital environment evaluation and will seek to explore and define models of interactions and their assessment that can provide direction, support, and insight to designers and instructors of digital environments. Upon studying the rich, diverse and novel ways in which humans can learn in these environments and the many emerging tools to assess learning, students will consider ways to value, document, capture, analyze and evaluate the complex formal and informal ways that learners are making meaning within technology-mediated learning-and-communications environments. This will include defining learning goals and objectives, designing plans to document and measure learning, and describing alternative assessment methodologies to increase student access. Students will examine the ways that present systems (schools, game companies, internet-based organizations, and the like) are monitoring and assessing learning, training and progress within their organizations, gathering insight into their own instructional development and assessment needs from these studies. Emphasis will be placed on students studying, designing and evaluating the emerging landscape of digital assessment and applying these understandings to their own instructional needs.

**EDU-681105 ADVANCED DESIGN SEMINAR: PORTFOLIO PROJECT**

*3 credits*

In this final core course students will continue to deepen their knowledge of theories and practices pertaining to instructional design and emerging technologies. Students will create a body of work that reflects the ability to integrate theory and skills of design and development, learning principles, and assessment methods. This knowledge and skill will be demonstrated in the creation of a comprehensive multimedia project for their ePortfolio or their professional work environment. This project should demonstrate the student’s growth as a specialist in emerging technologies as well as incorporate their own past skills, knowledge and/or interests on their chosen topic. Personal reflection will be used to self-evaluate one’s own evidence of learning and to make deeper connections between the concepts learned in the other courses.

**EDU-681106 PROPOSAL SEMINAR: RESEARCH PROJECT**

*3 credits*

Students may choose to complete either a research project or capstone project as their final project. Each requires a proposal seminar that involves planning and writing a full final project proposal. Students who wish to complete a research project will learn about various research methodologies that they could use in designing and conducting their own study. They will consider the design, data collection and data analysis techniques appropriate to their chosen methodological approach. For example, students might choose to conduct a case study, survey, qualitative ethnographic field study. The final project proposal must include a well-articulated research problem, rationale, literature review, research design with methodology (including a description of data analysis technique to be employed.)

**EDU-681107 PROPOSAL SEMINAR: CAPSTONE PROJECT**

*3 credits*

Students who wish to complete a capstone project will learn about various processes that they could use in designing and evaluating their own creative project. They will consider the creative design strategies, and appropriate formative and summative evaluation instruments. For example, students might choose to design a specific project, a small program, or a creative project that would meet a clear need in their educational, community, or work environments. The final project proposal must include a well-articulated statement of need, rationale, literature review and project design strategies (including a description of formative and summative evaluation techniques to be employed). Students will: Understand different approaches for planning and evaluating programs, projects or integrated curricula. Articulate the need for a program or project, and identify an appropriate design process to create it. Evaluate and synthesize a review of literature on the chosen topic. Write a clear and compelling proposal for the final project capstone project. Registration approval by your mentor applies.

**EDU-681108 PRACTICUM: VIRTUAL WORLDS I: LEARN, CREATE, PLAN**

*3 credits*

Since the advent of gaming and expanding to simulations, meetings and interactions, virtual reality environments have enhanced opportunities for learning, engagement and communication. The recent development of open-source, virtual-reality platforms has greatly expanded opportunities for educators and communicators, moving virtual reality within realm of feasibility and cost effectiveness. In this course, after initial exploration and brainstorming, students will learn, create and develop actual virtual reality experiences within their virtual environment of their own creation – explicit, direct guidance on creating environments will be provided. As students develop and test their own environments, they will be guided: to articulating a design approach, to planning for visitors/learners and for understanding if their visitors are successful, to announcing and scheduling virtual events, to considering a possible future pilot study. Students will conclude the course by considering ways to extend or complete their work and designs, considering independent, ongoing development or possible advancing within Practicum: Virtual Worlds 2.

**EDU-681109 GAME-BASED LEARNING**

*3 credits*

This course is designed to explore games and simulations in an educational context – the learning processes, practices and events associated with integrating/developing educational game-based learning in the program and or professional practice. What are games and simulations? How do learners/students in the program feel and think about games and simulations? How do games and simulations inform their development as learners and or professional practitioners in their field of expertise? Do they see games and simulations as potentially beneficial in the program and or professional endeavors? In summary, this course will challenge students to investigate the learning processes, practices, and events associated with integrating and developing games and simulations.

**EDU-681110 EVALUATION, ASSESSMENT AND DATA DRIVEN LEARNING DESIGN**

*3 credits*

Due to shifting and emerging professional standards, educators and administrators will need to use tools that will better allow them to gauge the effectiveness of instruction at the student, course, program and institutional level. This often requires the use of data collection or mathematical models and measures to assess effectiveness an educational activities. This course will address the tools instructors and educational assessment professionals use to assess learning, processes
for evaluating educational programs and resources to help make data driven educational decisions with particular emphasis on technology mediated learning environments and tools. This course also will provide an overview of the “big data” driven field of learning analytics and how this may shape the field of educational assessment.

EDU-681112 EMERGING MEDIA AND THE ARTS: THEORY AND PRACTICE
3 credits
This course builds on experience in digital media, human interaction, interface design, learning design, performance theory and practice, or any creative process or expression medium. The course explores ways in which digital media alter the potential of human interaction, learning and performance, from virtual immersion, gaming, to stage design and collaborative improvisation. It draws on theories of communication and mutual engagement from performance studies, some psychology, educational theories and applies them to the analysis of interaction in varying contexts. A core intellectual concern is the nature of human engagement – in all its forms – and the use of technology as a means of enriching or enhancing it. The course has multiple strands. One is for arts students who wish to gain additional skills in computer mediated communication, interaction design, media and electronic arts and associated technologies. The other is for technically literate students who wish to be trained in performance theory and practice. The other is for the educator exploring the potential of learning in digital immersive technologies. The course draws upon multimedia systems and interaction design, performance theory and performance practice, learning theory and technology. Group and collaborative projects will use various software applications, with a focus on ISADORA programming and will typically involve the construction of a performance/learning environment. This course is required for the Advanced Certificate in Emerging Media and Technology for the Arts.

EDU-681113 ASSISTIVE TECHNOLOGIES AND LEARNING
3 credits
This course is an introduction to the study of Assistive Technology. Students will examine the use of Assistive Technology as it relates to education, communication, vocation, recreation and mobility for individuals with disabilities. Students will investigate types of assistive technologies, functional assessments, resources, ADA compliance, legal issues, and school and workplace responsibilities. Students will discover the latest technologies to help individuals who struggle with communication, literacy and learning. The course will feature tools that improve and compensate for challenges relating to speaking, understanding, reading, writing, and thinking and remembering, as well as an examination of strategies to help individuals become more organized and efficient. It will present an overview of the uses of technologies to help students explore specific resources they can use to enhance success in the classroom or workplace. The use of tablets and cloud-based products will be highlighted. Online resources and social networking tools are presented to enable students to learn about innovative products as they become available. Students will culminate their learning by completing a research project demonstrating their understanding of assistive technology.

EDU-681114 PERFORMANCE THEORY
3 credits
This study begins from the premise that theory is practice and practice is theory. During the course of the term students will critically think about performance, and make performance in their own contexts. This course engages performance as an object of study, a method of research, and a theoretical paradigm in a range of interdisciplinary contexts with a focus that returns to theatre and media studies. This study is structured in a way that allows students and faculty to connect with each other and the material through readings, discussions, and performance attendance/viewings and critique. We will examine an array of performance theorists, artists, artist/theorists and theorist/artists in order to practice performance as a way of thinking about the complexities of the world(s) we live in. This course is required for the Advanced Certificate in Emerging Media and Technology for the Arts.

EDU-681115 DIGITAL MEDIA ARTS AND TECHNOLOGIES
3 credits
This interdisciplinary project-based course applies theoretical learning in digital media arts and technologies to individualized projects that incorporate at least one arts-based technology. Students will have the opportunity to develop their unique aesthetic vision and technical expertise while experimenting with new forms, within the framework of arts-based learning and research. They will design, implement, build, install, program and/or perform for an audience/viewer/learner within the context of their choice, whether this is within mixed media installations, virtual worlds, a live simulcast, or other digital distribution systems. The primary course project will be threaded throughout the course, including processes such as a proposal, storyboard, script, rough cut/dry run and refined project. The course will include a critical analysis of aesthetic, ethical, social and professional considerations. Students will be expected to use social media, Web 2.0 tools and emerging media environments for course communications and research. This course is required for the Advanced Certificate in Emerging Media and Technology for the Arts.

EDU-681117 INNOVATION: MEETING THE CHALLENGES OF ORGANIZATION OR SYSTEMS
3 credits
The effective adoption and integration of technology innovations can be essential to the survival of organizations today, with the rise of global audiences and markets and with education and communication networks that extend well beyond the physical reach of an organization. However, the integration of technology innovations can be a challenge for both those who create the innovations and the organization or systems that could possibly benefit from the adoption of the innovation. In this course, students will study the general organizational and institutional considerations and constraints that may confront individuals who seek to bring innovation and change into a variety of organizations or systems. Then students explore the organizations or systems of their particular interest, reviewing relevant sociology, business and educational literature and conducting web-based and possibly interview-based investigations of how innovation has been integrated in these organizations. Insights gained will help students begin to plan ways to organize, disseminate and present their project idea to organizations or system they have chosen.

EDU-681118 STEM TOOLS, DEVICES AND SIMULATIONS: MEASURING, REPRESENTING AND UNDERSTANDING THE WORLD
3 credits
From mercury thermometers, hospital clipboards and slide rules to graphing calculators, spreadsheets, simulations, GPS devices and beyond, STEM (science, technology, engineering and mathematics), health care professionals and educators have depended on these devices for application and problem-solving. The STEM professional must often use these devices to instruct or inform others. During this course, participants will explore and develop educationally sound ways to engage their learners or clients in applications relevant to their tools and devices. Participants will learn how to assess and evaluate whether their intended learners understand the concepts and phenomena represented by these devices. Basic and emerging technologies will be used throughout as a way to develop and deliver instruction and assessment to the participant’s intended audience. Participants will share their ongoing learning with other course members, enriching their
learning through these relationships. Participants will be expected to have personal access to the tools, devices, or simulations that they will choose to study during this course.

**EDU-681119 PRACTICUM: VIRTUAL WORLDS II: EXTEND, SHARE, PILOT**
3 credits
In this course, students have the opportunity to build upon, expand or redesign the virtual reality environment and experiences that they created in Practicum: Virtual Worlds 1. They also will plan for (and possibly implement) a pilot of the environment that they have designed. Students also may choose to expand their work on other dimensions, such as, the integration of three-dimensional artifacts or of programming scripts, if they are prepared for independent explorations. The basic principles of design, activity/curriculum development, assessment, and scheduling and support addressed in the first course will be used frame, articulate and support their ongoing efforts. As agreed upon by instructor and students, students also will expand their virtual-learning network such as sharing an activity or event with others, joining a virtual support community, or creating a blog on their design interests. Students who choose to implement a pilot with their intended audience and also will be guided towards the procurement of informed consent.

**EDU-681120 DIGITAL TOOLS FOR EDUCATION AND TRAINING**
3 credits
Educators and training Professionals have access to an overwhelming number of technologies that offer powerful capabilities for creating high-quality digital learning tools. This course will examine and identify effective digital tools to impact participant engagement, meaning-making and improve learner outcomes for individuals with different backgrounds, learning styles, abilities and disabilities in widely varied learning context. The experience will be hands-on and might include areas such as improving presentations and instructional materials, simplifying record-keeping, performing data analysis and graphic presentation, creating digital stories, use of communications and presentation technology in the classroom or training environment. In addition, digital tools and strategies selected will be assessed in relation to their alignment with standards for teachers and trainers. The students will research, evaluate and analyze digital tools, internet based applications, social media, mobile applications and other technologies that may be adopted for teaching and learning with diverse groups of learners in face-to-face, blended or online learning environments. In addition, students develop a theoretical framework for the adoption of digital tools for teaching and learning, establish a learning design framework for the development of learning activities using digital tools, consider accessibility and ethical issues in relation to the adoption of digital tools for teaching, and develop learning content with digital tools that apply strategies of UDL (consideration of physical, cognitive, intellectual and organizational barriers to learning) to create a learning environment effective for all learners. Students prepare independent projects and share research.

**EDU-681121 FACILITATING LEARNING WITH EMERGING TECHNOLOGIES IN BLENDED AND ONLINE ENVIRONMENTS**
3 credits
Students will consider facilitation and teaching approaches that enhance participant learning, engagement, collaboration and success. The seminar will involve engagement in related theory and practice of teaching in online and blended environments. Topics will include new literacies and digital epistemologies, rethinking teaching pedagogy, mediating the co-creation of knowledge within networks, and accessing and creating digital resources. Participants will develop, demonstrate and evaluate learning activities individually and in teams. Topics will include areas such as the use of games, social media in teaching, badging and critical literacies for all generations of learners. This course is required for the Emerging Media and Technologies for the Arts Advanced Certificate.

**EDU-681122 DIGITAL IDENTITY AND VIRTUAL COMMUNITIES**
3 credits
We are increasingly engaged as actors within digital spaces governing critical aspects of our “physical” lives: our learning, labor, finances, legal transactions, confidential health records, social spheres and the locus of our participation in civil society. We interact within virtual communities, both local and global, many of which are regulated by private corporations rather than through democratic processes. These phenomena raise questions of agency, autonomy, ethical considerations, privacy, security and data protection. Students will examine what constitutes digital identity and virtual communities, and how they blur boundaries between private, public and personal spheres. They will analyze issues related to digital identity management, such as engaging multiple representations of the self, the ethics and implications of being active in digital social media, and the establishment of telepresence. Readings and research for the course will include historical and current developments in regulatory environments, legislation and policies related to digital identity and virtual communities. Learning activities will include a phenomenological analysis of identity development in virtual worlds, immersive role play, a comparative analysis of two personal digital identities, participant/observation in a virtual community, “live” roundtable discussions in virtual worlds, and final project that may be creative, a case study, analytical, or research focused. Students will be expected to meet in real-time in virtual worlds such as Second Life.

**EDU-681595 FINAL PROJECT: RESEARCH PROJECT**
3 credits
Students may choose to complete this final project option individually, or as a group with up to three participants. Collaborative projects differ in scope, but not quality or rigor. Research projects must be written as a thesis document fully documented and formatted using APA style. All final projects will be made available under creative commons license and accessible through the program’s Open Resource Repository for the benefit of future students and external audiences involved in advancing our knowledge in the field. At the conclusion of their program, students present their final projects at the annual Virtual Showcase, and their choice of at least one external conference.

**EDU-681596 FINAL PROJECT: CAPSTONE PROJECT**
3 credits
Students may choose to complete this final project option individually, or as a group with up to three participants. Collaborative projects differ in scope, but not quality or rigor. Capstone projects must be completed using student’s choice of online tool(s), and be accompanied by a written, audio or video reflective statement on the design process and results of evaluation components. All final projects will be made available under creative commons license and accessible through the program’s Open Resource Repository for the benefit of future students and external audiences involved in advancing our knowledge in the field. At the conclusion of their program, students present their final projects at the annual Virtual Showcase, and their choice of at least one external conference.
FIN-650607 INTERNATIONAL FINANCE  
3 credits  
The learning objective of this course aims at having the students develop an understanding that with the world having become a global village, the essence of global corporate financial management is producing where it is most cost-effective, selling where it is most profitable, and sourcing capital where it is cheapest, without having to worry about national boundaries. Towards achieving this, the framework for this course emphasizes on learning international financial management tools and techniques that are designed to maximize shareholder wealth over time. The course will help students analyze the foreign exchange market with respect to purchasing power and interest rate parity conditions, foreign currency derivatives, risk management and hedging involving operating, transaction, and translation exposure management, and multinational capital budgeting and portfolio diversification.

FIN-650608 QUANTITATIVE METHODS IN FINANCE  
3 credits  
The purpose of this course is to expose students to modern data analysis with an emphasis on a specific domain of application: Finance. Students are expected to have an understanding of basic statistics, since concepts such as random variables, expectation, correlation and statistical inference (estimation, hypothesis testing and confidence intervals) are fundamental to the analyses addressed in the course. It also is expected that students have a basic understanding of linear algebra. The course relies on real financial data and uses spreadsheets and statistical software to cover a range of topics from exploratory data analysis techniques, simulations, to regression analysis methods, with a strong emphasis on their application. This is a required course for the Financial Management and Analysis advanced certificate.

FIN-651511-3 ACCOUNTING AND FINANCE  
3 credits  
This course focuses on the decision-making process in the acquisition of short- and long-term assets. The student will come to understand the criteria by which investment alternatives are evaluated – net present value and internal rate of return. The student also will use accounting methods as the language for understanding the consequences of those decisions. The understanding of risk and its effect on the evaluation of alternatives will be an important managerial undercurrent throughout the course. Students register for up to a total of 3 credits.

FIN-651645 PUBLIC FINANCE  
3 credits  
Public finance is the study of the theory and practice of how governments raise revenue and make expenditures. The goals of this course are to acquaint students with a range of issues and problems in public finance. This will include the theory and practice of taxation at the federal and state level and the theory and practice of public spending, primarily at the federal level. In investigating and analyzing issues in taxation and public expenditures students will consider both fairness/equity and efficiency criteria. On the taxation side, students will learn about the incidence of taxation, how taxes affect the efficiency of markets, and the structure of the federal tax system for individuals and corporations. On the expenditure side, students will learn about the theory of public goods and externalities as well as specific spending programs in health care and income security. In addition, students will investigate an area of taxation and an area of expenditure in detail.

FIN-651648 FINANCIAL ANALYSIS AND CONTROL  
3 credits  
This course provides students the necessary management control tools to make far more persuasive business proposals, business cases and strategic recommendations. A particular focus is on learning to use financial information to support strategic decisions and improve operating results. This includes: how to use financial analysis concepts and methods to help prepare business cases or funds approval requests; how to use decision models for key issues such as: adding or dropping business lines, make or buy decisions, accepting special orders, constrained resource utilization, sell or process further; capital planning and capital asset selection: how to make the right capital investment decisions; preparing financial plans and budgets; and principles that can be used to create accurate budgets.

FIN-651699 FINANCIAL MANAGEMENT: PRACTICES AND STRATEGIES  
3 credits  
The learning objective of this course is to build on the foundations developed earlier in the pre-requisite Accounting and Finance course and to integrate the best practices and strategies in the world of Corporate Finance. Through the analytical use of financial case studies, this course seeks to develop a deeper understanding among the students by engaging them with the application of financial models to real-world problems. The pertinent financial topics will include long- term investment and financing decisions, leverage and optimal capital structure decisions, dividend policy and working capital management, as well as some advanced topics, which include initial public offerings, mergers and acquisitions, firm valuation and risk management and hedging. Student’s grasp and learning will be enhanced through a structured financial analysis of business cases, involving problem identification, scanning the business environment, and selection of a financially optimal solution among available options, inculcating vital skills towards professional performance and future career development. Prerequisites for this course are Accounting and Finance, Quantitative Methods in Finance, and Investment Analysis. This is a required course for the Financial Management and Analysis advanced certificate.

