Welcome to the School for Graduate Studies at Empire State College of the State University of New York.

SUNY Empire’s mission is to enable students to earn a college degree at times and locations convenient and conducive to their individual learning. Since our founding in 1971 as a groundbreaking institution, the college has, through flexible and innovative approaches to higher education, reduced barriers to study, such as geography, or family, work, and civic responsibilities that make it difficult to attend conventional classes. Tens of thousands of independent learners of various ages and stages in their lives have earned degrees from Empire State College, while fulfilling other life commitments.

In other words: It’s your time.

Our graduate programs prepare students for opportunities to compete in a rapidly changing economy, as well as to lead nimbly in an evolving workplace and society. Our students learn from world class instructors and one another in online courses, as well as face to face at academic residencies and other gatherings or events where they explore shared interests and develop mutually supportive relationships with peers, faculty, administration, and alumni.

Our degree programs are designed to connect theory and practice. Our School for Graduate Studies offers programs in policy studies, business administration and finance, teaching, adult learning, liberal studies, and emerging and information technologies. In addition, we offer numerous advanced certificate programs that can stand alone, or be integrated into a master’s degree program.

Our alumni are diverse, distinguished, involved graduates across New York and around the world who remain engaged in and dedicated to the institutional mission, and are generous mentors and resources for current students.

Our graduate students come with a wide range of backgrounds and accomplishments. Many arrive with specific educational objectives, some are still in the process of defining their goals for the future. We stand ready to serve all of you and help you meet your goals.

On behalf of the SUNY Empire State College family, welcome and best wishes for a successful academic experience.

Sincerely,

Jim Malatras
President
Table of Contents

Message From the Office of the President ....................................... 1
Introduction to Graduate Programs .............................................. 5
  General Information ......................................................... 5
  Accreditation .............................................................. 5
  Master of Arts in Teaching Program Accreditation .................... 6
  Master of Business Administration in Business Management
    Program Accreditation ............................................. 6
  Advanced Certificate in Project Management ......................... 6
Graduate 2019-2020 Academic Calendar .................................... 7
  2019 ........................................................................ 7
  2020. ........................................................................ 8
Admission ............................................................................ 9
  Admissions Review for a Master’s Degree .............................. 9
  Program Prerequisites ..................................................... 9
  Admissions Review for an Advanced Certificate Program ............ 9
  Evaluation of Foreign Educational Credentials ...................... 9
  Matriculation ................................................................ 10
  State Authorization for the Provision of Online Education ........ 10
Master’s Degrees ................................................................. 12
Master of Arts in Adult Learning ............................................. 12
  Electives. ................................................................. 12
  Degree Program Planning and Prior Learning Assessment .......... 13
  Final Project .................................................................. 13
  Program Delivery ......................................................... 15
Master of Arts in Community and Economic Development ........... 16
  Students for Whom This Program is Appropriate ................... 16
  Admissions Requirements .............................................. 16
  Enrollment Sequence .................................................... 16
  Changes in Course Sequence ........................................... 17
  Final Project .................................................................. 17
  Program Delivery ......................................................... 18
  Combined Degree Programs in the Master of Arts in
    Community and Economic Development ........................... 18
Master of Arts in Learning and Emerging Technologies ............... 19
  Admission Requirements .............................................. 19
  Enrollment Sequence .................................................... 19
  Concentration Tracks ..................................................... 20
  Electives. ................................................................. 20
  Professionally Focused Capstone Option .............................. 20
  Certificates ............................................................... 21
  Degree Program .......................................................... 21
  Final Projects ................................................................ 21
  Program Delivery ......................................................... 22
Master of Arts in Liberal Studies ............................................... 23
  Enrollment Sequence .................................................... 23
  Electives. ................................................................. 23
  Degree Program Planning ............................................. 24
  Rationale Essay and Literature Review ................................. 24
  Submitting the Degree Program,
    Rationale Essay, and Literature Review ............................ 25
  Changing Your Degree Program ....................................... 25
  Research Methods ........................................................ 25
  Final Project .................................................................. 25
  Program Delivery ......................................................... 28
  Combined Degree Pathways to the Master of Arts in
    Liberal Studies .......................................................... 28
Master of Arts in Social and Public Policy .................................... 29
  Enrollment Sequence .................................................... 29
  Electives. ................................................................. 29
  Public Administration .................................................... 29
  Public Administration Concentration Enrollment Sequence ...... 29
  Degree Program .......................................................... 29
  Final Project .................................................................. 30
  Program Delivery ......................................................... 30
Master of Arts in Work and Labor Policy .................................... 31
  Enrollment Sequence .................................................... 31
  Electives. ................................................................. 31
  Degree Program .......................................................... 31
  Final Project .................................................................. 31
  Program Delivery ......................................................... 32
Master of Arts in Teaching in Adolescent or
  Middle Childhood Education .............................................. 33
  Admission Requirements .............................................. 33
  Requesting Transfer Credit ............................................ 33
  Program Delivery ......................................................... 34
  Enrollment Sequences .................................................... 34
  Combined Degree Programs in the
    Master of Arts in Teaching .......................................... 35
Master of Arts in Teaching Adolescent Special Education ............ 36
  Admission Requirements .............................................. 36
  Enrollment Sequence .................................................... 36
  Program Delivery ......................................................... 36
Master of Business Administration in Business Management ....... 37
  Program Design .......................................................... 37
  Program Curriculum ..................................................... 37
  Admission Requirements .............................................. 37
  Enrollment Sequence .................................................... 38
  Program Delivery ......................................................... 38
  Combined Degree Programs in the Master of Business
    Administration in Business Management .......................... 38
Master of Business Administration in Healthcare Leadership ....... 40
  Admission Requirements .............................................. 40
  Enrollment Sequence .................................................... 40
  Electives. ................................................................. 41
  Assessment ............................................................... 41
Transfer Credit .................................................. 41
Program Delivery .............................................. 41

Master of Education in Adolescent Special Education ............... 42
Admission Requirements ........................................ 42
Program Delivery .............................................. 42
Enrollment Sequence ......................................... 42

Master of Education in Teaching and Learning ......................... 43
Enrollment Sequence ......................................... 43
Spring 2020 Enrollment Sequence ................................ 43
Electives and Transfer Credit .................................... 44
Degree Program .................................................. 44
Final Project ...................................................... 44
Program Delivery .............................................. 44

Master of Science in Finance ..................................... 45
Program Design .................................................. 45
Program Curriculum .......................................... 45
Admission Requirements ........................................ 45
Enrollment Sequence – Part-Time ................................. 46
Enrollment Sequence – Full-time ................................. 46
Program Delivery .............................................. 46
Course Materials Fee ............................................ 46