FIN-651700 INVESTMENT ANALYSIS  
3 credits  
The learning objective of this course is to develop investment and financial modeling skills through an analysis of financial data with the help of spreadsheets. The students will develop a better understanding of the investment environment, and the functioning of different asset classes and financial instruments, that include the money market, the bond market, the equity market and financial derivatives. The course will engage students with procedures and tools to evaluate financial assets and to analyze the risk and return characteristics of equity, fixed income securities and derivatives, and to undertake portfolio analysis. The core contents of the course focus on analytics and portfolio optimization within the risk-return preferences. This course aims at developing a structured framework of investment analysis by requiring students to complete a set of assignments and to undertake a term project of tracking a selection of stocks and presenting a term paper in the context of firm analysis. This is a required course for the Financial Management and Analysis advanced certificate. If a certificate student, you must follow the course sequence. To request permission to deviate from this sequence (e.g. enroll in two courses in one term), please contact the certificate coordinator.

FIN-652511 ACCOUNTING AND FINANCE  
3 credits  
This course focuses on the decision making process in the acquisition of short- and long-term assets. The student also will come to understand the criteria by which investment alternatives are evaluated – net present value and internal rate of return. The student will use accounting methods as the language for understanding the consequences of those decisions. The understanding of risk and its effect on the evaluation of alternatives will be an important managerial undercurrent throughout the course. Note: this course is reserved for students of the MBA in Global Leadership program only.
The guiding question throughout the course will be to ask what is the impact of work on human relationships, and in particular, how forms of social inequality are produced and perpetuated in the workplace and how human relations are structured in these workplace settings.

LAB-630520 COLLECTIVE BARGAINING IN THE PUBLIC SECTOR 3 credits
This course is designed to provide an overview of bargaining in the public sector. It deals with major policy issues related to public sector bargaining, with the environmental factors influencing public sector bargaining, with bargaining techniques, and with dispute resolution in the public sector. This course is required for the Public Sector Labor and Employment Policy Advanced Certificate program.

LAB-630521 CURRENT DEVELOPMENTS IN COLLECTIVE BARGAINING 3 credits
This course is designed to help students explore current trends in collective bargaining. Students will be encouraged to explore such issues as concession bargaining, changes in bargaining structure, new bargaining strategies and tactics and such new bargaining issues as two-tier wage systems, changes in work rules, job security, quality of work, technological change, women's concerns, and safety and health.

LAB-630522 GLOBALIZATION 3 credits
This is an elective course which studies the place of labor within the international economy and the history, development, and formation of that economy since 1945. We will examine the historical development and then look at the consequences for labor of economic development especially as this involves the place of manufacturing in national economics and global investing, especially the current expansion of foreign investment within the United States.

LAB-630526 READINGS IN LABOR AND POLICY 3 credits
This course will examine recent studies on labor and industrial relations and labor and policy. The student may choose his/her own readings in consultation with the mentor. Strongly recommended are the following: Steven Fraser and Joshua Freeman, eds. Audacious Democracy; John Sweeney, America News a Raise; Ruth Milkman, Farewell to the Factory; Kate Bronfenbrenner, Organizing to Win; Michael Goldfield, The Color of Politics; Kim Moody, Workers in a Lean World; and Lester Thurow, The Future of Capitalism.

LAB-630534 LABOR LAW 3 credits
This course considers the history and principles of federal labor relations law and its relevance to both private and public sector labor relations. The text is prepared by the Labor Law Section of the American Bar Association and is the standard authority in the field. We will gain an overview of the labor law and the parameters of decision making, as established legislatively, and by the National Labor Relations Board and the Courts, which have guided the course of labor law in the United States.

LAB-630536 ENVIRONMENT, LABOR AND THE COMMUNITY 3 credits
This course will explore the economic, political and social forces that influence the environmental policies of labor unions and community organizations. The student will study worker and community struggles for environmental quality, as well as corporate threats that make coalitions difficult. In a major research paper the student will develop an
in-depth understanding of the environmental issue of his or her choice. Some possibilities for this project are environmental justice, toxic waste or lead contamination.

LAB-630539 THEORIES OF THE LABOR MOVEMENT
3 credits
In this course we will examine a wide variety of theories that attempt to explain why labor unions have arisen, why they take the form they do, why they behave the way they do, and what role they have under capitalism. We will consider such theorists as Karl Marx, V.I. Lenin, John Dunlop, Selig Perlman, Thorstein Veblen and Pope Leo XIII.

LAB-630541 LABOR RESEARCH METHODS
3 credits
This course focuses both on academic as well as professional research. Students will emerge from this course with techniques for application to their course work; to begin developing a strategy for their capstone experience; and for developing skills which they can use in a professional labor environment, such as gathering data and input from membership. This is a required, residency-based course and available for matriculated Labor Policy students only.

LAB-630542 HISTORY OF LABOR AND POLICY
3 credits
This is a required course available for matriculated Labor Policy students only. This course is designed to familiarize students with the political institutions, processes and values of the American political system. More specifically, it will use contemporary issues and policies to demonstrate and explore the relationship between the American labor movement, political parties, the electorate and the national government. The course also is designed to give students experience in researching the formation, implementation and impact of federal labor policy. This course is residency based.

LAB-630543 CURRENT ISSUES FACING LABOR
3 credits
How is labor dealing with the new challenges it faces in organizing, bargaining, servicing members and acting politically? Among the challenges are those posed by increasing numbers of immigrants, women and young workers in the workforce. At the bargaining table, the challenges include demands for wage cuts, two-tiered wages and benefits, cuts in health care and other benefits. There are new demands from employers and employees for family care and flex-time. There are bargaining partners who face bankruptcy and government and union-sponsored bailouts. The labor movement and its partners thus face a range of new and emerging issues. This is a required course and available for matriculated Labor Policy students only.

LAB-630544 PUBLIC SECTOR LABOR LAW
3 credits
This course considers the history and principles of federal labor relations law and its relevance to both private and public sector labor relations. The text is prepared by the Labor Law Section of the American Bar Association and is the standard authority in the field. We will gain an overview of the labor law and the parameters of decision making, as established legislatively, and by the National Labor Relations Board and the Courts, which have guided the course of labor law in the United States. This course is required for the Public Sector Labor and Employment Policy Advanced Certificate program.

LAB-630545 LABOR-MANAGEMENT RELATIONS
3 credits
This course explores the development and context of collective bargaining and labor-management relations in the United States. This includes the historical development of the labor relations process, the participants in the process, the legal framework for collective bargaining, and dispute resolution. This course also focuses on the social and economic impact of labor-management relations.

LAB-630548 HIGH PERFORMANCE WORKPLACE
3 credits
In this course we will first examine the form, structure and connections of the high performance workplace and the roles of information technologies in and beyond the workplace. We will examine the possibilities and challenges which create for workplace arrangements, communication and labor-management participation. We will consider the importance of quality, value, core competencies and strategic planning with regard to a service-based economy. We will then consider the impact of these developments for employment relations by comparing and contrasting labor-management relations in different countries. Students will first do two papers, the first focusing on information technologies and the corporation, and the second on a comparison and contrast of employment relations in different countries. Students will then do a third paper representing a case study of the principles previously examined in this course. This third paper may take the form of a critical examination of an industry, such as airlines or telecommunications, as drawn from a current study of these, or the student may wish to designate a particular workplace in either the private or public sector in which to test the implications of the principles considered in the course. The details of these assignments will be embodied in a supplementary contract to be developed between the student and the mentor. Students will be evaluated on the basis of their knowledge of the topics covered in this course and on the basis of the quality of their three papers.

LAB-630568 COMPENSATION, MOTIVATION AND PERFORMANCE
3 credits
Compensation is one of the most important elements of the workplace. In this course, the subject of compensation is examined across a broad spectrum. The student will study new and innovative approaches linking compensation to organizational strategy and performance. Current theories, models and concepts are presented and analyzed in an effort to provide the basis for the development of an equitable and effective pay system. Key topics included are motivation theory, job analysis and job evaluation, performance appraisal, legal bases for pay, and internal and external pay equity.

LAB-630596 FINAL PROJECTS: PROFESSIONAL PROJECTS IN WORK AND LABOR POLICY
3 credits
In order to enroll in this course you must have earned full credit in Final Project Design, i.e., a grade of B or better. As the concluding study in the Master of Arts in Work and Labor Policy program, the student will complete a culminating project, in which he/she engages in a sustained examination of a critical question or issue related to this program. The final project can take the form of an academic thesis or a professional project. This course is designed to guide the student through the implementation of a professional final project, which may be a position paper, a case study, an action research project, a collection of related papers, or a practicum. A case study or an action research project may be undertaken under the thesis option as well; however, the thesis option must exhibit a higher level of methodological rigor and writing. Professional projects are not published in the ProQuest/UMI service. Note: Registration of this course must be done through your mentor.
LIB-640501 AND LIB-640502 SEMINAR IN LIBERAL STUDIES
3 credits
This is a required course available for matriculated M.A.L.S. students only. In this course, students will explore the history of liberal studies and the controversies surrounding its composition and meaning in American universities and society. Students will have the opportunity to develop their own historically informed approaches to liberal study and apply their learning. There is a residency requirement for this course.

LIB-640503 MODELS OF CRITICAL INQUIRY: SOCIAL SCIENCE RESEARCH
3 credits
This track of Models of Critical Inquiry will examine the concepts and techniques that are used in the social sciences. This Models is particularly useful for students interested in Community and Human Services, Psychology, Sociology and the Human Services fields. More specifically, it will explore how the role of social scientific inquiry and research design are understood, constructed, viewed and used to interpret social situations. Discussion will include the use, creation, critical analysis, and articulation of primary and secondary source materials (e.g., interviews, surveys, oral histories and other data collection methods) and the appropriate implementation of said materials in social science research. The course will allow each student to follow his/her own particular interests after engaging in reading and discussion of some common resources in the field. This is a required course and is available to matriculated MA Liberal Studies students only. There is a residency requirement with this course.

LIB-640505 MODELS OF CRITICAL INQUIRY: LANDSCAPES OF LEARNING
3 credits
This version of Models of Critical Inquiry focuses on the relationship between schooling and society, and introduces students to major competing traditions of educational and social research. Students explore different perspectives on the dynamics of learning, and consider the role of race, class, ethnicity, language and gender on the experience of students and teachers. We learn how the assumptions one makes about the nature of knowledge influence our choices of what to focus a study upon, how we study it, and what interpretive framework we use to draw conclusions. This is a required course and is available to matriculated MA Liberal Studies students only. There is a residency requirement with this course.

LIB-640507 MODELS OF CRITICAL INQUIRY: ART, AESTHETICS AND THE BODY
3 credits
This track of Models of Critical Inquiry examines ways in which knowledge is produced and how it has been used, comparing a classic framework from the history of science and ideas with counterpart developments in the Arts. Art’s paradigmatic moves in the last 25 years challenge “high/low” aesthetics, what art is, and the sites of production and reception of the body, in a scene at once localized and distanced via media. This is a required course and is available to matriculated M.A. Liberal Studies students only. There is a residency requirement with this course.

LIB-640508 MODELS OF CRITICAL INQUIRY: RELATIONSHIPS TO THE PAST – HISTORY AND CULTURE
3 credits
This track of Models of Critical Inquiry will examine the paradigm shifts in how history is understood, constructed and viewed today, as well as considering the concept of social construction in our discussions of history. We will be looking at primary source materials, most often in a comparative manner and will be considering the place of oral history and its related narratives as well. The course will allow each student to follow his/her own particular interests after engaging in reading and discussion of some common resources, both primary and secondary. The key concept guiding this course is that history is really “story” (history without the “hi-”), and the question is whose stories from where and when. This is a required course and is available to matriculated M.A. Liberal Studies students only. There is a residency requirement with this course.

LIB-640509 MODELS OF CRITICAL INQUIRY: SCIENCE AND SOCIETY
3 credits
This track of Models of Critical Inquiry will study how politics and economics interact with science in the search for and production of knowledge. Some of the questions we will engage include: how do we know and what can we know? What is objectivity? What is the interaction between knowledge and power? How should we understand current struggles around such issues as intelligent design, stem cell research, invasive species, or the homosexual gene? This is a required course and is available to matriculated MA Liberal Studies students only. There is a residency requirement with this course.

LIB-640511 COMMUNITY PERFORMANCE
3 credits
To engage in this individualized graduate study, the learner should enter having identified a social, cultural, or community topic, issue, or stakeholder constituency’s point of view that she will explore through an embodied performance genre. Learners may enter with the intention of furthering their development and background in the literature from the perspective of organizers, writers/designers, or leaders/performers, whether in the performance disciplines of theater, dance, parades, demonstrations, live installations, or other genres. Each learner will first complete a combination of directed and self-directed reading selections and participate in discussions or written short commentaries on theory, concepts and previous work in this area, building to two short essays and then developing a final study project. The project could be a proposal and method design, a realization, or a reflective or comparative commentary as a spectator, participant, or witness. The nature of a second essay and final project depends upon the particular interests, choices and the competencies that the learner brings to the study. The course cannot be taken as a studio practicum only; critical writing is a required part of the learning activities.

LIB-640512 PERFORMANCE HISTORY: THE 20TH CENTURY
3 credits
This course investigates key figures and movements in twentieth-century performance, aesthetics and culture. The course develops chronologically beginning in the late 19th-century, addressing alternative strategies to realism including Symbolism, Expressionism, Futurism, Surrealism and Constructivism. Our exploration of modernist and postmodernist performance through the 20th-century includes topics such as the evolution of avant-garde theater, Happenings, Fluxus, body art and performance art. Throughout, we will consider contested definitions and theories of performance.

LIB-640514 GENDER, RACE AND NATION
3 credits
This course, which examines intersections of race, class, gender, sexuality and the state, emphasizes a paradigm shift away from the hegemony of western liberal feminism to an exploration of indigenous transnational feminism. Students will read the work of such theorists as Anne McClintock, Jacqui Alexander and Chandra Talpade Mohanty to gain an understanding of the relationship between feminist theory...
and praxis while engaging topics that include a critical assessment of the concept of "universal sisterhood" and the effects of globalization on women's organizing.

LIB-640515 COLD WAR CULTURE
3 credits
In this course students will examine the period that brought America the utopian vision of Disneyland and the anxiety of the "duck and cover" campaign, the chaos of rock'n'roll and the conformity of Levittown. Exploring such paradoxes in the films, music and literature of the late 1940s-the early 1960s allows students to gain an understanding of how such events as the nuclear arms race, the black freedom movement and the development of a distinct youth culture shaped the lives of Cold War Americans and left a legacy still felt today.

LIB-640516 READINGS IN EDUCATION AND DEMOCRACY
3 credits
In this course, students will develop an understanding of the relationship between democracy and education. What tensions arise between different conceptions of the human condition, the social contract and the role of education in developing particular behaviors, knowledge and skill sets among citizens in a democracy? What is the role of education in a democracy, and how is this different from other societies? What can schools do – and teach – to support democratic life, especially in our own, diverse society? Students will consider major themes in democracy and education through their readings, to include: John Dewey's Democracy in Education, Amy Gutmann's Democratic Education, S.J. Goodland's edited volume The Last Best Hope: A Democracy Reader and Walter Parker's Teaching Democracy: Unity and Diversity in Public Life.

LIB-640540 PSYCHOLOGY OF ART
3 credits
In this course we will examine the human endeavor of art and the human experience of creativity through a psychological lens. We will study the psychological explanations for the processes and urge of creative artistic expression. The course is designed to begin with a common experience of learning from readings and discussion/written assignment, followed by extended individual inquiry. Students can choose their own path of inquiry or participate in an inquiry directed by the instructor. These individual paths may be structured as further exploration of a type of artistic endeavor or a particular inquiry — a question to be answered by this course.

LIB-640541 CULTURE AND DISEASE
3 credits
What is the role of culture in human beings’ understandings of themselves and their worlds of illness and health? How do cultural/subcultural understandings affect how individuals view their own illnesses and the ways others view them? Where do these converge and diverge? In this course, students will become oriented to the differences that culture can make in both self and other’s understandings of disease. Students will read texts and engage in discussion, write essay responses or keep a learning journal.

LIB-640543 THINGS OF VALUE: TOPICS IN MATERIAL CULTURE
3 credits
This course allows you to become acquainted with perspectives on material culture and a theoretical and methodological repertoire to realize new learning through investigation of particular subjects and issues related to your program. We begin with common readings and media, followed by choices among such focus areas as museum studies, consumption theories and patterns, the concept of cultural property, or a closer focus on a specialty topic, such as a particular type of material or artifact and its history, use and interpretation. Two substantial reading and writing projects (perhaps also with some observing or making) comprise the scholarly activities, requiring at least one revision each, and at least two informal discussions take place, whether by email with the course instructor or on the supporting website with class members.

LIB-640544 REPRESENTATIONS OF RACE AND GENDER
3 credits
This course will explore the ways in which social categories such as race and gender are defined by and through forms of cultural representation. Students will begin by exploring a variety of contemporary theories on the relationship between social categories and cultural representation. They will then draw on readings from gender studies, African-American studies, and Lesbian and Gay studies to view how a wide variety of theorists understand the relationship between cultural expectations and personal identity. Finally, each student will select a specific area for further research: film, television, advertising, the Web, scientific imaging, technology, and the "fine" arts and the performing arts are all possibilities.

LIB-640548 CRITICAL READING, CRITICAL THINKING: GRADUATE UNDERSTANDING
1 credit
This course will assist students in strengthening their skills in reading critically and honing the critical thinking skills needed for effective graduate study in the recognition that virtually no formal training in reading occurs in a student’s career after elementary school. Thus, the overall goal for this course involves the development of a systematic plan for reading and evaluating what is read and includes the following objectives: improve critical reading through improvement in analysis; improve understanding of the point of view; gain knowledge and comprehension of the language and concepts of critical thinking; and develop a systematic plan for analyzing a piece of writing at multiple levels of analysis (concept, article, book, discipline).

LIB-640553 READINGS IN FEMINIST AND LESBIAN/GAY THEORY
3 credits
Is it true that, as Simone de Beauvois famously wrote, one is not born a woman, but rather becomes one? Is gender something that is our chromosomes? Our socialization? Our clothes? How does gender relate to ways of knowing, forms of power, relationships to the body and the earth? What is the relationship between gendered power dynamics and alternative sexualities? What does it mean to be "queer"? Contemporary feminist and lesbian/gay theory addresses these and many other questions concerning the experience and representation of sexuality and gender. This course will begin with a set of readings to familiarize students with a variety of important feminist and "queer" theorists. Each student will then identify a specific topic for further reading and research. The literature reviews and/or research papers thus generated will provide a resource for the class as a whole.

LIB-640554 MODERN GENDER AND SEXUALITY THROUGH SCIENCE FICTION LITERATURE
3 credits
This course will examine current issues of gender and sexuality in the humanities (literature, philosophy, history, etc.) through the lens of science fiction and fantastic literature (SFF). By focusing on specific key issues and texts in feminist SFF literature, and using additional readings from history and philosophy to put the main texts in an appropriate context, the student will gain an understanding of the complexities of gender and sexuality in U.S. culture and society, achieve a deeper appreciation of the issues of representation in literature, and develop the skills of analysis and interpretation.
LIB-640572 CREATIVE NONFICTION WRITING
3 credits
Creative Nonfiction: Like journalism it traffics in reality, reporting and facts; unlike journalism, it values honesty over objectivity. Another essential difference is that creative nonfiction writers may not find themselves directed by the requirements of argument, but struggling with metaphor, dialogue, point of view, and other elements of composition associated with poetry, fiction and drama to create and explore their experience. Where standard nonfiction likes explanation or exposition that focuses on concepts, ideas and facts, creative nonfiction uses story, imagery, quotations, descriptions and the personal voice of the engaged author to bring experience to the reader. The assignments are designed to help students learn to function like working writers: that is, as they compose their works, they also are studying other writers and specific sub-genres as well as familiarizing themselves with specific elements of nonfiction (literal vs. invented truth, voice, memory, composing processes, relationship to other genres).

LIB-640573 STUDIES IN AMERICAN LITERATURE AND CULTURE
3 credits
Individualized elective topics possible (within this topic area) include Modern American Literature, Women Writers, American Renaissance, Literature of New York, Literature and the American Dream, Hemingway and Fitzgerald, Hawthorne and James, Self and Society, Love and Death in the Novel. (Students should expect to identify and study a sub-topic as an individualized elective.)

LIB-640574 FICTION WRITING
3 credits
The goal of this course is to help students develop and expand their abilities as writers by looking at some of the essential elements of fiction in greater depth. This course is intended to provide advanced students of fiction with the opportunity to diversify, extend and deepen their work. Students in this study will focus on both the craft and process of creating a compelling story, using intuition, attention to detail and fiction writing techniques. Experimentation with language and writing techniques is encouraged.

LIB-640576 WOMEN AND HUMOR
3 credits
What is women's humor? Why has humor by women been largely resisted or overlooked? This course will examine women's use of humor as a form of social protest. In particular we will look at the movement away from domestic humor of 19th century writers like Fanny Fern and Francis Miriam Whitcher toward the use of satire by such 20th century women of wit as Dorothy Parker, Mary McCarthy, Edna St. Vincent Millay, Alice Childress, Betty MacDonald, Jean Kerr and Erma Bombeck. Students will gain knowledge of theories of humor and satire as well as an understanding of the changing role of women in America from the 1850s to the 1960s.

LIB-640577 HISTORY AND CULTURE OF ANCIENT EGYPT AND/OR MESOPOTAMIA
3 credits
While each interested student should consult with the course instructor on this course, its basic concerns will cover the major myths and religion and mythology, the foundations of functions of its leadership, its social values, and its relationships with contemporaneous civilizations or cultures. The student will consult with the course instructor about exactly what he/she wishes to cover, why and how.

LIB-640578 ANCIENT LITERATURE: EGYPTIAN AND/OR MESOPOTAMIAN
3 credits
While each interested student should consult with the course instructor on this course, its basic concerns will address the literature of ancient Egypt and/or that of ancient Mesopotamia, looking at various types present, their use, their historical position, and their relationship to other aspects of the culture. Texts will be read in translation and, where available, commentaries will be used. The student will consult with the mentor about exactly what he/she wishes to cover, why and how.

LIB-640579 ANCIENT EGYPTIAN RELIGION AND/OR MYTHOLOGY
3 credits
While each interested student should consult with the course instructor on this course, its basic concerns will cover the major myths and religious practices of pharaonic Egypt including creation, gods and goddesses and their activities, kingship and queens, basic beliefs of the people and mortuary beliefs and practices. Special attention will be paid to women. As a whole, this study will permit the student to gain a significant knowledge of beliefs and practices of a culture from a different time and place from their own as well as learning appropriate approaches to take in such encounters. The student will consult with the mentor about exactly what he/she wishes to cover, why and how.

LIB-640582 BRITISH WOMEN WRITERS
3 credits
This course will look at 19th and 20th-century British novels by and about women. How do women reconcile traditional social roles of wife and mother with their personal desires as women, as intellectuals and as individuals? How do issues of class and gender affect women's sense of identity and self-realization? We will explore themes of identity and difference, resistance and transformation, silence and voice, self-definition and social identity in works by Jane Austen, Charlotte Bronte, Emily Bronte, George Eliot, Mary Shelley and Virginia Woolf. We also will consider the critical context of such theorists as Elaine Showalter, Sandra Gilbert and Susan Gubar, Nina Baym, Annette Kolodny, Judith Butler, Nina Auerbach and Nancy Miller among others.

LIB-640583 AMERICAN WOMEN WRITERS
3 credits
This course will look at the emergence of women writers in late 19th and 20th century American literature and the conflicts confronting the figure of women in literature. How do women reconcile traditional social roles of wife and mother with their personal desires as women, as intellectuals and as individuals? How do women resolve issues of class, gender and sexuality, race, and ethnicity in the formation of identity? We will explore themes of identity and difference, resistance and transformation, silence and voice, self-definition and social identity in works by Charlotte Perkins Gilman, Kate Chopin, Edith Wharton, Zora Neale Hurston, Maxine Hong Kingston, Sandra Cisneros, Audre Lorde and Toni Morrison. We also will consider the critical context of such theorists as Elaine Showalter, Sandra Gilbert and Susan Gubar, Nina Baym, Annette Kolodny, Judith Butler, Nancy Miller, Hazel Carby and Barbara Smith among others.

LIB-640584 LITERATURE OF NEW YORK
3 credits
This course will consider the literature of New York City and the Hudson River Valley in its historical, cultural and sociological context. We will look at themes of regionalism, nature, industrialism, social class, race, gender, immigration, and identity in relation to the historical and
LIB-640591 RACE AND GENDER IN U.S. HISTORY SINCE THE CIVIL WAR
3 credits
The intent of this course is to investigate the complex ways in which gender, race and national identity are articulated in U.S. culture and society, and to examine how that has historically shaped the social movements that challenged the prevailing order. By focusing on the interaction of race and gender in American history since the Civil War and engaging a broad variety of primary and secondary sources, the student will achieve an understanding of the complexities of U.S. culture and social change and develop the skills of a practicing historian.

LIB-640592 AMERICAN MODERNISM
3 credits
This course will examine the rise of modernism in American history with particular attention to issues of art and culture. The student will explore the critical developments of urbanization, technology, political reform and the expanding role of the United States internationally. Special attention will be given to issues of American identity and aspects of race, gender and ethnicity, as Americans embraced or reacted against the currents of modernism and modern social transformation. By focusing on specific key issues in American history in the late 19th and early 20th centuries, and engaging a broad variety of primary and secondary sources, the student will gain an understanding of the complexities of U.S. culture and society, achieve a deeper appreciation of art and culture, and develop the skills of a practicing historian.

LIB-640595 FINAL PROJECT
3 credits
This is the capstone course in the MA in Liberal Studies program. Please contact your academic advisor to discuss your project. The academic advisor will add Final Project to your registration worksheet. Once you have an approved Final Project Proposal, you will be able to enroll.

LIB-640597 DIAGNOSING DESIRE: GENDER AND MEDICINE IN U.S. HISTORY
3 credits
From the 19th century on in the U.S., the profession of medicine has played an increasingly important role in naturalizing the social constructions of gender and sexuality. From the development of mid-19th century gynecological surgeries and treatments to curb female sexual drives which were perceived as socially dangerous, through the forced sterilizations of the eugenics movement, to the involuntary treatment of intersex infants in the present, medicine has had an important role in regulating gender and reinforcing social gender roles. At the same time, medicine has had potentially liberatory effects on social sexual restraints and provided a public arena to contest repressive social practices. From the development of birth control to the women's health movement, medicine has been used to reframe social debates on acceptable sexual beliefs and practices.

LIB-640600 NARRATIVE IN HUMAN EXPERIENCE
3 credits
This course will explore narrative in human experience, in which the perspective of "story" serves as a metaphor to examine human experience and behavior. It is an interdisciplinary perspective concerned with the process of meaning-making, a framework for conceptualizing identity and lived experience. The concept of self as a narrative construct is a holistic one: a self story is an interactive narrative, an intricate interweaving of individual and context (arising from the way people interpret the role they play in the stories they live and the way those stories either nourish or diminish them). A self narrative is only relevant in the context of the larger stories within which it lives and breathes; we are all born into stories that began long before we arrived, and we become self within their borders: stories of culture and religion, of family and workplace, of politics and ideology. Objectives of this study are to become knowledgeable about the perspective of narrative in human experience, and to explore possible applications of this perspective in various contexts (personal, academic, professional). The study may focus on human development and identity, aging, illness, or other aspects of human experience depending on the student's needs and interests.

LIB-640601 NARRATIVE COUNSELING
3 credits
This study will explore narrative approaches to counseling, which view the self as a narrative shaped by society and therapy as a space in which to "re-story" the self. The "facts" and events that compose a life do not change, but meanings and perspectives can and do. The narrative perspective frames human experience and even the innermost sense of self as an internalized story; thus, counseling may be viewed as a process of story revision. This study will encompass an overview of historical, philosophical, and ideological aspects of narrative and social constructionist perspectives, and a focus on counseling techniques that use narrative techniques. Objectives of this study are to become knowledgeable about the perspective of narrative counseling, and to explore possible applications of this perspective in various contexts (personal, academic, professional). This study will be individualized to meet the student's needs and interests.

LIB-640602 NARRATIVE RESEARCH
3 credits
Telling stories (to self and others) is one of the ways that human beings organize their experience and sense of self. Narrative research is a qualitative approach where stories are the primary research methodology. In some cases, stories are collected and then analyzed to produce data; in other cases, data is collected and stories are produced (oral history, biography). Often, life stories are the primary focus, but narrative research also has been used in organizational studies and educational inquiry, as well as ethnographic studies. Objectives of this study are to become knowledgeable about the perspective and methodology of narrative research, and to explore applications of this perspective in various research contexts. This study will be individualized to meet the student's needs and interests.

LIB-640606 LITERARY THEORY
3 credits
Literary Theory will provide an overview of the major schools of thought used in contemporary literary criticism: Formalism, Structuralism, Psychoanalysis, Marxism, Post-Structuralism, Feminism, Queer Theory and Critical Race Theory. Students will work together to review and apply each school to specific works of literature. They will then work on their own on the major course assignment, either a literature review or a research paper. This course also can serve as a methodology/theory elective for students in appropriate fields of Cultural Studies.
LIB-640607 PSYCHOLOGY OF CONSUMPTION
3 credits
Our consumer lifestyle is part of our sense of self, our social identity and our satisfaction with life. In this study, we will examine the meanings of money and possessions, the process of shopping and spending, different populations of consumers, advertising, the relevance of consumption for self-definition, and the role of consuming in the search for well-being and happiness.

LIB-640608 POSITIVE PSYCHOLOGY
3 credits
What is happiness, who is happy and can we become happier? Along with analyzing the readings, we will examine the assumptions behind measures of well-being and values, learn about theories and research on happiness, about money and materialism in relation to happiness, and how the themes of the study apply to our lives.

LIB-640617 COMMUNICATION THROUGH MOVEMENT
3 credits
In this residency-based course, we explore the questions, “What is effective communication? How does bodily movement best support expression?” It takes themes and principles from disciplines such as the Action Profiling, Laban Movement Analysis, Ideokinesis, Kestenberg Movement Profile and Movement Signature Analysis and puts them in the historical context of the early kinesics studies of R. Birdwistell, M. Davis and P. Ekman. It also includes discourse on the body-mind-emotion-spirit paradigm. We practice speaking about thoughts and feelings that arise from embodied practices. This course is part of the DE-SMTT certification process and also may apply towards the M.A.L.S. degree.

LIB-640621 CULTURAL THEORY OF DANCE
3 credits
The goal of the course is to gain a current understanding of modern, postmodern and contemporary theatrical dance studies from cultural theory, embodiment and a chronology of social and aesthetic shifts from the 20th century through recent decades. Readings address modernism, postmodernism, difference and cross-cultural issues of movement in performance. Students write two critical review essays from directed reading sources, also choosing a third project making and analyzing a performance piece, or doing a multiple critical review of several performances with an integral theme. Alternately, they write a research project approved by the instructor.

LIB-640623 DIS/ABILITY ART AND HUMANITY
3 credits
Through the activities of this study students will consider the image, experience and embodiment of disability through the arts, as well as the contemporary making of art from a disability point of view. We will examine issues of identification, access and performance, as well as the subject and object positions and content of art that depicts, refers to or is made by people with a disability. Study activities will afford the opportunity to demonstrate growth in critical theory and thinking and the development of scholarly writing at the graduate level.

LIB-640625 ORAL HISTORY: THEORY AND METHODS
3 credits
Oral history is the process of interviewing people to record their memories of events that occurred in the past and to analyze the meaning and value of those memories. In one sense, an oral history interview is a primary document much like newspapers, photographs, or diaries. As with all documents, the oral historian must take care to critique the interview and put it in context with other data and documents. In another sense, the oral history is very different in that the oral historian and the interviewee are creating an historical document that did not exist before. This course is required for the Public History advanced certificate program.

LIB-640627 THE PSYCHOLOGY OF EVERYDAY LIFE
3 credits
What are the psychological experiences of everyday lives that go unnoted in our busy worlds? In this course students will deepen their understanding of who we are and what we like, by analyzing everyday activities that seem too commonplace to offer insight into ourselves and our worlds. The guides for this analysis will be scholarly writings from psychology, sociology and design, beginning with the classics, i.e., Freud’s The Psychopathology of Everyday Life and Goffman’s The Presentation of Self in Everyday Life, but focusing on the contemporary work of Don Norman on the psychology of everyday objects such as Turn Signals are the Facial Expressions of Automobiles.

LIB-640628 MUSEUMS AND PUBLIC HISTORY: THEORY AND PRACTICES
3 credits
Historical societies and museums historically emerged as entities with particular authority and expertise to preserve, educate and display. However, new modes of making, telling and rereading public history have emerged that deserve attention, and a literature of theory of museums and exhibitions as powerful social forms raises previously unexamined questions about the sources, uses and impacts of this authority. This Web-supported course, one of four M.A.L.S. courses that focus on public history, takes up historical and cultural theory to examine how people, organizations, and institutions co-create history and public memory with communities. This course is required for the Public History advanced certificate program.

LIB-640629 CULTURE OF THE JAZZ AGE
3 credits
This course will look at the culture of America in the 1920s known as the “Jazz Age.” We will look at the emergence of what Gertrude Stein termed the “lost generation” writers after World War I such as Ernest Hemingway, F. Scott Fitzgerald and T.S. Eliot; the flowering of African-American literature and culture known as the “Harlem Renaissance” with such writers as Zora Neale Hurston, Langston Hughes and Countee Cullen; and the artistic contributions of such jazz legends as Duke Ellington, Louis Armstrong and Dizzy Gillespie, and blues singers Bessie Smith, Josephine Baker and Billie Holiday.

LIB-640630 READINGS IN MATERIAL AND VISUAL CULTURE STUDIES
3 credits
What does a wooden bowl say about a particular society? How can a photograph be read? In this course, students will examine the manner in which objects and images are used as cultural creations and primary source materials. The theoretical and methodological underpinnings of Material and Visual Culture Studies will be considered, as will the traditions of Culture Studies more generally. Among the texts to be considered are those by John Berger, Arjun Appadurai, Mihaly Csikszentmihalyi and Eugene Rochberg-Halton, Marianne Hirsch, Kristin Hass, Mike Wallace and Jules Prown. Students will be expected to submit a paper reviewing the research and scholarship of the field midway through the term and a final paper analyzing a particular object or image.

LIB-640633 STUDIES IN ANCIENT AND TRADITIONAL EPICS
3 credits
Epics, long poetic or prose poems, have formed part of the traditions of cultures from very early times up into the modern era. This course will focus on the early and traditional examples ranging from the
Mesopotamian Epic of Gilgamesh from the eighteenth century BCE up into the Greco–Roman era in the first centuries CE, along with the possibility of exploring traditional epics from the Celtic, Norse, Indian and/or African worlds. The content of the course will involve both reading the epics themselves (in translation), as well as exploring the structure, purpose, literary composition and cultural aspects of the epics chosen for study. Among the theoretical concerns will be the epics’ intertextuality, audience and their fictionality, as well as their function within the culture and other narrative issues such as orality. The student and the course instructor will consult and determine the exact content of the course in accordance with the goals and objectives for engaging in it. Student demonstrations of learning will be determined by mutual agreement with the course instructor. The student needs to contact the course instructor, as soon as possible after registering; even better, make such to contact prior to completing the registration.

LIB-640634 ARCHIVAL THEORY AND PRACTICE
3 credits
This course is required for the Certificate in Public History. This course will introduce students to the history of archives and the basic theories and practices of administering archives and manuscript collections (appraisal, acquisition, arrangement and description, reference and preservation). As well, the course will draw on several academic disciplines to address the public dimension of archives and their use in research, outreach programs, and historic editing and publishing. Finally, the course will cover ethical and legal issues and the ways new information technologies affect archival administration and use.

LIB-640635 EXHIBITION; PLANNING AND INTERPRETATION
3 credits
Building on the theory and practice learned in Museums and Public History, this course will ask students to work within a history museum (or equivalent collection) to produce an exhibition. Working within a museum setting will allow students to put their theoretical knowledge to practical use. Geographical considerations will determine the specific organizations with which students may work. However, online exhibitions will be possible. This course is required for the Public History advanced certificate program.