Master of Science in Information Technology .......................... 47
Program Design .................................................. 47
Program Curriculum .......................................... 47
Admission Requirements ........................................ 47
Enrollment Sequence .......................................... 48
Program Learning Outcomes .................................... 48
Program Delivery .............................................. 48

Master of Science in Nursing Education .................................. 49

Master of Science in Nursing Administration ........................... 50

Combined Bachelor’s/Master’s Degrees .................................. 51

Advanced Certificate Programs ...................................... 52
American Studies ................................................ 52
Child and Family Advocacy ..................................... 52
Community Advocacy .......................................... 52
Emerging Media and Technology for the Arts ...................... 53
Financial Management and Analysis ............................ 53
Global Brand Marketing ....................................... 53
Global Finance and Investment ................................ 54
Healthcare Management ....................................... 54
Heritage Preservation .......................................... 54
Human Resource Management .................................. 54
Information Technology Management .......................... 55
Innovation Management and Entrepreneurship .................. 55
Leadership for Sustainable Development* ..................... 55
Marketing Analytics and Brand Management ................... 56
Nonprofit Management ........................................ 56
Optometry Business Management ................................ 56
Project Management ............................................ 57
Public Administration .......................................... 57
Public History ................................................... 57
Social Entrepreneurship ........................................ 58
Stem Education and Emerging Technologies .................... 58
Teaching and Learning with Emerging Technologies .......... 58
Veterans Services .............................................. 59
Women and Corporate Leadership ................................ 59
Women’s and Gender Studies .................................. 59
Work and Public Policy ........................................ 60
Workforce Development ....................................... 60

Getting Started and Registration .................................... 61
Orientation ........................................................ 61
Academic Advisor .............................................. 61
MyESC (http://my.esc.edu) ..................................... 61
Degree Works .................................................... 61
Registration ....................................................... 61
Registration Cancellation ....................................... 62
Registration Information for Nondegree-seeking (Nonmatriculated) Students ............................................ 62
Part-time and Full-time Study ................................... 62
Residency ......................................................... 62
Executive Retreats ............................................. 63
Residency/Executive Retreat Attendance Procedure .......... 63
Electives ........................................................... 63
Enrollment of Undergraduate Students in Graduate Courses .... 63

Online Library .................................................... 64
Library Services ................................................ 64

Student Services .................................................. 65
Academic Support ............................................... 65
Tutoring .......................................................... 65
Workshops and Learning Resources ............................. 65
Health and Wellness ............................................ 66
Student Computing and Technology Services .................. 66
Student Identification Numbers and ID Cards ................ 67
Bookstore ......................................................... 67
Accessibility Resources and Services .......................... 68
Office of Veteran and Military Education ...................... 68
Student Records ............................................... 68
Student Problem Resolution .................................... 69
Who to Contact ............................................... 69

Student Activities ................................................ 70
Alumni Student Association ..................................... 70
Student Activity Fee Committee ............................... 70
Student Representation in College Governance ................. 70
Graduation ....................................................... 70
College Council ................................................ 71
Student Clubs and Organizations ................................ 71
Tuition and Fees .................................................. 72
Registration and Billing ........................................ 72
New York State Residents ...................................... 73
Out-of-State Residents ........................................... 73
Online Out-of-State Residents .................................. 74
Additional Fees and Expenses ................................. 75
College Billing Policy ........................................... 75
Late Registration and Late Add Fees ......................... 75
Payment Procedures ............................................. 75
Withdrawal Liability and Refund Policy .................. 76

Financial Aid ..................................................... 77
Federal and State Financial Aid ............................... 77
Eligibility for New York State Financial Aid .............. 78
Eligibility for Federal Financial Aid ......................... 80
Other Sources of Financial Aid .............................. 82
Empire State College Foundation Scholarships and Grants . 83
To Find Out More ................................................. 83

Policies and Procedures ........................................ 84
Academic Appeals Policy and Procedures ................ 84
Academic Honesty Policy and Procedures ................. 85
Academic Withdrawal .......................................... 87
Adding an Advanced Certificate Procedure ............... 88
Admission Policy ................................................ 88
Admission Procedure .......................................... 88
Admissions: Appealing A Denial Procedure .............. 89
Fresh Start Policy ............................................... 89
College Nondiscrimination Notice ......................... 89
Bias Crimes ....................................................... 90
Computer Use Statement ....................................... 90
Conduct Policy and Procedures ............................. 91
Copyrighted Materials: Their Reproduction and Use ... 95
Cross Registration at Other Institutions ................... 96
Students Rights and Procedures for
   Accommodating Students With Disabilities ............. 96
Empire State College Name, Seal, and Logo/Wordmark . 98
Graduate Evaluation and Grading ......................... 98
Graduate Medical or Compassionate Withdrawal Policy .. 100
Graduate Students Enrolling in Undergraduate Courses . 100
Graduate Subsequent Programs at the
   Same Credential Level Policy ............................ 101
Grievance Procedure .......................................... 101
Human Research Subjects .................................... 102
Incomplete Procedure ......................................... 102
Involuntary Withdrawal Procedure ........................ 102
Leave of Absence Procedure ................................ 103
M.A. Degree Program Registration Limit Procedure .... 103
Minimum Study Policy ........................................ 103
Nonmatriculated Enrollment Policy and Process ........ 103
Privacy: Adherence to Family Educational Rights and
   Privacy Act of 1974 ........................................ 104
Religious Observance Policy ................................. 105
Satisfactory Academic Progress (Sap) Policy .......... 105
Graduate Academic Standing Policy ....................... 106
Teacher Professional Expectations Policy and Procedures ... 107
Crime Definitions ............................................. 109
Affirmative Consent .......................................... 110
Office of Public Safety ......................................... 113
College Law Enforcement ..................................... 113
The Jeanne Clery Act .......................................... 114
Criminal and Incident Reporting ......................... 115
Timely Warning Procedures ................................ 118
Building Security ............................................. 120
Other General Information ................................. 120
Security Programs ............................................ 121
Campus Sex Crimes Prevention Act of 2000 ............. 121
Sexual Offender Registry .................................... 121
Sexual Assault, Domestic Violence, Dating Violence and
   Stalking Prevention, and Response Policies ........... 122
Bias-Related Crime and Hate Crime ....................... 128
Drug and Alcohol Prevention Program .................... 129
Alcohol Policy ............................................... 129
Fire Safety, Fire Related Information ..................... 129
Medical Emergencies ......................................... 130
General Safety ............................................... 130
Domestic Violence – Workplace Violence Initiative .... 130
Weapons Possession .......................................... 130
Firearms Policy .............................................. 131
Safety Programs and Services ............................ 131
Drug Prevention Programs ................................. 132
Student Clubs and Organizations ......................... 132
Time Limit for Degree Completion Policy ................ 133
Graduate Transfer, Cross-Registration, and
   Evaluated Credit Policy ................................ 133
Undergraduate Enrollment in Graduate Courses ....... 134
Undergraduate Consultation
   With Primary Mentor .................................... 134
Visitors to Instructional Activities ........................ 134
Withdrawing From a Course Procedure ................... 135
Withdrawing From the Program Procedure ............. 135
World Wide Web Pages ....................................... 135