LIB-640636 PUBLIC HISTORY INTERNSHIP
3 credits
This course is required for the Certificate in Public History. In line with recommendations of the National Council on Public History, the mission of the internships are as follows: “Internships are an important part of public history education that allow students to gain new insights into the nature of public history practice by engaging in meaningful work under the mentorship of experienced and knowledgeable public history professionals. Successful internships provide students with work experience combined with structured opportunities to reflect on their activities and connect their practical experience with the skills and knowledge gained in their public history training.” NCPH Curriculum and Training Committee, May 2008. Students will participate in a one-semester internship of 150 hours with a public history institution such as a museum, historical society, archives or library. The purpose of the internship is to provide students with an opportunity to observe and reflect on public history as practiced and apply skills learned in the certificate program. Students will work with the instructor to identify an appropriate institution, field supervisor and specific responsibilities for the internship. This course has pre-requisites.

LIB-640637 EXPLORING JUNG’S ARCHETYPES
3 credits
Carl Jung’s work, always of interest to scholars and practitioners of psychology, is currently enjoying a resurgence of wider interest both popular and academic. No doubt this is due in part to the recent publication of the Red Book, a compendium of his work heretofore unavailable. But in addition, because his theory, particularly his theory of archetypes, seems to offer scholarly insight for those seeking to explain current popular experience, for writers from positions as diverse as historical scholarship and political punditry. In this study, we will be intrigued by Jung’s theory of archetypes, from original depiction to recent illustrations; beginning with examination of the theory and ending with application to contemporary representations. Jung’s work on archetypes often melds analytic thinking with visual depictions. This study, grounded in psychological theory, includes examination of visual images. Students might find this inquiry into Jung’s work of interest from intellectual and/or visual perspectives.

LIB-640641 SOCIAL SCIENCE RESEARCH METHODOLOGY
3 credits
This course will assist students in designing a research strategy appropriate for a variety of social science questions. The student will examine issues of social inquiry, operationalization of social theory, as well as procedures for gathering and organizing data including surveys, interviewing, focus groups and participant observation. The student will then examine procedures to analyze their data such as hypothesis testing, analysis of data, techniques for generalizing from samples to populations, and finally pursue strategies for reporting their results.

LIB-640642 STUDIES IN TRADITIONAL FOLKTALES
3 credits
In this course, students will examine the history, meaning and function of folktales, looking at them as cultural artifacts, as educational tools, as entertainment and as cultural markers. They will consider various approaches to understanding and interpreting such tales such as feminist, structuralist, psychoanalytical, and more. The tales to be considered range from ancient exemplars to traditional from indigenous cultures to those of modern cultures in Europe, Asia, India, etc., the choices to be determined by each student in consultation with the instructor. The study will involve gaining an understanding of oral transmission as well as how such tales have been used in other contexts. Students may want to consider how numerous traditional tales have been presented in forms other than their original narrative form such as in film, television, plays, novels, poetry and so on. Students also may wish to look at variants of one or more tales across cultures, place and time as part of the course. This course is an appropriate one to take for those interested in traditional societies, folklore and folk life, communication, early childhood, psychology/sociology, history of cultures, literature, education and much more. To design an appropriate course, the student should contact the course instructor at his/her earliest convenience.

LIB-640653 GLOBAL FEMINIST MOVEMENTS
3 credits
This course aims to answer the question: how have women organized as women to challenge unequal gender power relations and to promote progressive social change in different global locations? This course explores contemporary global feminist movements from historical, sociological, political and cultural perspectives. We will examine global feminist movements as a particular type of global social movement in theory and practice, and in particular we’ll examine how global feminist movements addressed issues of religion and cultural tradition, human rights, and the environment and sustainable development, in global regions including the Middle East, Latin America and in Africa. We also will examine the role of the United Nations – its forums, special agencies, commissions and conferences from the 1970s onward – in defining and fostering global feminist movements.
LIB-640654 SEMINAR IN WOMEN'S AND GENDER STUDIES
3 credits
This course offers an interdisciplinary approach to the study of gender and identity from a cultural and sociohistorical perspective. We will look at Women’s and Gender Studies as an evolving field of study and explore the multiple voices that have shaped the conversation, past and present. Issues of gender equality, women’s suffrage, the women’s liberation movement, issues of gender and work, concepts of family, gender and violence, health and reproductive rights, representations of the body, gender and sexuality, gender, race and ethnicity, global feminism and activism will be considered. Authors such as Mary Wollstonecraft, Margaret Fuller, Virginia Woolf, Simone de Beauvoir, Betty Friedan, Kate Millett, Audre Lorde, Adrienne Rich, bell hooks, Angela Davis and Judith Butler will be examined. Attention will be paid to analysis of gender and sexuality in relation to race, ethnicity, class and national and transnational discourse. The student also will develop graduate-level research, writing and analytic abilities and become familiar with resources in the field of women’s and gender studies.

LIB-640655 FEMINIST THEORY
3 credits
This course will provide an introduction to feminist theory by exploring the ways in which gender has served historically to legitimate or marginalize forms of knowledge in Western cultures. Through the close reading of primary and secondary texts, students will view the emergence of feminist thinking in terms of the view of women as subjects and objects of knowledge. Students also will explore questions of how gender interacts with other social categories such as race, how such distinctions as mind/body and thought/emotion are used to delegitimize knowledge that is associated with women and how gendered views of knowledge and power are constructed in multiple cultures.

LIB-640656 TOPICS IN POLITICAL PSYCHOLOGY: LIBERALS AND CONSERVATIVES, POWER AND WEALTH
3 credits
Political psychology is about applying psychology to the understanding of political behavior. We can think of behavior as arising from both who the person is and what the circumstances are. One topic we will focus on is personality differences between liberals and conservatives. (Are the stereotypes true, that conservatives are rigid and liberals are wishy-washy, or that conservatives are tough-minded and liberals are tender-minded?) The other topic focuses on socioeconomic circumstances that matter for politics and policy: namely, money, power, social class and income inequality. What ties these two topics together? One issue that distinguishes liberals and conservatives is their attitude toward inequality.

LIB-640657 THE SOCIALLY CONSTRUCTED BODY
3 credits
This course explores our embodied experience and the ways that culture mediates the way we think about, represent, experience and use the human body. Our bodies and how we experience them are shaped by cultural norms, but the body also is a vehicle for self-expression, which implies innovative use of the body to create individual meaning. Students will develop conceptual tools to analyze the shifting relationships between individual agency and cultural construction, and the multiple meanings of bodies in culture.

LIB-640658 FAN/CELEBRITY ATTITUDES, BEHAVIORS AND INTERACTIONS: AN INTERDISCIPLINARY STUDY OF MEDIA EFFECTS
3 credits
This course will include current readings on the psychology of celebrity, the psychology of fandom, and the prevailing literature in communication study and psychology/sociology on the subject of fan/celebrity interaction.

LIB-640659 GROUNDED THEORY METHODS FOR QUALITATIVE ANALYSIS
3 credits
Using the original writings of Glaser and Strauss, originators of grounded theory methods, this course gives theoretical background as well as practical experience in the area of grounded theory qualitative methodology in the social sciences.

LIB-640660 SEMINAR IN AMERICAN STUDIES
3 credits
American Studies is an interdisciplinary field of study that looks at the literature, history, art, religion, media, film, policy, face and culture of the United States. Using critical and cultural theory, the field interrogates what it means to be an American and what it means to understand Americans and the Americas. In this course, we will consider the beginnings of the field of study known as American Studies, as well as several distinct literary and historical moments. Each unit will focus on a different vision of America (and American Studies). The course also will develop students graduate level reading, writing and analytic abilities and familiarize students with resources in the field.

LIB-640661 AMERICAN STUDIES: THEORIES AND METHODS
3 credits
This course is designed to give the student an exposure to the history, theories, and methods of the changing and developing discipline of American Studies. American Studies has evolved to be a dynamic discipline engaging the multiplicity of American identities and the role of shifting global influences on American identity and national formation. In its theoretical approaches and methodological commitments, American Studies exists at the cutting edge of academic work. From its roots in the Myth-Symbol school, American Studies has gone on to embrace developments in literary and cultural theory and adapt them to it subject focus. Through a rich array of readings and engagement with primary sources, this course will help the student develop the skills and background of a practicing scholar in the field.

LIB-640662 CONSUMER PSYCHOLOGY
3 credits
Our consumer lifestyle is part of our sense of self, our social identity and our satisfaction with life. In this study, we will examine psychological aspects of money and how we spend it, materialism, variations among types of consumers, as well as different populations of consumers, advertising, the relevance of consumption for self-definition and the role of consuming in the search for well-being and happiness. There are six sets of readings that are accompanied by an introduction to the topics and questions for students to answer in writing.

LIB-640663 IMMIGRANT LITERATURE
3 credits
This study will look at the development of immigrant literature in 20th century America. We will consider themes of assimilation and identity, difference and otherness, ethnic, racial, and gender identity and American national identity. We will consider various genres, including the novel, short story and memoir, and representative works from different ethnic groups, including Jewish, Italian, Asian,
African, Latino and Dominican immigrants. Writers may include Anzia Yezierska, Sandra Cisneros, Julia Alvarez, Maxine Hong Kingston, Amy Tan, Frank McCourt and Toni Morrison.

**LIB-640664 WOMEN IN TRADITIONAL FOLKTALES**  
3 credits  
While each interested student should consult with the mentor on this course, this study will allow students to explore the history, meaning and function of traditional folktales, from a variety of traditions, focusing particularly on the roles of females in these tales, an approach that necessarily also highlights the roles played by males. In addition to the feminist focus, students also will consider various approaches to understanding and interpreting these tales through anthropological, structuralist, psychoanalytical and other means. The tales to be considered can range from ancient exemplars to traditional from indigenous cultures to those of modern cultures in Europe, Asia, India, etc., the choices to be determined by each student in consultation with the mentor. The study will involve gaining an understanding of oral transmission, as well as how such tales have been used in other materials. Students may want to consider how numerous traditional tales have been presented in forms other than their original narrative form such as in film, television, plays, novellas, novels, poetry and such. Students also may wish to look at variants of one or more tales across cultures, place and time as part of the study. This course is an appropriate one to take for those interested in traditional societies, folklore and folklife, communication, early childhood, psychology/social, history of cultures, literature, education and much more. To design the course with the shape, form and content appropriate to the student’s interest, needs and program, the student is expected to contact the mentor at his/her earliest convenience.

**LIB-640665 WOMEN AND GODDESSES IN THE TRADITIONS OF THE ANCIENT MIDDLE EAST**  
3 credits  
While each interested student should consult with the mentor on this course, essentially this study will allow the student to explore women and goddesses in the literature and mythology of the major ancient Middle Eastern civilizations: ancient Canaan, ancient Mesopotamia, ancient Egypt and ancient Israel. Where appropriate, certain Classical materials may be used. At the end of this study, the student will be able to discuss the essentials of the nature and function of mythology; will understand how the different environments affect the content and shape of the myths from different cultures; and will have gained an understanding of the differing roles of females, human and divine, in the narratives of these ancient cultures. To design the course with the shape, form and content appropriate to the student’s interest, needs and program, the student is expected to contact the mentor at his/her earliest convenience.

**LIB-640666 HEBREW BIBLE IN ITS ANCIENT MIDDLE EASTERN CONTEXT**  
3 credits  
While each interested student should consult with the mentor on this course, essentially this study allows the student to explore the historical and cultural context of the Jewish Bible (the Christian Old Testament), looking at it in relation to literature from neighboring cultures. In addition, as desired the student will have the option to pay special attention to the various women who are active (or not so active) in this rich set of texts. Readings will permit the student to gain a familiarity with the patriarchal narratives, the early history of the ancient Israelites within their context of the ancient Near East, the literature of the ancient Israelites such as the wisdom texts and various of the prophets in the context of similar materials from ancient Mesopotamia and ancient Egypt as well as other related ancient Middle Eastern cultures. At the conclusion of this study, the student will be able to discuss the Bible as part of a wider historical and cultural context; will be able to discuss some of the relationships of the biblical materials in relation to the literatures of neighboring cultures, notably ancient Egypt and ancient Mesopotamia; and will have gained an understanding of the influences of these contemporaneous cultures on the Israelite world. To design the course with the shape, form and content appropriate to the student’s interest, needs and program, the student is expected to contact the mentor at his/her earliest convenience.

**LIB-640667 WOMEN IN THE HEBREW BIBLE**  
3 credits  
While each interested student should consult with the mentor on this course, in essence this study will assist the student in gaining an in depth the literature of the Jewish Bible (the Christian Old Testament) while paying particular attention to the various women who are active (or not so active) in this rich set of texts. Readings will permit the student to gain a familiarity with the patriarchal narratives, the early history of the ancient Israelites within their context of the ancient Near East, and the literature of the ancient Israelites such as the wisdom texts and various of the prophets. At the conclusion of this study, the student will be able to discuss the general overall purpose and history of the Hebrew Bible/Christian/Old Testament with an awareness of its diversity, and various roles; will be able to discuss the foundation narratives of the ancient Israelite people; will be able to discuss in depth the literature of the Bible; and will be able to discuss at least one major narrative pattern present with women and its purpose within the Bible.

**LIB-640671 AMERICAN ART HISTORY**  
3 credits  
In this study, we will consider the major works of American art, looking for common patterns and themes. Through examining paintings, sculptures, prints, drawings and buildings, we will determine how artists of various time periods understood themselves as artists and as Americans.

**LIB-640672 AMERICAN MATERIAL CULTURE**  
3 credits  
In this study, we will become acquainted with perspectives on material culture and with a theoretical and methodological repertoire. We will begin with common readings and media, followed by choices among such focus areas as museum studies, consumption theories and patterns, the concept of cultural property, or a closer focus on a specialty topic, such as a particular type of material or artifact and its history, use and interpretation.

**LIB-640673 PRESERVATION, MATERIAL AND HISTORY**  
3 credits  
This web-supported course allows students to become acquainted with perspectives on heritage preservation and a theoretical and methodological repertoire to realize new learning through investigation of particular subjects and issues. The study focuses on the intersections between heritage preservation and material culture (including art and architecture). Questions related to museum studies, consumption theories and patterns, the concept of cultural property, or a closer focus on a specialty topic, such as a particular type of material or artifact and its history, use and interpretation will be considered.

**LIB-640674 PRESERVATION POLICY AND LAW**  
3 credits  
This web-supported course asks students to learn about preservation policies and laws. Questions of intellectual and cultural property, as understood within the United States and throughout the world, will be considered through study of the Convention Concerning the Protection of the World Cultural and Natural Heritage, the National Historic Preservation Act of 1966 (including Section 106), the International...
Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), the U.S. National Trust for Historic Preservation, the National Register of Historic Places, the Native American Graves and Repatriation Act (NAGPRA), and the National Park Service. Students also will learn about the history of the preservation movement and the process of nominating properties for inclusion on the National Register of Historic Places.

LIB-640675 MESOAMERICA CULTURE: AZTEC AND MAYA CIVILIZATIONS
3 credits
This course will focus on the region known as Mesoamerica, a cultural zone that corresponds to the modern-day countries of Mexico, Guatemala, Honduras and Belize. Drawing from ethnological, historical and archaeological sources, the materials in this course will address the impacts of cultural exchange as seen through the eyes of both the colonizer and colonized. Specific emphasis will be placed on the material exchange(s), both archaeologically and historically, occurring between the inhabitants of Mesoamerica, pre- and post-European contact. Students will be introduced to the themes surrounding the development of all Mesoamerican cultures, but specific emphasis will be placed on Aztec and Maya civilizations and the issues that resulted from European contact and their conquest and settlement of native localities.

LIB-640676 AND LIB-640677 PERSPECTIVES ON INTERDISCIPLINARY STUDIES
3 credits
This is a required course available for matriculated M.A.L.S. students only. This course examines the concepts of interdisciplinary, laying the theoretical foundation for the student’s educational plan. This course culminates in the development of a degree program and written rationale. It begins at a residency, with a few common readings, but is essentially an individually designed study undertaken with the student’s primary mentor. The course enables students to explore the dimensions of the field and examine possibilities for interdisciplinary studies in their own area of interest. Course materials will be determined in conjunction with the student’s primary mentor. Credit is awarded when the degree plan is approved by a program faculty committee. There is a residency requirement for this course.

LIB-640678 AFRICAN-AMERICAN LITERATURE
3 credits
This study looks at the growth of African-American literature from the slave narratives of Frederick Douglass and Harriet Beecher Stowe to the notion of “double consciousness” of W.E.B Du Bois to the “Harlem Renaissance” after Word War I with such figures as Zora Neale Hurston and Langston Hughes to the development of African-American literature after World War II with the social protest fiction of Richard Wright and the aesthetic realism of Ralph Ellison and James Baldwin to the post-modern novel of Toni Morrison. We will consider themes of slavery, racial equality, gender identity, assimilation, otherness, class difference, silence and voice, and social protest.

LIB-640679 NATIVE AMERICAN AND U.S. CULTURE
3 credits
The course offers an examination of tribal sovereignty and environmental mores as seen through the divergent lens of Tribal and American cultures. Building on a post-colonial approach to Native American Studies, this course will address, define and analyze the history of intergovernmental consultations, the complex interactions of non-Indian and Indian worldviews, and the various events and ongoing discussions shaping Indian Country today. As part of this course, students will examine Native American fiction, archaeological studies, ethnographies, documentary film and other materials as a way to conceptualize American Indian and Native cultures.

MG-T-611004 STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGANIZATIONS
3 credits
Strategic planning and management are increasingly essential in this world of rapid change and complexity, relentless competition for funding, and increasing demands for accountability. In this course you will explore the critical issues related to and the process by which organizations and agencies can gain advantage and optimal long-term performance in such an environment. This process is rooted in the organization’s mission and values, is dynamic and changes with changing circumstances, integrates plans and actions, and leverages strengths and resources to take advantage of the organization’s opportunities. This course has a strong theoretical component; it also has a practical component with student interaction; it culminates in an integrative final project.

MG-T-611007 STAKEHOLDER-SENSITIVE BUSINESS MODELS
3 credits
A critical step in strategic management involves scanning the economic environment which, in turn, requires an assessment of an organization’s relationships with various stakeholders. Effective decision makers understand the importance of balancing and protecting the interests of various stakeholders, including investors, employees, the community, and local and state governments, suppliers, funding sources, various interest groups and, of course, the client or customer. This course will examine the role that stakeholder analysis plays in all aspects of the management process including the use of resources, capabilities and operations to establish competitive advantage and sustainability. Topics will include the connections between organizations and the natural, social and financial environments, illustrating how all three must be maintained in balance to sustain current and future generations. The course also will look at the role of leadership in creating value for each stakeholder through strategic alignment and ethical decision making.

MG-T-611010 LEADERSHIP FOR PUBLIC AND NONPROFIT ORGANIZATIONS
3 credits
In this course, students will explore leadership in public and nonprofit organizations. The course begins with a consideration of the nature of leadership, the tasks of leaders and the traits of effective leadership. Next, students examine leadership theories, their particular application to the public and non-profit sectors and the challenges facing these sectors. Finally, students will complete an independent research project dealing with leadership in public and nonprofit organizations.

MG-T-650601 DYNAMICS OF INTERNATIONAL BUSINESS
3 credits
The main focus of this course is the investigation of the global environment and its impact on international strategy development and implementation. The course includes consideration of ethical issues, impact of technological innovation, forming of alliances and the shrinking of world markets.

MG-T-650606 STRATEGIC CORPORATE COMMUNICATION
3 credits
This course covers communication systems required to help support the mission and goals of the organization. Broader topics cover how managers communicate, communicating corporate culture, effective feedback systems, and communicating change across the organization. Within these topics, specific issues such as how well the formal systems of communication work, directions of organizational communication, type and effectiveness of communication networks, assessment of and methods for overcoming communication breakdowns,
and ethical dilemmas in managing through communication, also are covered. Students also learn to use audit tools and methods to improve management communication practices.

MGT-650611 STRATEGIC HUMAN RESOURCE MANAGEMENT 3 credits
The role of Human Resources in organizations today is one of strategic business partner and change agent in which HR members participate in developing the strategic direction for the human capital of the organization. Emphasis is placed on the way in which the global economy, technology and business activities such as joint ventures and mergers and acquisitions impact traditional human resource activity such as recruitment and selection, employee training and development, performance management and career development. Topics covered in this course include developing HR strategy, measuring HR outcomes, applying Human Resource Information Systems (HRIS), exploring the role of HR in downsizing and mergers and acquisitions, examining the role of HR in the global environment and examining HR challenges associated with technology-intensive organizations. This course is required for the Human Resource Management advanced certificate program.

MGT-650613 HEALTH CARE OPERATIONS MANAGEMENT 3 credits
The U.S. health care system is immensely complex, and there is mounting industry-wide pressure to address the challenges of and opportunities for instituting significant operational improvements. Within the health care sector, operations management has several goals, including reducing costs, improving patient throughput, strengthening efficacy of workflow and task management, contributing to quality improvement initiatives, enhancing customer service and increasing profitability. This course is designed to focus on the approaches and strategies for achieving these operational goals to increase the efficiency and effectiveness of health care systems. The course will help students to become familiar with the concepts, tools and techniques for improving operational processes, such as lean processes, six sigma, flowcharting and statistical tools, and provide them the necessary knowledge and skills to run efficient and effective health care systems. This course is required for the Advanced Certificate in Optometry Business Management.

MGT-650614 GLOBAL STRATEGY 3 credits
Achieving sustainable competitive advantage in global markets depends on the ability of managers to analyze globalization trends and assess the impact of culture on international business dealings, international trade, investment and cross-cultural interactions. The course is based on three important parts: As a survey course, it covers tools for effective strategic management such as PESTEL analysis, Porter's five forces and industry analysis; VRIO, TOWS and generic strategies (cost leadership and differentiation); As a foundation course, it focuses on global strategy and introduces students to the management of global operations and the challenges associated with the selection of markets and the management of a global supply chain; As a strategic global management course, it covers international market strategies such as foreign direct investment, licensing, mergers and acquisitions, strategic alliances and joint-ventures, and corporate governance of multinational organizations.

MGT-650617 GLOBAL E-COMMERCE STRATEGIES 3 credits
This course provides the conceptual foundation for e-commerce and e-business. The course focuses on analyzing e-commerce, digital markets, and e-business firms using principles and theory from the fields of economics, marketing, finance, philosophy and information systems; multiple opportunities for application are provided. In addition to concepts from economics and marketing the course examines transaction costs, network externalities, perfect digital markets, segmentation strategies, price dispersion, targeting and positioning. The course also addresses literature on ethics and society, focusing on concepts such as intellectual property, privacy, information rights and rights management, governance, public health and the welfare.

MGT-650618 STRATEGIC COST ANALYSIS 3 credits
This course focuses on the analysis and reporting of resources costs and resource consumption explicitly directed at strategic management. The key elements to be studied are cost structure, value chain analysis, strategic cost management, and cost driver analysis in support of strategic and operational decisions.

MGT-651500 EXECUTIVE ASSESSMENT AND DEVELOPMENT 3 credits
This course has the dual role of orienting students into the program’s theoretical framework and facilitating the development of their degree and performance plans. This course also is the starting point for initiating the independent direct assessment for which students are awarded credits for advanced standing in the program. The first half of the study concludes with the creation of an academic portfolio or educational plan that guides students in their interactions with advisors and in making plan adjustments to their degree programs. The portfolio then becomes a living document and a frame of reference that follows the student until graduation. The second half of the study builds on the Competing Values Framework to help students assess their weaknesses and strengths and design a developmental plan that addresses their professional growth. Together, the academic portfolio and the developmental plan enable students to align their educational goals with their managerial performance and career expectations. This course has an opening residency that overlaps with the opening residency for Scanning the Business Environment.

MGT-651510 MANAGERIAL REASONING 3 credits
This course integrates the eight universal managerial roles into a multidimensional framework called competing values. This framework enables the student to develop dialectical and nonlinear problem-solving skills. Using this framework, students will learn to diagnose their strengths and weaknesses and develop a plan to remedy deficiencies and enhance competencies. This course combines strategic conceptualization and assessment of the context of managerial behavior with concrete applications and reasoning involving the choice of leadership roles utilized to optimize managerial performance and enhance organizational effectiveness. This required residency-based course is only available to MBA in Management students.

MGT-651514 LEADING IN A CIVILIAN CONTEXT 3 credits
This course is the opening experience for the MBA for Veterans pathway, which affords the opportunity for veterans and service members transitioning into civilian leadership roles, to apply their knowledge and skills acquired through military service to civilian leadership in commercial enterprises. Beginning with a self-assessment of leadership roles and managerial skills, students gain understanding of their own strengths and weaknesses, identify competencies for remedying their weaknesses, discuss role transitions in organizations, and learn how leadership roles are linked with organizational culture for effective performance. The blended format of this course (online and residency), supported by personal coaching and mentoring, is designed to facilitate students’ transition from military to civilian leadership, quality of work life and career planning. This course also is
the starting point for developing a degree plan that recognizes relevant military training that has been evaluated for graduate-level credit by the American Council on Education (ACE); and for initiating the option to waive credits in particular MBA content areas through independent direct assessment (IDA).

MGT-651520 STRATEGIC EXECUTIVE LEADERSHIP
3 credits
This residency-based course is a required capstone course available for matriculated MBA students only and the final study in the program. This course brings together in a unified, integrating manner the leadership emphasis of the MBA program. The organizing theme of this course is business strategy: its formulation, its implementation, and all the supporting analysis and strategies needed to accomplish the mission of the organization. Students will learn how to assess the environment for existing and potential opportunities, evaluate existing and potential capabilities, and how to effectively design and implement a strategy that matches organizational strengths to future opportunities.

MGT-651524 MANAGEMENT INFORMATION ASSURANCE
3 credits
This is an elective course for M.B.A students only. Information assurance investigates computer security, software assurance, hardware assurance, the risk management and security management of information resources from a technical and management perspective. Topics include security architecture, security models, access control systems and methodology, applications and systems security, operation security, database security, cryptography, physical security, network and Internet security, business continuity planning, and law and ethics in information assurance.

MGT-651525 STRATEGIC ANALYSIS AND EXECUTIVE CHOICE
3 credits
Strategic Analysis and Executive Choice is designed to integrate the functional and managerial skills of the competency-based MBA before students commence with their final projects in Strategic Executive Leadership. Topics include those traditionally treated in business policy courses, but the goal of the course is more pragmatic. In this course, students will study the history and practice and senior executive strategic thinking and processes, formulate corporate and nonprofit organizational strategies, conduct environmental analyses and design implementation plans appropriate for those strategies. Successful students will become competent in the methods of strategic planning analyses and processes, familiar with the varieties of senior executive decision making and capable of designing a coherent strategy along with the supporting documents and analyses expected of successful strategies in professional organizations. Strategic Analysis and Executive Choice must be completed in the term prior to taking Strategic Executive Leadership. Strategic Executive Leadership must be taken last.

MGT-651531-3 OPERATIONS MANAGEMENT
3 credits
This course examines how firms actually produce goods or deliver services. The organizing framework for the study is the management of quality. Students develop the ability to apply not only the analytical tools of quality control, but also the managerial tools to promote continuous improvement of processes and products throughout the organization. Students also develop the ability to bring together personnel, equipment and materials to ensure efficient production processes. Students register for up to a total of 3 credits.

MGT-651557 CONSUMER BEHAVIOR, A GLOBAL MARKETING PERSPECTIVE
3 credits
This course will focus on the advance study of the buying behavior of customers in the consumer market. Drawing on previous studies of the role of consumer behavior on marketing strategies, the student will identify the effect on strategy and policy based on the buying process of various market segments. Further in-depth analysis of both internal and external influences on the buying process will be applied to changes in strategy and outcomes in the global market environment. Emphasis will be placed on cultural variations in consumer behavior, changing demographics, the impact of reference groups, and prior customer attitudes and learning on the buying process. Case Study Method will be used to apply these concepts to strategy development and subsequent marketing programs. Ethical and legal implications on strategy and policy also will be emphasized in these case studies. This course is required for the Global Brand Marketing Certificate.

MGT-651561-3 MANAGERIAL DECISION MAKING
3 credits
This course focuses on the three dimensions of executive decision-making: normative thinking (how managers should make decisions), descriptive thinking (how managers do make decisions) and prescriptive thinking (how managers can make decisions by blending insights gained from the former with the reality of the latter). Students examine tools that include logic and statistical methods for improving the analytical rigor of their decision-making and review cognitive psychological research on so-called heuristics (short cuts) that sometimes help, but often distort decision-making capabilities. Students are expected to significantly improve their decision-making competence through a combination of acquiring good analytical tools and developing insight into common managerial biases and distortions. Students register for up to a total of 3 credits.

MGT-651571-3 HUMAN SYSTEMS AND BEHAVIOR
3 credits
This course focuses on the growing importance of human capital and intangible assets in today's organizations by emphasizing the vital role of human resources in acquiring and/or developing this new form of organizational assets, and by providing students with theoretical concepts and practical tools for effective assessment, measurement and leveraging of human capital systems in organizations. Too often, HR managers strongly believe that their functions have a potentially important role to play in organizational success, but that their contributions are often an afterthought when overall organizational strategy is developed. Too often, it seems the HR function has turned into a "regulation enforcement/accounting" role, when it should be focused on pro-actively assessing and growing the organization's human capital needs. Therefore, the integrating theme of this study revolves around that question of whether Human Resource departments should be more consistent with roles and skills described by the HR quadrant in the CVF model, rather than their current similarities to the Internal Control quadrant. Students register for up to a total of 3 credits.

MGT-651596 CORPORATE ADVERTISING AND BRANDING
3 credits
This course will provide students with an in-depth understanding of how corporations use advertising to create brand awareness and build brand image within their target markets. It also will introduce students to the techniques used to measure brand performance. Brand management is a key strategic marketing function and the methods used by marketing managers to communicate, internally and externally, about brands is very important to the success of their business. How do you create strong brands through advertising? How do you measure
brand value? Why do great brands fail? How can a manager monitor and manage brands effectively? These are among the questions we will address in this course.

**MGT-651603 STRATEGIES FOR MARKETING RESEARCH**

*3 credits*

This course in marketing research will examine the research process as it relates to the specific problems faced in the marketing arena. The course will enable the student to understand and apply the basic concepts of marketing research as a component of business strategic decision-making. The purpose of this course is to introduce the student to the logic and methodology of market research. By the end of this course, the student will be able to design a market research study, and evaluate and assess other research studies. Topics include the research process, methods of gathering primary and secondary data from both internal and external sources, designing and testing survey instruments, sample method design, interviewing techniques, and presentations of results, from tabulating and analyzing data. This course is required for the Advanced Certificate in Global Brand Marketing.

**MGT-651605 WOMEN IN MANAGEMENT**

*3 credits*

The overall purpose of this course is to understand how perspectives and perceptions of male and female managers affect the workplace. This course will examine: gender inequality in organizations, links between work-life experiences, inter-group relations and exclusion from social networks, the role of women in multinational corporations and entrepreneurial businesses, the impact of both formal and informal mentoring programs, and participation of women in senior management.

**MGT-651606 THE ENTREPRENEUR: CREATIVITY AND OPPORTUNITY**

*3 credits*

The starting point for entrepreneurship is creativity. Through readings, course assignments, and interactions with faculty and other students, you will increase your understanding of the creative process, explore ways to enhance creativity, and evaluate some of the tools that can be implemented to stimulate and/or manage individual and collective creativity. Topics may include attributes of entrepreneurs and entrepreneurial careers, the critical role of recognizing, creating and evaluating opportunities, writing business plans and financing the venture.

**MGT-651607 MANAGING HEALTH CARE SYSTEMS**

*3 credits*

This course is required for the certificate in Healthcare Management. This course examines the various aspects of managing the complicated modern health care environment. The roles of payers, consumers and suppliers of health care will be examined. Management and allocation of health care resources and the impact of outcomes assessment on care delivery will be discussed. Additional topics for study will include communication in the health care environment, team building and conflict resolution.

**MGT-651611 GLOBAL STRATEGIC MANAGEMENT AND LEADERSHIP**

*3 credits*

This course provides an in-depth analysis of strategic global management. Drawing on previous studies of strategic management and scanning the business environment, the student will develop the essential skills needed to formulate and implement successful strategic moves in the competitive global environment. A key focus of the course is on the strategy implementation in the increasingly global environment. Topics include Culture and Multinational Management; International Negotiation and Cross-Cultural Communication; Organizational Designs; International Strategic Alliances; Small Businesses Going International and Global Entrepreneurship; Multinational E-Commerce; International Human Resource Management; Motivation and Leadership; Ethical and Social Responsibility in the Global Context. A final analytical research paper is required.

**MGT-651612 BUSINESS ETHICS AND COMPLIANCE**

*3 credits*

In this course, students will examine issues related to the ethical conduct of business and managing compliance. By exploring the basic theories of ethics, addressing stakeholder issues as well as obligations that businesses have to owners, customers, employees, the community and society, students will gain insight into how liability can be lessened if businesses managed beyond compliance and perhaps the letter of the law. Case studies will focus on the ethical and legal dimensions of corporate responsibility in today's society.

**MGT-651613 REPUTATION MANAGEMENT**

*3 credits*

This course explores how companies with strong and positive reputations are better able to attract customers, investors and star employees, and survive a crisis that might destroy weaker companies. Reputation management is an integrated approach that cuts across communications, strategy and marketing. This course examines those top companies that have been practicing reputation management, how to audit your own company's reputation, and how to use it to get the competitive edge.

**MGT-651614 HUMAN DIMENSIONS OF INFORMATION TECHNOLOGY**

*3 credits*

Generally speaking, organizations invest a great deal of their resources to obtain the necessary hardware and software technologies they need with insignificant investment made in the human aspects of those same technologies. The purpose of this course is to expand on this thought and consider the human side of information technology from both a management and qualitative business research perspective. Many of the management decisions made today concerning IT are based heavily on quantitative data and statistical analysis, viewed from a positivistic perspective. Often, this perspective proves to be inadequate when dealing with the human condition. In this study, students will select three themes related to the human aspects of IT and use our extensive on-line library resources to research a variety of academic sources resulting in three graduate level research papers.

**MGT-651615 BUSINESS SUSTAINABILITY**

*3 credits*

The overall purpose of this course is to examine issues of business sustainability – the long term, overall impact of a company's actions on the environment. This course will explore the concept of business
sustainability and how to evaluate how it is being pro-actively integrated into core business systems and strategies. The aim of this study is to better prepare managers to deal with this strategic issue. Students will have the opportunity to evaluate the state of environmental practice in their functional areas of expertise, e.g., marketing, finance, accounting, operations and examine the complex environmental issues facing leaders in today's global marketplace.

**MGT-651616 MANAGERIAL COMMUNICATION 3 credits**

This course covers communication systems required to help support the mission and goals of the organization. Broader topics cover: how managers communicate; communicating corporate culture; effective feedback systems; and communicating change across the organization. Within these topics, specific issues such as how well the formal systems of communication work, directions of organizational communication, type and effectiveness of communication networks, assessment of and methods for overcoming communication breakdowns and ethical dilemma in managing through communication, also are covered.

**MGT-651617 STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGANIZATIONS 3 credits**

Strategic planning and management are increasingly essential in a world of rapid change and complexity, relentless competition for funding and increasing demands for accountability. In Strategic Planning for Public and Nonprofit Organizations, students explore the process by which organizations gain competitive advantage and optimal long-term performance in such an environment. This process is rooted in the organization's mission and values, is dynamic and changes with changing circumstances, integrates plans and actions, and leverages strengths and resources to take advantage of the organization's opportunities. This course is required for the Nonprofit Management advanced certificate program.

**MGT-651619 INTERNATIONAL BUSINESS COMMUNICATION 3 credits**

This course, International Communication explores the different cross-cultural studies, and compares the impact of these different cultures on communication in the work environment. The course will analyze the influence of culture on interpersonal interactions in a professional setting, and then explore how to apply a communication strategy that will bridge the gap between the cultures. It also will look at key environmental trends and potential international communication challenges a Global manager of the future will face.

**MGT-651620 LEADERSHIP IN PUBLIC AND NONPROFIT ORGANIZATIONS 3 credits**

In this course, students will explore leadership in public and nonprofit organizations. The course begins with a consideration of the nature of leadership, the tasks of leaders, and the traits of effective leadership. Next, students examine leadership theories, their particular application to the public and non-profit sectors and the challenges facing these sectors. Finally, students will complete an independent research project dealing with leadership in public and nonprofit organizations. This course is required for the certificate in Nonprofit Management.

**MGT-651622 ETHICS IN GLOBAL ENVIRONMENTS 3 credits**

The goal of this course is to present different perspectives on understanding basic concepts and concerns of business ethics and to generate insights about their effects on executive decision processes in global environments. What ethical responsibilities should a multinational corporation assume in foreign countries? What obligation does a manufacturer have to the consumer with respect to product defects and safety? Developing codes of conduct and acting ethically are extremely important for executives managing MNEs. This course, therefore, also will cover the issues of ethics and social responsibility involving multinational corporations operating in global markets and LDCs. What responsibilities do MNEs have to operate with concerns for problems in the world environment, such as global warming, ocean contamination and air pollution? How far should MNEs go to protect human rights in a host country? This course also will explore the techniques of ethical reasoning that are needed to analyze issues in business and looks at the morality of economic systems in the world and the U.S. The course will analyze the current and pressing moral issues in business from corporate governance to workers' rights to legitimate computer use. It also examines case studies of global businesses, as well as those in the U.S.