Courses .......................................................... 137
HEGIS Codes .................................................. 207
Master's Degrees ............................................. 207
Advanced Certificate Programs ............................ 207
Combined Bachelor's/Master's Programs and Pathways ...... 207
Administrative Personnel .................................... 208
Governing and Advisory Groups ......................... 211
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 SUNY Empire State College School for Graduate Studies offers 14 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 Work and Labor Policy
- Master of Arts in Teaching in Adolescent or Middle Childhood Education
- Master of Arts in Teaching in Adolescent Special Education (initial certification)
- Master of Business Administration in Business Management
- Master of Business Administration in Healthcare Leadership
- Master of Education in Teaching and Learning
- Master of Science in Finance
- Master of Science in Information Technology

Additionally, 27 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
- Global Finance and Investment
- Healthcare Management
- Heritage Preservation
- Human Resource Management
- Information Technology Management
- Innovation Management and Entrepreneurship
- Leadership in Sustainable Development
- Marketing Analytics and Brand Management
- Nonprofit Management
- Optometry Business Management
- Project Management
- Public Administration
- Public History
- Social Entrepreneurship
- STEM Education and Emerging Technologies
- Teaching and Learning with Emerging Technologies
- Veterans Services
- Women and Corporate Leadership
- Women’s and Gender Studies
- Work and Public Policy
- Workforce Development

Nine 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./B.S. 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. Cultural Studies/M.A. in Liberal Studies
- B.A./B.S. Historical Studies/M.A. in Liberal Studies
- B.A./B.S. The Arts/M.A. in Liberal Studies

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

ACCREDITATION

SUNY 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 August 2019. 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
113 West Ave.
Saratoga Springs, NY 12866-6079
518-587-2100, ext. 2429
800-847-3000, ext. 2429
Grad@esc.edu
www.esc.edu/graduate-studies

MASTER OF ARTS IN TEACHING PROGRAM ACCREDITATION

After seven years of TEAC accreditation, the Empire State College Teacher Education Programs, which are designed to attract high quality candidates to the field of education by providing innovative pathways to teacher certification in the state of New York, are transitioning accreditors to the Association for Advancing Quality in Educator Preparation (AAQEP) under New York State Regents Subpart 4-2 of the Rules of the Board of Regents of New York State and Section 52.21 of the Regulations of the Commissioner of Education. The Association for Advancing Quality in Educator Preparation is a new accrediting agency whose founding values reflect the Empire State College Teacher Education Programs’ values of high quality and innovation in educator preparation. Under the New York State Regents Subpart 4-2 of the Rules of the Board of Regents of New York State and Section 52.21 of the Regulations of the Commissioner of Education, Empire State College’s Teacher Education Programs are considered continuously accredited for up to five years (2018-2023) during this transition for New York State Education Department purposes.

MASTER OF BUSINESS ADMINISTRATION IN BUSINESS MANAGEMENT PROGRAM ACCREDITATION

The Empire State College Master of Business Administration (MBA) in Business 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. Please visit the IACBE website for more information: https://iacbe.org/memberpdf/SUNYEmpireStateCollege.pdf. This accreditation certifies that the MBA in Business Management has undertaken a rigorous self-evaluation, has undergone a comprehensive, independent peer review, and has demonstrated compliance with IACBE accreditation principles.

The MBA in Business Management program’s concentration in Human Resource Management is recognized by the Society for Human Resources Management (SHRM) as in complete alignment with the professional competencies outlined by SHRM, accepted globally as the highest professional standard for the practice of human resources.

ADVANCED CERTIFICATE IN PROJECT MANAGEMENT

SUNY Empire State College is recognized as a Registered Education Provider (R.E.P.) by the Project Management Institute (PMI) and meets PMI’s rigorous quality criteria for course content, instructor qualification, and instructional design.
# Graduate 2019-2020 Academic Calendar

## 2019

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 1 - April 1</td>
<td>FALL 2019 Priority Review of applications for ALL Master's and **Advanced Certificate Programs</td>
</tr>
<tr>
<td>April 1</td>
<td>FALL 2019 Priority Review application deadline</td>
</tr>
<tr>
<td>April 2 - June 1</td>
<td>FALL 2019 General Review of applications</td>
</tr>
<tr>
<td>June 1</td>
<td>FALL 2019 General Review application deadline</td>
</tr>
<tr>
<td>After June 1</td>
<td>FALL 2019 Late Review of applications on a space available basis</td>
</tr>
<tr>
<td>May 7 - Aug. 29</td>
<td>Registration period for fall term. Payment due by last date of registration period.</td>
</tr>
<tr>
<td>June 28</td>
<td>SUMMER Session 1 Ends</td>
</tr>
<tr>
<td>July 8</td>
<td>SUMMER Session 1 grades/outcomes due from faculty</td>
</tr>
<tr>
<td>July 22 - Aug. 16</td>
<td>Faculty Reading Period</td>
</tr>
<tr>
<td>Aug. 1 - Oct. 1</td>
<td>*SPRING 2020 Term Priority Review of applications for the M.S., M.A., MBA, and M.Ed. in Teaching and Learning Degree Programs, and **Advanced Certificates</td>
</tr>
<tr>
<td>Aug. 16</td>
<td>SUMMER Session 2 Ends</td>
</tr>
<tr>
<td>Aug. 19 - Aug. 30</td>
<td>SUMMER TERM BREAK</td>
</tr>
<tr>
<td>Aug. 23</td>
<td>SUMMER Session 2 grades/outcomes due from faculty</td>
</tr>
<tr>
<td>Aug. 27</td>
<td>M.A. Teaching and Learning New Student Virtual Orientation, 6 p.m.</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>MAT in Special Education New Student Virtual Orientation, 6-8 p.m.</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>M.Ed. in Special Education New Student Virtual Orientation, 6-8 p.m.</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>MAT New Student Virtual Orientation, 6-8 p.m.</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>M.A. Liberal Studies New Student Virtual Orientation, 7 p.m.</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>M.A. Adult Learning New Student Virtual Orientation, 6-7 p.m.</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>FALL 2019 TERM BEGINS (Session A – 15 Weeks) (Session B – 8 Weeks)</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>M.A. Learning and Emerging Technologies New Student Virtual Orientation, 7 p.m.</td>
</tr>
<tr>
<td>Sept. 3 - 9</td>
<td>FALL 2019 Add/Drop Period. For new registrations during this period, a late registration fee applies.</td>
</tr>
<tr>
<td></td>
<td>For adds after this period, a late add fee applies.</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Teacher Education Mixer; Buffalo, Rochester, Syracuse, Latham, and NYC, 5:30-7:30 p.m.</td>
</tr>
<tr>
<td>Sept. 26 - 28</td>
<td>MBA in Healthcare Leadership Executive Retreat, SUNY Empire State College, 111-113 West Ave., Saratoga Springs, N.Y.</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Last day to withdraw and receive a credit to account (day 28 of fall term)</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>*SPRING 2020 Priority Review application deadline</td>
</tr>
<tr>
<td>Oct. 2 - Nov. 1</td>
<td>*SPRING 2020 General Review of applications</td>
</tr>
<tr>
<td>Oct. 8 2019 - Jan. 10, 2020</td>
<td>Registration period for the spring term. Payment due by last date of registration period.</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>*SPRING 2020 General Review application deadline</td>
</tr>
<tr>
<td>After Nov. 1</td>
<td>*SPRING 2020 Term Late Review of applications on a space available basis</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Fall 2019 Session B grades/outcomes due from faculty</td>
</tr>
<tr>
<td>Dec. 13</td>
<td>FALL 2019 TERM ENDS (Session A)</td>
</tr>
<tr>
<td>Dec. 16, 2019 - Jan. 3, 2020</td>
<td>Faculty No Appointment Period</td>
</tr>
<tr>
<td>Dec. 16, 2019 - Jan. 10, 2020</td>
<td>WINTER BREAK</td>
</tr>
<tr>
<td>Dec. 27, 2019</td>
<td>FALL 2019 Session A grades/outcomes due from faculty</td>
</tr>
</tbody>
</table>
### 2020