**MGT-651626 CHANGE MANAGEMENT 3 credits**

This course is designed to help students apply change management concepts and tools in global business environments. Students will investigate, analyze and evaluate case situations and practical applications using conceptual models and relevant theories. Also included are diagnostic tools and intervention models for individuals, groups and large systems. Focusing always on the most effective pragmatic approaches to managing change, specific topics that will be addressed are: transition management, downsizing and realignment of structures, strategic leadership, global structures and continuous learning.

**MGT-651627 LEGAL ASPECTS OF ENTREPRENEURSHIP 3 credits**

This course will examine the legal environment within which the entrepreneur must operate and evolve. Consequently and more specifically this study will survey the legal field and the parameters the entrepreneur must be mindful of in order to effectively initiate and develop a new venture, including business ethics and social responsibility as reflected through rules and regulations; statutory versus common law and its impact on the entrepreneur; dispute resolution; torts, crime and international law and its effects on the entrepreneurial scene and of course constitutional law and how it permeates essentially every aspect of American commerce and enterprise. This course also will look at Contract Law and the UCC [Uniform Commercial Code], Sales and Product Liability, Negotiable Instruments, Secured Transactions, Bankruptcy, Agency Law, Employment and Labor Law, Antitrust Law and Securities Regulations, Consumer Law, Intellectual Law and the prominent role they play for the entrepreneur. Lastly this course also will explore the legalities revolving around starting a business, the benefits of incorporating versus limited liability partnerships and/or sole proprietorship, as well as the increasingly emerging areas of Cyberlaw and Environmental Law. This course is required for the Advanced Certificate in Innovation Management and Technology Transfer.

**MGT-651628 HEALTH POLICY AND MANAGEMENT 3 credits**

This course focuses on the analytical tools necessary to evaluate the economics of health care policy and implementation. Through readings, discussions and written assignments students will develop a working understanding of federal and state health policy processes; examine critical health policy issues; use analytical models to explain health policy processes and apply those models to the analysis of health care formulation and implementation. This course is required for the Healthcare Management advanced certificate program.
MGT-651630 INTERNATIONAL BUSINESS LAW
3 credits
This course probes the global legal environment for international business. This is an area that every global manager must be familiar with given the complexity and interdependence of global markets. The course reviews international law and organizations, the process for international dispute resolutions, sales contracts and terms of trade, liability of air and sea carriers in the transportation of goods across the globe, bank collections, trade finance and letters of credit. This course also compares, contrasts and analyzes global, international and U.S. trade law as impacted by GATT law, the World Trade Organization, NAFTA, E.U. trade rules and regulations, unfair trade and laws governing access to foreign markets and exports, as well as legal issues relating to global environmental, host-country tax, corporate, employment, privatization and currency risk.

MGT-651631 FAILURE AND CRISIS
3 credits
This course will examine evidence describing how and why even good and earnest decision makers fail to do well in the face of complex problems. The course is rooted in theory and evidence drawn from recent extensive simulations, and examines a wide range of problems and cases involving both public and private sector judgments, ordinary managers, chief executives, and political leaders and their staff.

MGT-651634 GLOBAL LEADERSHIP COMPETENCIES
3 credits
This course is designed to examine the contemporary styles of leadership to reveal their application to a more global vision of leadership. Students will explore and discuss how cultural factors influence the different facets of leadership, cultural differences in communication, global leadership in negotiation, how leaders manage diversity in global workplaces and how global leaders run their businesses internationally. Students will develop their cultural perspective and acquire global leadership skills through preparation of a scenario report on being a global leader and submission of an interview with an executive with international experience. Students will study multi-facets of the practice of global leadership and will acquire knowledge about effective performance in the global marketplace sustained through leadership.

MGT-651636 MANAGING HUMAN CAPITAL
3 credits
Beginning with an overview of Human Resources’ (HR) roles in addressing the strategic needs of an organization, students explore topics that include, but are not limited to: workforce planning and talent management, thinking strategically about staffing and selection issues, developing internal talent through training and development, succession planning, employment testing, successful employment interviewing, and organizational entry and socialization (on-boarding). This course is required for the Human Resource Management advanced certificate program.

MGT-651637 PERFORMANCE MANAGEMENT AND TOTAL REWARDS
3 credits
This course is required for the certificate in Human Resource Management. Performance management and total rewards systems provide a value proposition to both the organization and its employees by offering a package that should result in satisfied and productive employees that deliver organizational goals and objectives. This course examines how managing individual and organizational performance coupled with a total rewards system can play a strategic role in organizational effectiveness. The study includes an examination of performance management systems, compensation structure and systems design, benefit programs, and an examination of compensation and benefits legislation. The course also includes examination of the contrast between employee and labor relations, employment law and challenges associated with managing a diverse workforce. Managing individual and organizational change, leveraging resistance and anchoring change within the system to ensure organizational effectiveness also is being examined.

MGT-651639 SMALL BUSINESS ENTREPRENEURSHIP
3 credits
This MBA course is designed to teach graduate students how to save their brand when disaster strikes. Perhaps a plane crashes, an oil tanker runs aground, the local office burns, or the ground beef makes customers ill. Can you get a grip on the situation and perhaps turn it around amid a media firestorm, as Jet Blue did after stranding customers on parked planes for 9 hours? Students learn the necessary close interaction between management and communication project teams before, during and after a major disaster to identify key processes, best practices and stakeholder strategies that can reduce risk by anticipating and dealing with cataclysmic events in the marketplace. The timely expression of corporate values amid transparency to vital stakeholders can turn a life or death situation into a shining example of corporate leadership, or simply lead to deep failure.
MGT-651642 INTERNATIONAL ACCOUNTING
3 credits
In this course students learn to use tools that professionals need today for a better accommodation into the world in which they pursue their careers, a world essentially dominated by global business and cross-boundary investing. These tools should enable them to achieve a better understanding of internal and external financial communications. In order to achieve this purpose, the course introduces students to the international dimensions of accounting, financial reporting and financial control. More specifically it discusses various comparative accounting systems, and international accounting convergence, then it expands to the notions related to corporate governance, international auditing, and reporting and disclosure practices spanning both developed and emerging market countries.

MGT-651643 ECONOMICS FOR GLOBAL MANAGERS
3 credits
Economics for Global Managers examines forces that shape international trade and economic relations between countries in the age of technology and globalization. We will explore why countries trade, why they restrict trade through tariffs and regulations, and whether trade policies can foster growth and development. We will discuss institutions governing trade and examine trends in regional economic integration, including NAFTA and EU. Our emphasis will be on applying the tools and theories of economics in the analysis of current economic issues and events.

MGT-651644 TOOLS AND PROCESSES IN PROJECT MANAGEMENT
3 credits
This course is required for the certificate in Project Management. This MBA course introduces modern tools and techniques for planning, scheduling, reporting, controlling and managing business related projects. The students will study and analyze the project life cycle and the core project management processes (scope, time and cost). The students will gain knowledge of the concept of Work-Breakdown Structure (WBS) and different approaches to project screening and selection, and will utilize those techniques in the project planning process. The students will learn financial analysis to evaluate and select a project using Excel, plan a project, estimate duration and setup project schedule and allocate resources using MS Project, and communicate project information using electronic and e-collaborative tools. Prerequisite or Co-requisite: Management Information Systems or by Permission of Instructor (POI). Course Materials Fee: Beginning in the Spring Term 2016, the School for Graduate Studies is able to provide affordable, temporary licenses of the required software (Microsoft Project) for this course, for a $12 Materials Fee, which will be charged at the time of registration.

MGT-651650 MANAGERIAL PERSPECTIVES OF PROJECT MANAGEMENT
3 credits
A true understanding of project management comes not only from knowing all project management knowledge areas and all process groups, nor how to partner with contractors, stakeholders or users, but from understanding how different elements of project management systems interact to determine the fortune of the project. Project management success is established upon mastering the technical, socio-cultural and leadership dimensions of project management. The course learning activities are about the impact of project management on: organizational strategy and decision-making practice; advancement in corporate operations and global competition; and improvement of products and services. The course critically addresses these project success issues and intertwines all nine project management knowledge areas: project integration; scope; time; cost; quality; human resource; communications; risk and procurement management; and all five process groups: initiating; planning; executing; controlling; and closing. The course exposes and addresses the major aspects and issues of the managerial project management process and provides a theoretical foundation and practical solutions to these increasing challenges. Prerequisite: Management Information Systems or by Permission of Instructor (POI). This course is required for the Project Management advanced certificate program. Course Materials Fee: Beginning in the Spring Term 2016, the School for Graduate Studies is able to provide affordable, temporary licenses of the required software (Microsoft Project) for this course, for a $12 Materials Fee, which will be charged at the time of registration.

MGT-651651 STRATEGY AND TACTICS IN PROJECT MANAGEMENT
3 credits
Although project managers can be successful as individuals, organizations will be much more successful in all their projects if they create a systemic, strategic approach to project management company-wide. This course integrates the concepts and processes discussed in earlier courses by relating them to evaluating and implementing multiple projects within the framework of portfolio management, project management offices (PMOs), virtual project management, and project monitoring and assessment (Lean and Six Sigma). Students also will learn more about the human side of project management, including team building, managing virtual teams and developing and implementing effective project communications. They will do this by completing a variety of individual assignments, class discussions and a final capstone project. Prerequisites: Management Information Systems, Tools and Processes in Project Management and Managerial Perspectives of Project Management. This course is required for the Project Management advanced certificate program. Course Materials Fee: Beginning in the Spring Term 2016, the School for Graduate Studies is able to provide affordable, temporary licenses of the required software (Microsoft Project) for this course, for a $12 Materials Fee, which will be charged at the time of registration.

MGT-651653 INNOVATION AND GLOBAL COMMERCIALIZATION
3 credits
This course focuses on opportunities to utilize technology transfer within a global business to meet the goals of the strategic plan. This course is an introduction to the multidisciplinary aspects (including legal issues such as intellectual property ownership and rights of discovery), involved in the process of bringing technical developments, particularly research emanating from universities and other nonprofit organizations, into commercial use. The course considers the challenges and regulations required for transitioning new developments into capital ventures created by the sale or lease of commercially viable processes and products. This course is required for the Advanced Certificate in Innovation Management and Technology Transfer.

MGT-651655 HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL EFFECTIVENESS
3 credits
The role of Human Resources in organizations today is one of strategic business partner and change agent in which HR members participate in developing the strategic direction for the human capital of the organization. Emphasis is placed on the way in which the global economy, technology and business activities such as joint ventures and mergers and acquisitions impact traditional human resource activity such as recruitment and selection, employee training and development, performance management and career development. Topics covered in this course include developing HR strategy, measuring HR outcomes, applying Human Resource Information Systems (HRIS), exploring the role of HR in downsizing and mergers and acquisitions, examining the role of HR in the global environment and examining HR challenges associated with technology-intensive organizations.
MGT-651656 GLOBAL SUPPLY CHAIN MANAGEMENT
3 credits
Effective management of operations and supply chain is of great importance for organizations to survive and remain competitive in a global environment. This course focuses on understanding the principles related to managing operations and supply chains with an emphasis on key tradeoffs and risks. The course will introduce the basic concepts of logistics and supply chain management and the various logistic and supply chain strategies that companies employ in order to compete within an increasingly complex and dynamic global environment. It also will discuss the tools and strategies used to design and manage operations and supply chains across an organization in the global context. A range of international case studies will be used to illustrate key concepts, reinforce the material's application in practice and extend learning.

MGT-651657 LEADERSHIP CRISIS AND COPING STRATEGIES
3 credits
What does it take to lead during and after a crisis? What strategies are most effective? What lessons can we glean from real-world crises and the leaders who faced them? This course explores these and other questions designed to prepare students to be effective leaders in the face of unexpected, disorienting and tragic events. Leadership theories, competencies, approaches, as well as decision-making processes will be analyzed and practical application stressed. Students will examine the vital role “straight talk” plays in bringing order to chaos, with special attention given to Emotional Intelligence. In addition, the aftermath of a crisis is explored as a rich opportunity for learning and growth. The course culminates with students developing their own crisis leadership development plan.

MGT-651660 ADVANCING WOMEN IN LEADERSHIP: STRATEGIES FOR SUCCESS
3 credits
Advancing Women in Leadership: Strategies for Success integrates important concepts and theories with strategies that can be used to understand and promote the advancement of women in the corporate world. Students will continue to develop their knowledge of the issues faced by women when working in Corporate America. Importantly, this course provides students with multiple opportunities to link knowledge to practice as they use course material to actively reflect on readings and engage in discussions. Are you interested in developing your own career, as a woman, in Corporate America? Are you currently a supervisor of women and looking to develop your subordinates? Through course assignments, students will create developmental plans that reflect their application of theoretical knowledge to real world scenarios. In doing so, students work towards developing individualized plans that can help proactively advance women forward in Corporate America.

MGT-652561 MANAGERIAL DECISION MAKING
3 credits
This course focuses on the three dimensions of executive decision making: normative thinking (how managers should make decisions), descriptive thinking (how managers do make decisions), and prescriptive thinking (how managers can make decisions by blending insights gained from the former with the reality of the latter). Students examine tools that include logic and statistical methods for improving the analytical rigor of their decision making and review cognitive psychological research on so-called heuristics (short cuts) that sometimes help, but often are distort decision making capabilities. Students are expected to significantly improve their decision making competence through a combination of acquiring good analytical tools and developing insight into common managerial biases and distortions.

MGT-653500 HEALTH CARE MARKETING SERVICES
3 credits
Health care managers must have an understanding of various marketing concepts and tools to successfully accomplish organizational goals. Decisions involving marketing must be based on a manager's ability to link marketing strategy to the organization's products, services, and overall direction and work with managers throughout the organization in a highly coordinated manner. This course is designed to provide an understanding of the complex processes involved in marketing strategy. Through readings, lectures, discussions, projects and case analysis, students will learn fundamental principles of marketing planning and how to better utilize planning tools in their own organizations. We will review and analyze branding, consumer behavior, customer loyalty and marketing segmentation strategies involving the targeting of populations and aligning products and services to meet their needs. This course provides methods to evaluate marketing performance and productivity; analyze internal and external resources; and perform a SWOT analysis; various models and methods for the promotion and positioning of health care services and products are presented. We will then focus on the importance of controlling and monitoring the strategic marketing process to ensure success. The course also will review the importance of marketing research and the analytical tools required to be successful. Students also will learn how to create a marketing plan.

MGT-653501 HEALTH CARE QUALITY, COMPLIANCE AND RISK MANAGEMENT
3 credits
This course is an application of quality management theory and knowledge in health care practice. It also explores regulatory, managerial, organizational and compliance issues relevant to quality control, maintenance and improvement. The course covers various methods and tools currently utilized in measuring, assessing and improving health care services with practical real-life applications, risk management analysis and case studies. Among various topics to be covered are, but not limited to, managing the use of health care resources and quality management environments, performance improvement tools, quality project teams, measuring and improving patient safety, measuring and evaluating quality performance and continuous improvement utilizing various managerial and statistical techniques such as total quality management, balanced scorecard, six sigma and applying the concepts of organizing for quality. In addition, the course will cover compliance laws, policies and procedures for various health care organizations.

MGT-653502 HEALTH LEGAL AND REGULATORY AFFAIRS
3 credits
This course will address legal and regulatory issues and concerns that directly affect health care professionals and managers. It will examine legal issues that arise in medical malpractice and tort reform, and
provides an extensive review of the landscape of change confronting communication options to achieve organizational goals. This course and inspiring a workforce on the other. Master leaders possess the roles and functions associated with preserving order, stability, and between transactional and transformational leadership may be the theoretical model for explaining and identifying how tensions leadership? The Competing Values Framework (CVF) is employed course. But what is the right balance between management and challenges for effective organizational transitions is explored in this need for transformational and transactional skills to meet the health care leaders and the implications for leadership roles. It identifies communication orientations and message construction strategies associated with the responsibilities of the master leader in health care organizations. (BLENDED)

MGT-653506 EVIDENCE-BASED DECISION MAKING IN HEALTH CARE ORGANIZATIONS 3 credits Evidence-based Decision Making in Health Care Organizations is the purposeful use of current best practice in creating informed decisions regarding the implementation of knowledge at various levels of the health care organization. Students evaluate and analyze current health needs and apply research methods to specific health-related issues in an effort to create effective services to respond to consumer/patient health information needs.

MGT-653507 ANALYSIS OF HEALTH CARE MARKETS AND HEALTH POLICY 3 credits This course provides a critical overview of health policy, its development and implementation with emphasis on existing government programs and evolving changes. Emphasis will be placed on understanding the important health care policy issues in the United States and how these policies drive the health care markets health care system in the United States. This course is designed to provide an understanding of the complex policy dynamics and challenges of an industry in a constant state of flux. Through readings, lectures, discussions, projects and case analysis students will learn fundamental principles of policy making. They will learn how to better utilize appropriate and effective management skills in their own organization. Further, students will learn how to apply the laws and principles of policy making to the operation of health care organizations, analyze the administrative impact of major legislative, licensure and regulatory issues (federal, state, local) on decision making in the health care industry, and examine strategic alternatives for health care organizations based on an understanding of the market aspects of health care. The course also will allow students to evaluate the need for change in society based on knowledge of past and present legislation on selected segments of health care and learn the terminology and language essential to effective communication with public policy makers and health services. (BLENDED)

MGT-653508 HEALTH CARE ECONOMICS 3 credits This course is designed to provide an understanding of the complex economic forces, dynamics and challenges of health care, an industry in a continuous state of flux. Specifically, this course applies microeconomic theory to analyze the health care market from the perspectives of those who demand and supply health care. We also will analyze the market for physicians and hospital services, as well as the pharmaceutical industry and other related industries. The structure and performance of the U.S. health care system also will be compared to that of other countries. Discussion of empirical studies, current policy debates, and the relevance and limits of the economic approach will be emphasized.

MGT-653509 GOVERNANCE AND TRUSTEESHIP 3 credits The governing board of a health care organization holds an extraordinary responsibility for establishing the organization’s strategic direction around stakeholder needs and organizing a management structure designed to execute the strategy and align it with the community’s health care needs. This course focuses on the purpose and key functions of a health care organization’s governing body, including: establish mission, purpose, vision and core values; develop a management structure and selection of executive staff; authorize strategic goals and strategies; ensure functional effectiveness of clinical care and quality management systems; establish and
implement systems to monitor and evaluate all facets of organizational performance; maintain fiduciary responsibility; evaluate and authorize financial and budget plans; ensure compliance with legal, ethical and regulatory standards.

**MGT-653510 STRATEGIC EXECUTIVE LEADERSHIP FOR HEALTH CARE ORGANIZATIONS**

3 credits

This course is the culminating experience for students seeking to earn the MBA in Healthcare Leadership. It is the second in a two-course sequence which provides students an opportunity to integrate knowledge and competency development in leadership, decision making, planning and managerial skills through the development of a comprehensive strategic plan. The strategic plan will be based on students’ 1) learning throughout the program; 2) application experiences; 3) integration of critical leadership prerogatives and management tools; 4) assessment of the health care organization in the broader economic and policy environment; 5) analysis of the value of the organization’s resources as compared to the competition; 6) identification of alternatives that hold the potential for solving the strategic problem facing the organization; and 7) the selection of the alternative that will best leverage the health care organization’s core competencies to ensure sustainability. The Competing Values Framework (CVF) is employed as a central theoretical model for the analysis; since the CVF will have provided theoretical grounding throughout the program, continuity is preserved from the very first course directly through this capstone. [BLENDED]

**MGT-653511 HEALTH CARE ACCOUNTING**

3 credits

This course is aimed at providing health care industry leaders and executives with the essential tools for setting performance goals and measurement metrics to recuperate and grow in a vast competitive industry that is sustained by high productivity and cost containment strategies. The course provides students with an opportunity to learn and apply accounting theories as principles to prepare useful information for decision-making with a focus on the analysis of various cost behavior, measurement, pricing models, quality and goal measurement, operating and capital investments, budgeting and assets management, facility programming and space management, risk-based contracting with third party payers, recognition of revenues related to various services, decision making processes in areas of long versus short term strategic decisions, buy or lease equipment, increase service and products or maintain the current status, and health care services; integration versus independence. To produce reliable stream of accounting information, the course also covers advanced cost management techniques such as total quality management (TQM); just-in-time (JIT); activity-based-costing (ABC) and process re-engineering (PR).

**MGT-653512 HEALTH INFORMATION MANAGEMENT AND INFORMATICS**

3 credits

This course provides health care executives with the knowledge and skills necessary to understand the role of information management systems in health care environments and guide those with strategic and functional responsibility in this area. Learning focuses on the executive’s role with respect to information management while also covering computer hardware and software, networking and telecommunications, service support and delivery, electronic health records, clinical information systems, management/administrative and financial systems, information systems for nonhospital health care organizations, knowledge enabled workflow and IM/IT value. This course has an assessment (IDA) component.

**MGT-653513 HIGH PERFORMANCE LEADERSHIP**

3 credits

The rapid change in health care and the increasing complexity and size of health care organizations require high performance leaders. This course will examine important current issues that will affect health care for years to come. Particular areas of focus include: (1) leading change in the setting of strong tradition and tumultuous change; (2) using data and evidence as bases of managerial decision-making; and (3) using quality as the critical parameter of institutional effectiveness. This course also covers evidence-based and cost-efficiency guidelines and solutions to managing and leading value-based accountable care organizations. This course includes readings, discussion of specific topics related to these broad leadership problems, and preparation of a project that could be implemented in the student’s own organization.

**MIS-651521 - 3 MANAGEMENT INFORMATION SYSTEMS**

3 credits

Management Information Systems explores the technologies and organizational factors that make information systems a vital part of contemporary business. By designing and building software applications, students will become familiar with the unique problems and opportunities that information systems present. The analysis of business cases will enable students to effectively manage both the hard and soft aspects of information systems in the workplace. An important focus of this study is to learn to communicate technical concepts and business decisions clearly and concisely. Therefore, emphasis is placed on written work that clearly states the business case, problem statement and explains information system technology. Topics included in this study are an introduction to information system analysis and design through the system development life cycle, database technology, design of web-based business presence, integrating information systems into a business process, and the organizational implications of information systems. Students register for up to a total of 3 credits.

**MIS-652521 MANAGEMENT INFORMATION SYSTEMS**

3 credits

Management Information Systems explores the technologies and organizational factors that make information systems a vital part of contemporary business. By designing and building software applications, students will become familiar with the unique problems and opportunities that information systems present. The analysis of business cases will enable students to effectively manage both the hard and soft aspects of information systems in the workplace. An important focus of this course is to learn to communicate technical concepts and business decisions clearly and concisely. Therefore, emphasis is placed on written work that clearly states the business case, problem statement and explains information system technology. Topics included in this course are an introduction to information system analysis and design through the system development life cycle, database technology, design of web-based business presence, integrating information systems into a business process, and the organizational implications of information systems.

**MKT-650604 TRADITIONAL AND E-CHANNEL MANAGEMENT**

3 credits

This course will examine the marketing function of channel management from a variety of perspectives: students will first evaluate the functions of the channel member, these will then be correlated to the selection of the channel member, last the programming that will support the channel network will be developed. The course also will include some consideration of e-channels, introduced through a Harvard Business School Case. Ethical issues, conflict resolution and international dimensions of marketing channels will be the focus of
selected case studies from the required text. NOTE: This is an advanced level course. Students should have had prior marketing experience or course work in marketing at either the undergraduate or graduate level.

**MKT-650605 STRATEGIES FOR BUSINESS-TO-BUSINESS MARKETING**  
**3 credits**  
This course covers the process of marketing both physical goods and services to businesses providing industrial products such as durable goods, high-tech products and pharmaceuticals; and businesses providing services such as travel, consulting, food service and financial resources (including banking and not-for-profits). Emphasis is placed on how to identify the diverse nature of global business marketing. Marketing to other businesses becomes complex because of the diverse buying processes in these areas and the existence of multiple buying influences, including influences from customers, shareholders and the government. Students will develop the skills necessary to analyze both the internal and external business influences and envelop those strategies that maximize the firm’s effectiveness when facing this complex business environment. Strategy formation includes the development of appropriate segmentation strategies, marketing and competitive strategies, and product line strategies.

**MKT-651541-3 MARKETING MANAGEMENT AND STRATEGY**  
**3 credits**  
This course focuses on how the firm facilitates exchanges of goods and services with its customers. Students examine the processes of conceiving products, pricing and promoting them to achieve market share and profitability objectives, and finally distributing the goods and services via efficient channels. Students gain proficiency in analyzing the market to identify opportunities and threats to the competitive position of the firm. They apply the elements of the marketing mix to plan, execute and evaluate new opportunities for the firm to conduct business. Finally, students learn to incorporate the above elements into a well-articulated decision strategy to help the firm grow. Students register for up to a total of 3 credits.

**MKT-651635 INTERNATIONAL MARKETING STRATEGIES**  
**3 credits**  
This course explores the different economic, social changes that have occurred over the past decade and their impact on marketing. As global economic growth occurs, understanding marketing in all cultures is increasingly important. The course examines global issues and describes concepts relevant to all international marketers, despite the extent of international involvement. The course will analyze marketing strategies including pricing, legal and ethical issues, regulations, integrated marketing communications, multicultural research, sales and global brand management. This course is required for the Global Brand Marketing advanced certificate program.

**MKT-651654 STRATEGIC MARKETING FOR NONPROFIT ORGANIZATIONS**  
**3 credits**  
This course is required for the certificate in Nonprofit Management. This course, Strategic Marketing for Nonprofit Organizations, examines marketing from the perspective of Non-profits and government agencies. The course examines ethical issues, social responsibilities of marketing professionals and the impact of funding sources on program development, marketing strategies including pricing, legal and ethical issues, regulators, integrated marketing communications, multicultural research, sales and profiles of global managers.

**ORG-651504 SCANNING THE BUSINESS ENVIRONMENT**  
**3 credits**  
In this course students will use tools and concepts of scanning to analyze and evaluate environmental forces that shape and constrain the opportunities of business in domestic and global environments. Course topics include: trends and patterns of global economic activity; changes in global financial markets and institutions; industry structure and dynamics; business-government relations; legal and ethical considerations. The required residency-based course is only available for matriculated MBA in Management students.

**ORG-651591-3 HIGH PERFORMANCE MANAGEMENT**  
**3 credits**  
This course focuses on the managerial leadership roles and competencies needed to translate strategic visions into tactical and operational plans, as well as on tools and methodologies to improve organizational productivity through integration, communication and the management of knowledge-based organizations. Students identify, develop and apply competencies associated with the dynamics of change and flexibility and balance them with the competencies required to lead with stability and control. Students register for up to a total of 3 credits. This course is required for the certificates in Healthcare Management, Human Resource Management, Nonprofit Management and Global Brand Marketing as well as the MBA in Management.

**ORG-651638 WOMEN LEADERS IN GLOBAL ORGANIZATIONS**  
**3 credits**  
Women Leaders in Global Organizations explores the fundamental issues about why women managers are not progressing to senior international management positions at the same rate as men. In the course students examine the barriers that must be overcome in their organizations to be recruited, trained, selected and developed for consideration in international positions. Students explore the unique challenges and competencies needed by women managers in multinational corporations. The course also will focus on such issues as dual careers, cultural norms, home country management, expatriate development and standards for foreign assignments. Students also will be exposed to and investigate the career progression and success of women managers in various countries. This course will broaden students’ perspectives, emphasize management competencies in global organizations and validate student experiences.

**ORG-652591 HIGH PERFORMANCE MANAGEMENT**  
**3 credits**  
This course focuses on the managerial leadership roles and competencies needed to translate strategic visions into tactical and operational plans. It also examines tools and methodologies to improve organizational efficiency and productivity through integration, communication and the management of knowledge-based organizations. Students identify, develop and apply competencies associated with the dynamics of change and flexibility and then balance them with the competencies required to lead with stability and control.

**PAF-611008 POPULATION, LAND USE AND MUNICIPAL FINANCE**  
**3 credits**  
In this course, students examine the dynamic relationships between the population in a particular community; the type and spatial distribution of individual, business and community activity; and the way that the community finances its activities. Any change in one of these elements will inevitably change the others and, from an economic planning perspective, each must be considered in contemplation of the other elements. Students will consider basic concepts related to each element (gathering and interpreting demographic information; the fiscal and social impact of land use and land use changes; municipal finance
POL-611001 PUBLIC POLICY ANALYSIS
3 credits
The purpose of this course is to provide students with an understanding of the methods and techniques of analyzing and evaluating public policies and programs. Emphasis will be given to benefit-cost analysis and concepts of economic efficiency, equity, and distribution. Methods will include problem solving, decision making, and case studies. Examples will come from human resource, environmental, and regulatory policy.

POL-611005 WORKFORCE DEVELOPMENT POLICY
3 credits
Workforce development programs that are supported by federal and state funding have become an important resource in advancing community and economic development. Workforce development programs, while most often associated with training for lower-skilled and disadvantaged workers, have served as both an incentive for prospective employers and as an alternative to public assistance. The diverse purposes of workforce development policy offer insights into the complexities of public policy in the U.S. federal system and underscore the importance of state and local governments in responding to the demands of a changing economy and workforce. This course will review the evolution of workforce development policy in the United States with particular attention to key federal legislation, the programs and services that create and deliver workforce programs, and the challenges and opportunities that continue to shape workforce development policy and programs. Today, the Workforce Investment Act of 1998 (WIA) calls for partnerships between local governments and business to identify and provide training to develop regional workforces. National laws emerged early as the driving force in the creation of programs and services to improve the nation’s workforce. However, provisions of WIA differ greatly from earlier legislation, beginning with the Progressive Era and passage of the Smith-Hughes Act of 1917, which established the national role in vocation education. The history of legislation for workforce development points to tensions and challenges that persist today. Workforce development activities depend on myriad programs and providers to achieve locally determined goals. A review of the current delivery system for workforce development programs exemplifies the complexities of public policy in the U.S. federal system. Although based in national legislation, localities have considerable discretion in the design and operation of programs supported by federal funding. However, with declining federal funding, limited state resources, and increased demand for skills employees, workforce development programs face challenges that differ greatly from earlier initiatives to improve the nation’s workforce. The competing demands and opportunities for contributing to regional economies that shape the workforce development delivery system, shed light on the strengths and challenges that are characteristic of federal policies and programs.

POL-611009 MACROECONOMICS FOR PUBLIC POLICY
3 credits
Students will examine macroeconomic principles and methods and their particular application to public policy with emphasis on policy relating to economic development. The ultimate objective of the course is to understand macroeconomic data, interpret what economic policy suggests about values and direction and the likely impact of macroeconomic policy on communities.

POL-611500 POLICY PROCESS: CAED
3 credits
The purpose of this course is to provide students with an understanding of how government can influence the progress toward improving social conditions and alleviating social problems, sometimes for the better, but sometimes for the worse. Students will examine the processes that lead to the formulation, adoption and implementation of government policies and programs and how they are affected by a diverse range of values and priorities in a democratic context. Students will examine their own values and explore how they affect their views of social problems and proposed policy solutions. At the same time they will be responsible for checking the consistency of their views with the best evidence about social problems that they can find and to use empirical information to justify their positions and persuade others. Also, they will be involved in deliberations that will require them to include the values of others in the process of arriving at a collective decision. The Policy Process provides an overview of the ways in which ideas become policies within the Constitutional framework of the U.S., the influences on those processes, and the value conflicts that arise and are resolved as proposals or bills as they are considered and eventually become policies. We will follow policy processes mainly at the national level. However, special consideration will be given to the role of federalism in the policy process. After considering the institutions and the roles that are played by various actors in the process, students will examine: a) what, why and how issues get on the agenda; b) types of policies, policy design, and policy tools; c) policy implementation and evaluation; and, d) various models of policy making.

POL-620500 POLICY PROCESS: SOCIAL POLICY
3 credits
This is a required course available for matriculated Social Policy students only. This course, taken along with the Social Policy Perspectives in the first term of study, introduces you to models of policy analysis and to debates about contemporary policy issues. All students will examine selected public policy issues in such areas as environmental or economic policy. Individual students will then study public policy issues which interest them, for example, education policy, social welfare policy, civil rights policy, tax policy or health-care policy, labor law reform, trade policy, occupational safety and health policy. This course is residency-based.

POL-623000 VETERAN SERVICES AND PUBLIC POLICY
3 credits
This course provides a holistic overview of the policy framework within which federal, state, community-based, and veteran services are offered. Following an exploration of the figure of the warrior in society and culture, students will examine the evolution of public policy concerning veterans, critique current gaps and problems in the system, and develop an understanding of how policy frameworks and service-delivery interface. The course includes an historical perspective on veterans’ issues and public policy as well as addressing the need for continued advocacy regarding new policies, benefits, and technologies. This course is required for the Veterans Services advanced certificate program.

POL-623001 VETERAN OUTREACH, SERVICES AND ADVOCACY
3 credits
This course provides grounding in the psychosocial landscape within which veteran services are offered and puts veteran services within the broad context of the experience of war and the challenge of coming home. It identifies the challenges facing returning veterans, including re-integrating into the community, reconnecting with family, reorienting to the less structured character of civilian life and, in some cases, adjusting to life with a disability. Special attention also is paid to the family system and to the challenges facing the families of veterans, to
the effects of multiple and extended deployments, to the specific issues facing women veterans, to generational differences among veterans, and to veterans as they age. Finally, the course identifies strategies for reaching out to veterans, explores existing models for such outreach and service delivery, and addresses the question of how to advocate for veterans across multiple communities and multiple political and social perspectives. This course is required for the Veterans Services advanced certificate program.

POL-623002 VETERAN PROGRAMS AND BENEFITS 3 credits
This course provides students with broad knowledge of specific veteran benefits and programs, including health care, education, employment, criminal justice and housing. Topics include needs assessment, the mesh of services and service providers, and case- and claims-management, review and appeal. Students will gain practice in identifying the benefits available to specific veterans and groups of veterans, explore issues concerning access and eligibility and consider both the functional and the challenging aspects of the system of benefits. Following a broad overview of these topics, students have the opportunity to do further work in a topic of particular interest. This course is required for the Veterans Services advanced certificate program.

POL-623004 MILITARY AND VETERAN CULTURE: DEVELOPING CULTURAL COMPETENCY 3 credits
This course is highly recommended for students, such as social workers, with prior background and/or training in human services but with no previous experience working with military or veteran populations. Topics include the reasons for enlisting in the military, the effects of military training, formal and informal military structures, military hierarchy, military terminology, active duty military and veterans in work and educational environments, and the effects of military service on later life. This course is required for the Veterans Services advanced certificate program.

POL-630500 POLICY PROCESS: LABOR POLICY 3 credits
This is a required course available for matriculated Labor Policy students only. Students will focus on the process through which government develops policies that address perceived social and economic problems. Students will be introduced to fundamental concepts of public policy and models of governance within the constitutional framework of the U.S. The emphasis will be on the competing models of pluralism and elite theory and the crucial role that federalism plays in the policy process. Students will then concentrate on the process at the national level and assess what roles individuals and groups can play in: a) what, why and how issues get on the agenda; b) formulating different types of policies, policy design and policy tools; c) policy implementation and evaluation and d) various models of policy making. Students also will examine the influence of public and private unions on the policy making process. In so doing, they also will examine basic underlying assumptions regarding the labor union movement. This course is residency based.

RAM-611002 RESEARCH METHODS 3 credits
This course involves the study of quantitative and qualitative research methodology for the social sciences. The goals of this course are: to provide students with the analytic tools to critically evaluate social science research and causal arguments found in everyday life, and to improve students' abilities to pose and answer research questions on their own.

RAM-620590 MODES OF INQUIRY/DIRECTED RESEARCH (SOCIAL POLICY) 3 credits
This course is only available to students who matriculated in Social Policy prior to fall 2014. This course is designed to enhance a student’s knowledge about the nature of research, analytical thinking, writing methods and style. There is a web-based component to the course to enable interaction between students and access to resources on the web. However, each student’s work is developed individually, depending on the subject of their final project, the type of final project, and the student’s skills and background. The course will give them general exposure to academic modes of analysis in their fields and, more specifically, the final project topic. The final product of this course is the Final Project Proposal which must then be approved before enrollment for the Final Project itself.

RAM-620591 RESEARCH METHODS 3 credits
Research in the public sector serves to inform new policies and evaluate existing ones. Conducting meaningful research is truly a process. This course will provide a framework for initiating, developing and implementing research methodologies to answer context-appropriate policy questions. The course will focus on the fundamentals of quantitative and qualitative analysis and the elements of research design necessary to conduct policy-relevant public sector research. Quantitative and qualitative research approaches will be examined through the lenses of formulating a research question, research design, the identification of key variables, establishing appropriate measurement devices, and carrying out appropriate methods of data collection. The course also will discuss research ethics and help students identify and comply with ethical concerns in conducting research with human subjects.