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 8</td>
<td>M.A. Learning and Emerging Technologies New-student Virtual Orientation, 7 p.m.</td>
</tr>
<tr>
<td>Jan. 9</td>
<td>M.A. Liberal Studies new-student virtual orientation, 7 p.m.</td>
</tr>
<tr>
<td>Jan. 13</td>
<td>SPRING 2020 TERM BEGINS (Session A – 15 weeks) (Session B – 8 weeks)</td>
</tr>
<tr>
<td>Jan. 13-19</td>
<td>SPRING 2020 Add/Drop Period. For new registrations during this period, a late registration fee applies. For adds after this period, a late add fee applies.</td>
</tr>
<tr>
<td>Jan. 30-Feb. 1</td>
<td>M.A. Work and Labor Policy, M.A. Liberal Studies, and M.A. Social and Public Policy residency, SUNY Empire State College, 113 West Ave., Saratoga Springs, N.Y.</td>
</tr>
<tr>
<td>Feb. 1-April 1</td>
<td>FALL 2020 Priority Review of applications for ALL Master’s and **Advanced Certificate Programs</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Last day to withdraw and receive a credit to account (day 28 of spring term)</td>
</tr>
<tr>
<td>Feb. 11-May 8</td>
<td>Registration period for the summer term</td>
</tr>
<tr>
<td>March 6</td>
<td>SPRING 2020 TERM ENDS (Session B)</td>
</tr>
<tr>
<td>March 16</td>
<td>SPRING 2020 Session B grades/outcomes due from faculty</td>
</tr>
<tr>
<td>April 1</td>
<td>FALL 2020 Priority Review application deadline</td>
</tr>
<tr>
<td>April 1</td>
<td>**SUMMER 2020 application deadline for all Advanced Certificate programs</td>
</tr>
<tr>
<td>April 2-June 1</td>
<td>FALL 2020 General Review of applications</td>
</tr>
<tr>
<td>April 24</td>
<td>SPRING 2020 TERM ENDS (Session A)</td>
</tr>
<tr>
<td>April 27-May 8</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>May 4</td>
<td>SPRING 2020 Session A grades/outcomes due from faculty</td>
</tr>
<tr>
<td>May 11</td>
<td>SUMMER 2020 TERM BEGINS (Session A – 15 weeks) (Session B – 8 weeks)</td>
</tr>
<tr>
<td>May 11-17</td>
<td>Add/Drop Period for Summer Term. For new registrations during this period, a late registration fee applies. For adds after this period, a late add fee applies.</td>
</tr>
<tr>
<td>May 31</td>
<td>Last day to withdraw and receive a credit to account (day 21 of Summer Session B)</td>
</tr>
<tr>
<td>June 1</td>
<td>FALL 2020 General Review application deadline</td>
</tr>
<tr>
<td>After June 1</td>
<td>FALL 2020 Late Review of applications on a space available basis</td>
</tr>
<tr>
<td>July 3</td>
<td>SUMMER SESSION B ENDS</td>
</tr>
<tr>
<td>July 13</td>
<td>SUMMER Term Session B grades/outcomes due from faculty</td>
</tr>
<tr>
<td>July 27-Aug. 21</td>
<td>Faculty No Appointment Period</td>
</tr>
<tr>
<td>Aug. 21</td>
<td>SUMMER SESSION A ENDS</td>
</tr>
<tr>
<td>Aug. 24-Sept. 4</td>
<td>SUMMER BREAK</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Session A grades/outcomes due from faculty</td>
</tr>
<tr>
<td>Sept. 8, 2020</td>
<td>FALL 2020 TERM BEGINS</td>
</tr>
</tbody>
</table>

* Note: The MAT programs and the M.Ed. in Special Education are not available for spring term admission.

** Note: The Advanced Certificate programs benefit from rolling admissions providing enrollment in all three major terms.

For the most up-to-date information regarding application review periods, visit [www.esc.edu/admissions/graduate/terms-deadlines/](http://www.esc.edu/admissions/graduate/terms-deadlines/)
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;
- An analytical essay (for selected programs);
- Official transcripts of undergraduate and graduate study completed prior to submission of the application;
- Two recommendations 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 programs only start new students in the fall term. The M.A., MBA, M.S., and M.Ed. in Teaching and Learning programs start new students in the fall and spring terms.

Transcripts, letters of recommendation, the personal essay, the analytical essay, and employment experience (resume/CV) are all considered in the admission decision. (Please see the Admission Policy located elsewhere in this catalog.)

Entrance Exams

The MAT in Adolescent or Middle Childhood Education, MAT in Special Education (initial certification), and M.Ed. in Special Education (additional certification), require submission of the Graduate Record Exam (GRE) or the Miller Analogies (MAT).