SOC-611006 ETHICS AND COMMUNITY LEADERSHIP 3 credits
This course focuses on the relationship between ethics, public policy and business enterprise. It covers topics in ethics relevant to workforce development, industrial development, public land use for businesses, and public funding for private organizations. Specific topics include but are not limited to conflicts of interest, financial disclosure, public integrity, affirmative action, social responsibility of business, truth in advertising, financial disclosure form requirements, commissions on integrity, fairness in hiring practices, supervision and intra-office relationships, harassment, financial transparency, salary disclosure, corporate and public loyalty, the appearance of impropriety, and local and state business relationships. We will use both classical texts in business ethics as well as a collection of articles on integrity in the workforce. In addition we will review existing and proposed legislation on business-government relationships. This will include the actual legislation creating quasi-government agencies, financial disclosure laws, corporate ethical and legal requirements, and the N.Y. State Commission on Public Integrity. Lastly, we examine actual and fictional case studies on these topics and discuss possible approaches to resolving potential ethical dilemmas.

SOC-620501 SOCIAL POLICY PERSPECTIVES 3 credits
This is a required study available for matriculated Social Policy students only. This course examines the historical, philosophical and theoretical development of American social policy. It considers definitions of social policy and a common framework for systematic analysis of social policy. It includes a review of the evolution of social policy, and its relationship to American individualism, the New Deal programs of the 1930s, the Great Society programs of the 1960s, and traces those developments to contemporary issues. It examines a variety of historical analyses and perspectives on current social issues, particularly policies related to poverty. The course also explores the interrelationship among cultural
values, social institutions and policy-making processes. Along with its companion course, Policy Process, this course encourages students to reflect in an informed and organized way on the inter-connectedness of social values and social policies. This course is residency-based.

**SOC-620505 AGING AND PUBLIC POLICY**  
3 credits  
This course examines social policy and the aged. Students examine the policy implications of gerontological theory and research from various schools of thought. Among specific policies considered are those related to employment and retirement, income maintenance, health insurance, health care, institutionalization and family support systems. Cross-cultural/national and historical variations in social policy also are considered. The study also considers the connections between aging, sexism and racism.

**SOC-620511 HIGHER EDUCATION AND SOCIAL POLICY**  
3 credits  
This course considers the challenges of social, political and economic policy issues in higher education. Primarily, it examines American higher education to comparative worlds, and fundamental issues such as autonomy and accountability, academic freedom and an overview of the emerging issues facing higher education in the new century. It also considers the transformation in emphasis of the use of federal student aid, from equal access to middle class affordability, through loans and tax credits in the contexts of American higher education, and the complexities of the funding of higher education as more states are reducing support of public education resulting in the privatization of public universities.

**SOC-620513 RACE, CLASS AND GENDER IN U.S. PUBLIC POLICY**  
3 credits  
This course is designed to develop understanding of the implications of race, class and gender for U.S. public policy. We will consider both social structural and cultural dimensions of this question, and we will examine a range of public policy areas from domestic policy and civil rights to international affairs and foreign policy.

**SOC-620515 ADVOCACY FOR MENTALLY DISABLED**  
3 credits  
The purpose of this course is to provide students with the theoretical and practical tools required for the provision of advocacy services for mentally disabled populations residing within mental health facilities in New York state, as well as for the provision of advocacy services for those mentally disabled populations residing in the community. Students will be introduced to general information regarding the legal rights and entitlements due mentally disabled persons in New York state. Students also will become familiar with information regarding advocacy groups which provide community based support for this population. Students will gain familiarity with reading legal cases, statutes, regulations and items of mental health policy.

**SOC-620518 ADVOCACY IN STATE AND COMMUNITY-LEVEL GOVERNMENT**  
3 credits  
The emphasis of this course is on gaining the knowledge and skills required for effective advocacy in state and community-level government. Students will focus on learning activities that promote efficiency in individual and organizational advocacy for social change and meeting the needs of marginalized populations. The course will consist of a mini-study in state and local community government; case studies in community advocacy and experienced-based learning through participation as a volunteer or intern in a service learning project in a community organization. This course is required for the Advanced Certificate in Community Advocacy.

**SOC-620540 ETHICAL ISSUES IN SOCIAL POLICY**  
3 credits  
This course is designed to introduce students to the ethical principles underlying our social policies and social institutions. Students will read both classical and contemporary works in ethics and social policy, and examine how these theoretical models are applied to specific, “real life” problems. Students are encouraged to select specific topics of interest related to their own careers or educational goals. Students will locate and read additional texts appropriate to their area of interest.

**SOC-620554 CITIZEN AND STATE: CONTEMPORARY AMERICAN IDEOLOGIES AND POLITIC**  
3 credits  
Citizen and State explores the political ideas that have affected and continue to affect American society, politics and public policy from the end of World War II to the present. The emphasis will be on the fundamental changes that have occurred in the way key social groups have come to view their relations to the state and the role that the state should play in their private and public lives. Through an examination of historical events, movements and leaders, students will explore the development of the deep social, cultural and ideological cleavages that have come to divide American society and politics and affect domestic and foreign policies. The emphasis will be on the post WWII evolution of liberalism and conservatism. This course is required for the Public Sector Labor and Employment Policy Advanced Certificate program.

**SOC-620565 PUBLIC POLICY ANALYSIS**  
3 credits  
The purpose of this course is to provide students with an understanding of the methods and techniques of analyzing, developing and evaluating public policies and programs. Emphasis will be given to benefit-cost and cost-effectiveness analysis and concepts of economic efficiency, equity and distribution. Methods will include problem solving, decision making and case studies. Examples will come from human resource, environmental and regulatory policy.

**SOC-620568 MEDIA AND PUBLIC POLICY**  
3 credits  
This course will explore the connections between media and public policy in contemporary American society. The guiding assumption of this study is that the media are an important vehicle by which most Americans make sense of public policies and the politicians who enact these policies. How does the media influence the public about public policy and the way in which policies are created? In order to answer this question, the student will explore theories of the media and society and then focus in on specific areas of public policy, to understand how the media has been able to influence public opinion.

**SOC-620569 ADVOCACY FOR CHILDREN**  
3 credits  
Over time, children have gained many legal rights in this country. This course will introduce the student to an overview of these various rights and of the many legal, sociological, psychological and political issues involved in their development. In addition to an overview of these fundamental legal rights, students will become familiarized with the basics of the court system and the statutes and judicial decisions affecting children’s rights today. Some specific topics to be explored in this course are neglect and abuse of children, the legal, ethical and sociological effects of prenatal maternal substance abuse and children’s right to the effective assistance of counsel. This is a required course in the Child and Family Advocacy advanced certificate.
**SOC-620572 CONTEMPORARY ISSUES IN PUBLIC PERSONNEL MANAGEMENT**  
3 credits  
This course explores current and emerging personnel management issues in the public sector. This includes issues like the public sector budget process, generational change, differences within the public sector workforce, and training and workforce development issues.

**SOC-620573 CURRENT SOCIAL ISSUES IN CHILD ADVOCACY**  
3 credits  
In this course, students will examine contemporary, evolving issues that affect children and families. The purpose of this course will be to present students with an advanced examination of local, national and international challenges faced by youth and their families, and to further provide the tools for advocacy services. Topics to be explored include: criminal responsibility and the age of reason for juveniles, and current trends and best practices in juvenile justice reform; issues and controversies in the provision of mental health services for youth and/or international children’s advocacy; and the challenges of poverty and other social stress factors on the functioning of the family domestically and internationally. These topical areas will further provide students with legal, political and general theoretical information to understand the most current challenges facing youth and families today. Topics in this course will change and develop to respond to evolving topics of the day for these populations. This course is required for the Advanced Certificate in Child and Family Advocacy.

**SOC-620593 FINAL PROJECT DESIGN**  
3 credits  
The purpose of this course is to develop the final project proposal, which could be for an academic thesis or professional project. A thesis is a scholarly piece of work that systematically and analytically explores a specific topic or question and contributes new knowledge to a field. It can be designed either as a quantitative, qualitative or mixed methods study. In all cases, a thesis will use a conceptual framework relevant to the inquiry, a specific methodological structure and empirical data to support a hypothesis. The academic thesis is the best choice of final project for students who plan to continue their studies toward a doctorate. For an academic thesis, students must identify a first reader with whom they work closely in Final Project Design in order to develop their proposal and secure the approvals that are necessary (first reader, second reader and chair) before they can enroll in Final Project. A professional project offers an opportunity to explore how theories connect with issues, problems or programs in field settings. There are choices that support taking an advocacy approach, evaluative approach, or design approach to addressing a topic and students can pursue a position paper, case study, action research, collection of related papers, or practicum. For a professional project, students must earn full credit in Final Project Design and secure the approvals that are necessary (course instructor of professional projects and chair) before they can enroll in Final Project. This course is residency-based.

**SOC-620595 FINAL PROJECT**  
3 credits  
As the concluding study in the Master of Arts in Social and Public Policy program, the student will complete a culminating project in which he/she engages in a sustained examination of a critical question or issue related to this Program. The final project can take the form of an academic thesis or a professional project. The professional project may be a position paper, a case study, an action research project, a collection of related papers, or a practicum. A case study or an action research project may be undertaken under the thesis option as well; however, the thesis option must exhibit a higher level of methodological rigor and writing. Completion of the final project requires an oral defense and final approval by the Dean (for thesis) or by the course instructor (for professional projects). Unlike the theses, professional projects are not published in the ProQuest/UMI service.

**SOC-620596 FINAL PROJECTS: PROFESSIONAL PROJECTS IN SOCIAL AND PUBLIC POLICY**  
3 credits  
In order to enroll in this course you must have earned full credit in Final Project Design, i.e., a grade of B or better. As the concluding study in the Master of Arts in Social and Public Policy program, the student will complete a culminating project, in which he/she engages in a sustained examination of a critical question or issue related to this program. The final project can take the form of an academic thesis or a professional project. This course is designed to guide the student through the implementation of a professional final project, which may be a position paper, a case study, an action research project, a collection of related papers, or a practicum. A case study or an action research project may be undertaken under the thesis option as well; however, the thesis option must exhibit a higher level of methodological rigor and writing. Professional projects are not published in the ProQuest/UMI service. Note: Registration of this course must be done through your mentor.

**SOC-620601 POLICY IMPLEMENTATION**  
3 credits  
This course deals with what happens between the policy formulation (through legislation, executive action, or organizational governance) and policy outcomes. Consistent with the program goals in Social and Public Policy, we particularly focus on policy implementation in service delivery. Beyond examining case studies on how policy is put into action in agency bureaucracies, we examine public demands for accountability, efficiency, and effectiveness in front-line service delivery mechanisms. We similarly examine the service provider’s role in policy creation and execution.

**SOC-620602 QUALITATIVE METHODS**  
3 credits  
Students will participate in an online course designed to introduce them to the methods and ethical issues involved in qualitative research in social research. Students employ material from previous courses in research methods and ethics, as well as text and online readings and exercises in this course. Students conduct methodological exercises employing qualitative methods and participate in discussions on ethical issues in social research. In addition, students report on and discuss readings from examples of qualitative studies in social science.

**SOC-620603 QUANTITATIVE METHODS**  
3 credits  
The overwhelming majority of studies that test hypotheses, empirically fit models, produce predictions, or estimate policy impacts are based upon some form of quantitative or statistical analysis. The goal of this course is to prepare students to analyze public policy issues using statistics. The course will provide a solid foundation in descriptive and inferential statistics and computer analysis of data, with an emphasis on practical application of statistical methods and interpretation of statistical results. The goal is to enable students to become competent producers of basic statistical research in the public sector. Students will learn how to identify research problems, define research questions and hypotheses, identify data collection methods, select appropriate statistical methods, conduct quantitative analyses of survey and other data using SPSS, provide interpretation of results of statistical analysis, write a research report, and present results of quantitative research.

**SOC-620604 FAMILY POLICY**  
3 credits  
In this course, students examine the institution of family through the lens of cultural values and as an area for policy decisions. Topics raised in the course consider how the family unit has evolved over time, the
SOC-620625 DISABILITY ISSUES
3 credits
This course will examine many of the issues related to disability. It will consider the historical perspective on the civil rights movement for people with disabilities with comparisons to the civil rights movement for racial equality and other movements for inclusion based on gender, sexual preference, religious tolerance and age. Social policy toward people with disabilities also will be considered through both a historical perspective and a contemporary assessment of legislation related to people with disabilities. The students also will consider what it is to be disabled in America and other contemporary societies. Trends to be discussed will include the impact of technology on people with disabilities and the future of people with disabilities and their role in the diversity movement.

SOC-620630 WOMEN, CRIME AND THE CRIMINAL JUSTICE SYSTEM
3 credits
This study will cover major issues of gender, crime and justice. There will be coverage of women as deviants/offenders, women as victims of crime and women as workers within the criminal justice system (lawyers, judges, police, prisons).

SOC-620633 COMMUNITY ORGANIZING
3 credits
Effective civic engagement often challenges us to work with others at the grassroots level to meet a wide variety of human needs. This on-line course uses a simulation model to enable students to experience community organizing first hand. By the end of the course students will be able to apply key political science and sociological theories to community organizing, use qualitative and quantitative research techniques to discern community needs, work with community volunteers to make important decisions, and take the necessary steps to initiate community building. The class will work with real situations in real communities. This course is required for the Advanced Certificate in Community Advocacy.

SOC-620637 PUBLIC ADMINISTRATION
3 credits
This graduate-level course provides a historical, case-study and theoretical approach to the study of public administration. Students of social and public policy, organized labor, human services, higher education and business examine the history of the field and its most prominent theorists and practitioners. The course traces the modern development of the field beginning in the 19th century with the work of Max Weber and examines its evolution during the 20th century through the works of Frederick W. Taylor, Mary Parker Follett, Chester Bernard, Herbert Simon, Charles Lindbloom and others. Concepts and theory are understood through reading, researching and writing about significant case studies in various realms of public administration. Students conduct independent research on topics relevant to their own professional development and career objectives. Students interested in the public, private or not-for-profit sectors interact during the course through structured, focused discussion. Students from any graduate program benefit equally from the study of public administration as applied to their field of study. The course is especially useful for those who aspire to management or supervisory positions.

SOC-620638 CORRUPTION, CIVIL SOCIETY AND SOCIAL TRUST IN THE CONTEMPORARY WORLD
3 credits
Over the past 20 years scholars, policy makers and academics have devoted increasing attention to the study of corruption as an obstacle to development. Corruption is now thought of as a serious social ill having detrimental effects on economic prosperity, people's perceived satisfaction with life, social trust, political legitimacy and economic equality. In addition, low quality of government also is a causal factor behind violent political conflicts, both inter- as well as intra-state, and this also has led to an increased interest in the negative effects of corruption on rebuilding post-conflict societies and establishing representative democracy. Since corruption tends to be a politically sensitive issue, the coded language has been to stress the importance of good governance. This course is aimed at conveying basic knowledge about the contemporary research on corruption including causes, consequences, different forms/levels of corruption and the basic methods of measuring and fighting corruption. We will discuss social capital theories of corruption and devote considerable time to the question of corruption as it is viewed in the sociological literature on civil society, more specifically the relationship between culture, civil society and social trust. We will focus on change and investigate strategies for building social capital and civic trust to reduce corruption and improve governance and the quality of government institutions.

SOC-622510 HEALTH CARE POLICY
3 credits
This course will explore issues related to three important components of health care policy; access to health services, cost and ensuring quality in health services. We will primarily examine public sector initiatives in these areas but also will consider activities within the private sector that impinge on these three components. State and federal level activities will be investigated and analyzed. We also will examine U.S. policy within an international context. An important focus in the study will be the interrelatedness of these three components; policy initiatives aimed at any one of these three will likely impact the other two. We will consider the logic for government's role in the health care marketplace. This will include examining a range of arguments in support of and against government's involvement in the health sector including; economic efficiency, distributional and fairness issues and political.

SOC-622535 HUMAN SERVICES POLICY
3 credits
In this course, students will examine how social policy influences, and is influenced by, the way in which human service functions, service populations, outcomes and resources are publicly and privately defined, identified, secured and measured. Students will examine the interactional effects of social policy and human services at organizational, and professional levels. For example, at the community level, local funding agencies such as the United Way often act as gatekeepers controlling community resources. At the organizational level, this might be expressed as a conflict between the stated mission of an organization and actual practices necessitated by the requirements of its funding sources. An example at the professional level is the socialization of human service workers which often includes membership in professional associations. These associations serve as interpreters of state-of-the-art practices and attitudes and lobby for their expression in social policy, law and regulation. By semester's end, students should be capable of effectively analyzing or deconstructing any human services agency or concept in current social policy. This course is required for the Advanced Certificate in Community Advocacy and the Advanced Certificate in Child and Family Advocacy.
HEGIS Codes

The following are the Higher Education General Information Survey (HEGIS) codes for the graduate programs:

MASTER'S DEGREES

MBA:
- Global Leadership – 0506
- Healthcare Leadership – 1202
- Management – 0506

MA:
- Adult Learning – 0807
- Community and Economic Development – 0599
- Learning and Emerging Technologies – 0899
- Liberal Studies – 4901
- Social and Public Policy – 2299
- Work and Labor Policy – 0516

MAT:
- Middle childhood education generalist – 0804
- Middle childhood education specialist:
  - Biology – 0804.04
  - Chemistry – 0804.04
  - Earth Science – 0804.04
  - English – 0823
  - Languages other than English, French – 0804.10
  - Languages other than English, Spanish – 0804.10
  - Mathematics – 0804.03
  - Physics – 0804.04
  - Social Studies – 0804.02

Adolescence Education:
- Biology – 0804.01
- Chemistry – 1905.01
- Earth Science – 1917.01
- English – 1501.01
- Languages other than English, French – 1199.01
- Languages other than English, Spanish – 1199.01
- Mathematics – 1701.01
- Physics – 1902.01
- Social Studies – 2201.01

M.Ed.:
- Teaching and Learning – 0829

ADVANCED CERTIFICATE PROGRAMS

- American Studies – 0313
- Child and Family Advocacy – 2299
- Community Advocacy – 2299
- Emerging Media and Technology for the Arts – 0899
- Financial Management and Analysis – 0506
- Global Brand Marketing – 0506
- Healthcare Management – 0506
- Heritage Preservation – 4901
- Human Resources Management – 0506
- Innovation Management and Technology Transfer – 0506
- Nonprofit Management – 0506
- Optometry Business Management – 0506
- Project Management – 0506
- Public History – 4901
- Social Entrepreneurship – 0599
- STEM Education and Emerging Technologies – 0899
- Teaching and Learning With Emerging Technologies – 0899
- Veterans Services – 2299
- Women’s and Gender Studies – 4901
- Work and Public Policy – 0516
- Workforce Development – 2199

COMBINED BACHELOR'S/MASTER'S DEGREES

- Business, Management and Economics/CAED – 0599
- Public Affairs/CAED – 0599
- Science, Mathematics, Technology/MAT – 0804/0803
- Cultural Studies/MAT – 0804/0803
- Historical Studies/MAT – 0804/0803
- Business, Management and Economics/MBA-GL – 0506
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