* Applicants with an advanced degree (e.g., M.A., MSW, Ph.D., Ed.D., JD) from a regionally accredited college or university may request a waiver from the graduate admissions exam along with an official transcript documenting their degree. Waiver requests should be sent to the School for Graduate Studies (Grad@esc.edu).

PROGRAM PREREQUISITES

It is important to note that the M.A. in Community and Economic Development, MAT, M.S. in Finance, M.S. in Information Technology, 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 $50 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/901. 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 Erin Barrett, international student liaison, toll free at 800-847-3000, ext. 2447 or email Erin.Barrett@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.

STATE AUTHORIZATION FOR THE PROVISION OF ONLINE EDUCATION

Federal regulations require that colleges and universities that participate in Title IV funding and offer degree programming through distance or online education to students in other states, must seek approval from those states to offer such programs.

Empire State College is working to comply with each state’s regulations and to maintain the necessary authorizations to continue providing our online degree programs. Please refer to the list below to check on the status of Empire State College’s authorization in your state of residence. All states are considered “registration approved” unless listed otherwise. If your state is not currently approved, we cannot accept your application for admission to an online degree program at this time.

Complaint Resolution

Empire State College, as a provider of distance or online education, is required by the United States Department of Education to provide all prospective and current out-of-state students with contact information for the appropriate agency in their home state that handles complaints against institutions offering distance learning within that state.

Students are encouraged to follow the college’s student problem resolution process prior to filing a complaint with a state agency. For further information, please visit the Non-New York Residents page.

- Alabama (approval pending) – Empire State College has not received approval at this time to offer online degree programs to residents of the state of Alabama. The college is in the process of applying for approval and will update this website upon notification of approval.
- Alaska
- Arizona
- Arkansas – Empire State College is approved to offer the following degree programs to residents of the state of Arkansas: B.A./B.S. in Business, Management and Economics; B.A./B.S. in Community and Human Services; B.A./B.S. in Labor Studies; B.A./B.S. in Science, Mathematics and Technology; M.A. in Work and Labor Policy.
- California
- Colorado
• Connecticut  
• Delaware  
• District of Columbia  
• Florida  
• Georgia  
• Hawaii  
• Idaho  
• Illinois  
• Indiana  
• Iowa  
• Kansas  
• Kentucky  
• Louisiana  
• Maine  
• Maryland  
• Massachusetts  
• Michigan  
• Minnesota – SUNY Empire State College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Empire State College is approved to offer the following degree programs to residents of the state of Minnesota, as well as place students in internships or other experiential learning opportunities in the state of Minnesota from these degree programs:

B.S. – Business, Management and Economics (BME); Community and Human Services (CHS); Labor Studies; Science, Mathematics and Technology (SMT); Social Science

B.A. – The Arts; Cultural Studies; History/Historical Studies; Human Development; Public Affairs

M.A. – Community and Economic Development; Social and Public Policy; Work and Labor Policy

MBA – Master of Business Administration

All students who enroll in a B.A. or B.S. degree program will need to satisfy the “Minnesota Degree Standards,” as well as SUNY General Education and Empire State College degree requirements.

Minnesota Degree Standards
B.A. degrees should include 40 semester credits of liberal arts and sciences, with minimum credits distributed as follows: Communication (5 credits), Natural Sciences/Mathematics (8 credits), Humanities (8 credits), and Social Sciences (8 credits).

B.S. degrees should include 30 semester credits of liberal arts and sciences, with a minimum of 4 credits completed in each of the following areas: Communication, Natural Sciences/Mathematics, Humanities, and Social Sciences.

• Mississippi  
• Missouri  
• Montana  
• Nebraska  
• Nevada  
• New Hampshire  
• New Jersey  
• New Mexico  
• North Carolina  
• North Dakota  
• Ohio  
• Oklahoma  
• Oregon  
• Pennsylvania  
• Puerto Rico  
• Rhode Island  
• South Carolina  
• South Dakota  
• Tennessee  
• Texas  
• Utah  
• Vermont  
• Virginia  
• Washington  
• West Virginia  
• Wisconsin  
• Wyoming

Note: The State Higher Education Executive Officers Association conducts an annual state authorization survey which is a major resource for this web page.
Master’s 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 capstone 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.

Suggested Enrollment Sequence

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

Always contact your advisor prior to registering, especially if you do not have an approved degree plan.

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>6 cr.</td>
<td>ADLC-6005 Rethinking Experience and Learning in Adulthood, 3 cr. Must complete before taking ADLC-6010 Learning and Development in Contemporary Adulthood, 3 cr. Generally offered in the fall term</td>
</tr>
<tr>
<td>Second</td>
<td>6 cr.</td>
<td>ADLC-6015 Strategies for Effective Adult Learning, 3 cr. Generally offered in the spring and summer terms ADLC-6020 Approaches to Critical Inquiry and Research, 3 cr.</td>
</tr>
<tr>
<td>Third</td>
<td>6 cr.</td>
<td>electives, 6 cr.</td>
</tr>
<tr>
<td>Fourth</td>
<td>6 cr.</td>
<td>electives, 6 cr. You must have an approved degree plan in order to take more than 21 credits</td>
</tr>
<tr>
<td>Fifth</td>
<td>6 cr.</td>
<td>ADLC-7010 Project Design, 3 cr. Generally not offered in the summer elective, 3 cr.</td>
</tr>
<tr>
<td>Sixth</td>
<td>6 cr.</td>
<td>ADLC-7015 Final Project, 3 cr. Generally not offered in the summer elective, 3 cr.</td>
</tr>
</tbody>
</table>

The graduate fall and spring terms are 15 weeks long, and the summer terms have some offerings for eight 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. Students may choose to take scheduled or individualized electives or courses from other graduate programs at Empire State College. They also may cross register at another college or use transfer credit to complete elective credits. Electives are available in a variety of areas including Human Resources Development, Higher Education and Social Change.
DEGREE PROGRAM PLANNING AND PRIOR LEARNING ASSESSMENT

By the end of the second term, 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. 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 as a part of the fourth core course.

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 at the start of the program with the program coordinator. Prior learning assessment is considered with your advisor. 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/graduate-studies.

FINAL PROJECT

MAAL students do a final culminating experience in a two-course sequence with other students at the end of their program. In this two-course sequence, students can choose from among the following three options: A professional project; a practicum; or a policy-brief. In the final project design course the students design a study which addresses any suitable problem within adult learning but must demonstrate the students core skills through research, application, integrative analysis, and advocacy. The project is executed the second term in the capstone through the professional project, practicum or policy-brief. The final project is both written and presented orally by students at the conclusion of the final project term with other students, and will demonstrate the ability to investigate an adult learning problem, using many of the skills acquired throughout the program. Successful completion will demonstrate research, application, integrative analysis, advocacy, writing and oral presentation skills. It also will show a keen awareness and understanding of the social justice issues in adult learning environments. The student will have the resources of the instructor teaching the two culminating studies, and may add a consulting faculty content expert with greater familiarity of the specific study. The consulting faculty content expert will only give advice on the project and attend the oral presentation if possible, and will not serve a role in evaluation.

Professional Project

A professional project should meet a clear need or address a problem in the student’s community, school or work environment. It demonstrates practical application of theory to practice. It is based upon independent research and analysis of the various approaches to the problem, and the proposed solution. Professional projects generally can take the form of the development of a curriculum or course (with evaluative components), but also may involve a performance improvement initiative in a workplace or adult learning setting. A professional or community project should demonstrate the ability to integrate coursework with an actual professional product. It involves reading and research during the term prior to provide theoretical insights, to write a literature review, to research related projects and to provide a broader context for the work that will be done in a paper of approximately 20 pages. In the final project term students design work on the project; write a blog or journal of the activities and the insights gathered during the experience; and an analytic essay. The final project, including the literature review is approximately 30 pages.

For the professional project option, students should consult with their advisors to ensure they include an advanced design study as one of their electives. Students should schedule taking the following sequence of studies in three separate terms: Choice of Administering Adult Learning Programs, Workplace Learning, EDET-6015 Instructional Design for Online Learning Environments, Reinventing Higher Education or a specialized advanced design study; Project Design; Final Project.

In the project design term, the following sections are completed:

• An introduction to the project to be completed, addressing the need and proposed audience
• A theoretical framework for the work
• Draw upon and reference appropriate academic literature
• Review related projects in the field
• Lay out a project completion plan
• Propose an evaluation and assessment strategy, including a proposed return on the investment in the activity

In the final project term, the following are completed:

• Complete the curriculum and professional project design
• Test your project with faculty member, and possibly secondary advisory faculty or other students in the class

For the practicum option, students should consult with their advisor to ensure they include an advanced design study as one of their electives. Students should schedule taking the following sequence of studies in three separate terms: Choice of Administering Adult Learning Programs, Workplace Learning, EDET-6015 Instructional Design for Online Learning Environments, Reinventing Higher Education or a specialized advanced design study; Practicum Design; Practicum.

In the practicum design term, the following sections are completed:

• A theoretical framework for the work
• A research plan
• A description of the practicum setting and the role of the student
• A description of the practicum table of contents and structure

In the final project term, the following are completed:

• Complete the curriculum and practicum design
• Test your practicum with faculty member, and possibly secondary advisory faculty or other students in the class

For the policy-brief option, students should consult with their advisor to ensure they include an advanced design study as one of their electives. Students should schedule taking the following sequence of studies in three separate terms: Choice of Administering Adult Learning Programs, Workplace Learning, EDET-6015 Instructional Design for Online Learning Environments, Reinventing Higher Education or a specialized advanced design study; Policy-Brief Design; Policy-Brief.

In the policy-brief design term, the following sections are completed:

• A description of the policy-brief format
• A description of the policy-brief table of contents and structure
• A description of the policy-brief audience

In the final project term, the following are completed:

• Complete the curriculum and policy-brief design
• Test your policy-brief with faculty member, and possibly secondary advisory faculty or other students in the class
• Write an assessment of the final project completion and recommendations for future delivery
• Orally present the project through PowerPoint, Prezzi, video or other format in a webinar

Practicum

A practicum must be a learning opportunity where you develop skills and practical insights related to the development, analysis, implementation or evaluation in the workplace. 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 the program knowledge and provide an exciting and challenging culminating experience. It also allows you to use your coursework and gain experience in actual field settings.

In project design term:
• Reading and research during the term to provide theoretical insights and a broader context for the work that you will be doing. The project design paper will contain the following sections:
  • An introduction to the practicum to be completed
  • A theoretical framework for the work
  • Draw upon and reference appropriate academic literature
  • Review related environments in the field
  • Lay out a practicum completion plan

In the final project term
• Approximately 240 hours of work in the practicum during the term;
• A blog 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.

• The final project reflection paper will include a rewrite of the sections in the project design and reflection sections including: 1) analysis of the experience; 2) evaluation of self-identified goals; 3) recommendations for practice or research in the area.
• Orally present the project through PowerPoint, Prezzi, video or other format in a webinar.

Policy-Brief

Because adult education is closely intertwined with struggles for social justice/equity and change in the work environment, and because to be an effective adult educator often means advocating effectively for/with communities you work with, a final project option in the MAAL program is to focus on a policy brief. This policy brief will address a salient issue within the field of adult education.

For the policy brief option, students should consult with their advisors to ensure they include an advanced design study as one of their electives. Students should schedule taking the following sequence of studies in three separate terms: Activist learning, adult literacy and change, human resource development, organizational development, mentoring adult learners or a specialized policy study; Project Design; Final Project.

Once an issue is chosen to explore, students will write a 25-page policy brief for the following three audiences (all of whom may have differing levels of knowledge about the topic):
• Public policy makers who currently (or possibly might in the future) set policy and funding for such adult education programs in N.Y., the state of the student and/or nationally. For HRD students this brief would explore the benefits, what might be done, what's been done to the highest levels of the organization.
• Private-sector funders who currently (or possibly might in the future) provide funding to adult education programs in N.Y., states and nationally. (These private-sector funders can include foundations, corporate giving offices, or individual donors.) For HRD students this section of the brief would be directed at the potential financial supporters of the issue you are addressing.
• Current and potential advocates for adult education (i.e., the general public, community and ethnic organizations, social service providers, labor organizations, business groups, etc. who should have a stake in adult education in N.Y./nationally and who could benefit from having well-researched and well-presented “ammunition” when making the case for investment in the field). For HRD students this would address potential advocates and collaborators in the organization.

In the project design term, the student writes the following three sections as research background for the policy brief.
• A definition of the issue – why is it important/a salient issue and to whom?
• What has been done about the issue so far – nationally, in your state or in similar companies or organizations.
• Results of these efforts to date – in this section students define why investing in this is important for the adult education field and for the organization or society as a whole.
• A proposed timeline for collecting material for the brief.

In the final project term, the student writes the final three sections and prepares an oral presentation for the intended audience on the brief.
• How increased investment should be targeted. Further research be done, pilot projects be established, an office be created somewhere to work on this further, professional development opportunities be created.

• A proposal for financing and considering the return on investment.

• Methodology and sources: In a brief Appendix, state where the information came from for the brief, how the information was gained such as through literature review, interviews.

An Oral Presentation – done on presentation software such as PowerPoint, Prezzi, or video, student prepares a 10 minute oral brief that will be presented to classmates.

Program Learning Outcomes

Upon successful completion of the program, students will be able to:

• Participate in the public discourse of adult learning as writers, speakers and producers of digital information, the ability to explore adult learning through multiple conceptual lenses, the ability to define problems, ask questions, and find appropriate methods of problem-solving and research in their scholarly inquiry and professional practice.

• Develop the skills of critical analysis, synthesis and evaluation and of informed and effective communication.

• Enhance practices as critically reflective practitioners, developing habits of reflective practice and recursive learning, self-awareness concerning their own learning approaches, habits of intentional and ethical practice, awareness of themselves as social actors in their capacities of learners and educators.

• Enhance abilities to work collaboratively with others with differing perspectives and ways of knowing, will gain an appreciation for multiple sources of learning and develop critical perspectives on adult learning, including both academic and field-based practices.

• Enhance skills in designing, developing, and deploying effective and innovative learning environments and learner supports for adult learning audiences with attention to learner needs, respect for the diversity of social and personal experience, and effective program administration and assessment.

• Recognize and address the ways in which disparate knowledge claims and discourses intersect with power relationships, including building an awareness of multiple paradigms concerning participation, leadership, service, advocacy, and social and intellectual critique, and will develop the capability to challenge hierarchies of authority in creating an effective learning community.

PROGRAM DELIVERY

While most of this program is delivered online asynchronously, some courses may have a small number of synchronous (same-time) supplemental learning opportunities via webinar, Skype or virtual environments. Instructors will make an effort to schedule these activities at times that work for their students. In addition, due to the nature of some courses, students may be required to access or acquire additional software and/or hardware for some course activities. Students will be notified of additional requirements in a course’s full syllabus.
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.

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>CAED-6005 Policy Process – CAED</td>
<td>CAED-6005 Policy Process – CAED</td>
</tr>
<tr>
<td></td>
<td>PPOL-6030 Public Policy Analysis</td>
<td>PPOL-6030 Public Policy Analysis</td>
</tr>
<tr>
<td>Spring 1</td>
<td>PPOL-6020 Research Methods</td>
<td>CAED-6005 Policy Process – CAED</td>
</tr>
<tr>
<td></td>
<td>CAED-6010 Principles of Community and Economic Development</td>
<td>PPOL-6030 Public Policy Analysis</td>
</tr>
<tr>
<td>Summer 1</td>
<td>CAED-6040 Stakeholder-sensitive Business Models</td>
<td>CAED-6040 Stakeholder-sensitive Business Models</td>
</tr>
<tr>
<td></td>
<td>Possible Elective:* CAED-6070 Workforce Development Policy</td>
<td>Possible Elective:* CAED-6070 Workforce Development Policy</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Possible Elective:* MGMT-6160 Strategic Planning for Public and Nonprofit Organizations</td>
<td>PPOL-6020 Research Methods</td>
</tr>
<tr>
<td></td>
<td>Possible Elective:* CAED-6060 Macroeconomics for Public Policy</td>
<td>CAED-6010 Principles of Community and Economic Development</td>
</tr>
<tr>
<td>Spring 2</td>
<td>PPOL-6025 Ethical Issues in Social Policy</td>
<td>PPOL-6025 Ethical Issues in Social Policy</td>
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<td>CAED-7005 Final Project Design</td>
<td>CAED-7005 Final Project Design</td>
</tr>
<tr>
<td>Summer 2</td>
<td>Possible Elective:* CAED-6065 Population, Land Use and Municipal Finance</td>
<td>Possible Elective:* CAED-6060 Macroeconomics for Public Policy</td>
</tr>
<tr>
<td></td>
<td>CAED-7010/15 Final Project</td>
<td>Possible Elective:* CAED-6065 Population, Land Use and Municipal Finance</td>
</tr>
<tr>
<td>Fall 3</td>
<td>Possible Elective:* MGMT-6160 Strategic Planning for Public and Nonprofit Organizations</td>
<td>CAED-7010/15 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.

FINAL PROJECT

The final project represents the capstone experience in the program. This shall take the form of a Policy Memorandum, which is designed to support students' professional and personal goals. This is a challenging task, which draws on and brings together the skills and concepts learned through the master’s program. It requires identification of a public policy issue, examination and interpretation of various sources of information relating to the issue including scholarly sources, analysis of possible approaches to the issue and the student’s recommendations regarding the issue.

Learning Activities and Course Goals

As the capstone project for the master's program, the policy memo builds on prior coursework and provides the opportunity for the student to engage in a sustained examination of a major policy issue; it integrates and puts into action the learning acquired throughout the program in courses such as policy process, public policy analysis, policy implementation, ethics and program-specific courses.

The purpose of this option is to reinforce the knowledge and skills required to analyze policy issues, develop defensible positions on policy issues and clearly communicate a position in the form of a policy memo which is standard fare in the work of legislators, elected officials, agency heads and other organizational leaders involved in the formation of policy.

The policy memo includes the exploration of a critical issue, the development of alternative approaches to the issue and a reasoned, evidence-based, defensible argument about how the issue should be addressed. It is important to keep in mind the distinction between a policy memo and other academic papers. Whereas academic papers build arguments by gradually introducing the least important ideas first, a policy memo uses an “inverted pyramid” of ideas, delivered as efficiently as possible, beginning with the most important. In a policy memo getting at the truth through the exploration and the interpretation of what is known about an issue is more important than developing new knowledge. As such, no thesis statement or theoretical framework underpins a policy memo.

Course goals:

- The ability to clearly identify a critical policy issue related to the student’s program;
- The ability to identify and access relevant information related to the problem;
- Demonstration of a nuanced comprehension, evaluation and interpretation of the body of knowledge surrounding the issue;
- Exhibition of a disciplined application of knowledge in the formulation of alternative, feasible approaches to the issue; and
- Presentation, in good tightly-constructed prose, of a well-reasoned defensible approach to the issue that draws on relevant concepts from previously completed coursework.

To complete the project, the student will engage in general readings and use other resources related to the preparation of a policy memo as specified in the online course including videos and links to various websites.

Next, guided by the approved Final Project Proposal, the student will engage in the relevant readings for this project and prepare drafts of the policy memo. As opposed to preparing the entire memo all at once, the student will develop the memo in sections as follows: Executive Summary (while this appears first in a policy memo, its exact contents will change as the student progresses through this course); Argument, Counter Arguments, Analysis, Recommendations.

Following instructions in the online course, drafts will be submitted to the instructor for review and comments; the student will revise project drafts and return. This process will be repeated until the draft is accepted by the instructor. While there is no set number of pages for a policy memo which can range from a page to a hundred pages, for the purposes of this program, 20-30 pages is the target. The specific task should dictate the length of a policy memo. The writer should use a direct, efficient style of writing that results in a “tight” memo that does not ramble or engage in needless repetition. The student may be required at strategic points during the semester to provide drafts to other students for their feedback and, in turn, the student may be expected to provide feedback to help other students improve their projects.

At the end of the term, the student will be expected to make an oral presentation, following instructions in the online course. The presentation will be made to other students in the study, to the instructor-of-record and one additional faculty member. The student will be expected to respond to any questions that might be posed during the presentation.

Finally, the faculty members involved will render an evaluation of the project and privately share their evaluation with the student. Even if the student receives a passing evaluation, he/she may be expected to make revisions to the project.

Program Learning Outcomes

Upon successful completion of the program, students will be able to:

- Understand the policy process from formation to implementation.
- Create paradigm for analyzing public policy.
- Intensive engagement of specific policy issues.
- Engage in sustained, disciplined research effort.
- Undertake professional challenges for the degree’s final project, applicable to the student's degree plan.
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 Business, Management and Economics/ M.A. 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 total credits.

Students complete 12 credits of graduate course work (specified below under “Combined Program Courses”) while matriculated as undergraduate students that count toward both the 124 credits required for the B.A./B.S. or B.P.S. degree. Students must meet all college, AOS and relevant concentration guidelines for their B.A., B.S. or B.P.S. program. Once the undergraduate degree has been awarded, the student may begin the remaining 24 credits required for the graduate M.A. in Community and Economic Development degree. 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 coursework completed and a minimum recalculated GPA of 3.2 (most recent 60 credits earned), 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

• CAED-6005 Policy Process, 3 credits
• PPOL-6030 Public Policy Analysis, 3 credits
• CAED-6010 Principles of Community and Economic Development, 3 credits
• PPOL-6025 Ethical Issues in Social Policy, 3 credits

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

• CAED-6005 Policy Process, 3 credits
• PPOL-6030 Public Policy Analysis, 3 credits
• CAED-6010 Principles of Community and Economic Development, 3 credits
• PPOL-6025 Ethical Issues in Social 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, artists 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/Kitely); 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, such that the student has competence in reading, interpreting and using various data. Students also submit an example of digital work.

ENROLLMENT SEQUENCE

The graduate fall and spring terms are 15 weeks long, and the summer terms have some offerings for eight 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 not all students enroll in 6 credits every term. The following are sample enrollment sequences for an Individualized Concentration only.

Fall Start Enrollment Sequence

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>6 cr.</td>
<td>EDET-6005 Learning With Emerging Technologies: Theory and Practice, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDET-6010 Media Literacies in Emerging Technologies, 3 cr.</td>
</tr>
<tr>
<td>Spring</td>
<td>6 cr.</td>
<td>EDET-6015 Instructional Design for Online Learning Environments, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDET-6020 Issues and Ethics in the Digital Age, 3 cr.</td>
</tr>
<tr>
<td>Summer</td>
<td>6 cr.</td>
<td>EDET-6025 Assessing Learning in Digital Environments, 3 cr.</td>
</tr>
<tr>
<td>Fall</td>
<td>6 cr.</td>
<td>EDET-6030 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>EDET-7010/15 Proposal Seminar, 3 cr.</td>
</tr>
<tr>
<td>Summer</td>
<td>6 cr.</td>
<td>elective, 3 cr.</td>
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<tr>
<td>or Fall</td>
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<td>EDET-7020/25 Final Project, 3 cr.</td>
</tr>
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<td>Total</td>
<td>36 cr.</td>
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</tbody>
</table>
Spring Start Enrollment Sequence

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>EDET-6005 Learning With Emerging Technologies: Theory and Practice, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDET-6010 Media Literacies in Emerging Technologies, 3 cr.</td>
</tr>
<tr>
<td>Summer</td>
<td>6 cr.</td>
<td>EDET-6015 Instructional Design for Online Learning Environments, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDET-6020 Issues and Ethics in the Digital Age, 3 cr.</td>
</tr>
<tr>
<td>Fall</td>
<td>6 cr.</td>
<td>EDET-6025 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>EDET-6030 Advanced Design Seminar: Portfolio Project, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td>Summer or Fall</td>
<td>6 cr.</td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDET-7010/15 Proposal Seminar, 3 cr.</td>
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<tr>
<td>Fall or Spring</td>
<td>6 cr.</td>
<td>elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDET-7020/25 Final Project, 3 cr.</td>
</tr>
<tr>
<td>Total</td>
<td>36 cr.</td>
<td></td>
</tr>
</tbody>
</table>

CONCENTRATION TRACKS

Students in this program have the opportunity to create an individualized track or to select from pre-designed tracks in:

- Instructional Design
- STEM Education and Emerging Technologies
- Teaching and Learning with Emerging Technologies
- Emerging Media and Technology for the Arts
- Innovation and Management of Emerging Technologies
- Individualized Track

ELECTIVES

Students in this program complete 12 credits of electives devoted to their area of focus. Students may choose to take scheduled or individualized electives or courses from other graduate programs at Empire State College. They also may cross-register at another college or use transfer credit to complete elective credit requirements. Electives currently available in the program are listed in the course listing section of the catalog.

PROFESSIONALLY FOCUSED CAPSTONE OPTION

Starting in Spring 2020, the MA in Learning and Emerging Technology degree will become a variable credit program by offering students a choice between two capstone sequences. The existing research-oriented, three-course final project sequence, requiring 36 credit hours to complete the program; or a new, one-course capstone where students create a professionally-oriented educational technology related project, requiring 30 credit hours to complete the program.

### DEGREE TRACKS

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Instructional Design</th>
<th>STEM Education and Emerging Technologies</th>
<th>Teaching and Learning with Emerging Technologies</th>
<th>Emerging Media and Technology for the Arts</th>
<th>Innovation and Management of Emerging Technologies</th>
<th>Individualized Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDET-6005 Learning with Emerging Technologies</td>
<td>CURI-6010 New Media and New Literacies</td>
<td>EDET-6020 Social and Ethical Issues in the Digital Era</td>
<td>EDET-6015 Instructional Design for Online Learning Environments</td>
<td>EDET-6025 Assessing Learning in Digital Environments</td>
<td>EDET-6030 Advanced Design Seminar: Portfolio Project</td>
</tr>
<tr>
<td></td>
<td>EDET-6075 Assistive Technologies</td>
<td>EDET-6045 Digital Games, Simulations and Learning</td>
<td>EDET-6075 Assistive Technologies</td>
<td>EDET-6040 Performance Theory</td>
<td>EDET-6075 Assistive Technologies</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>MGMT-6115 Tools and Processes in Project Management</td>
<td>EDET-6125 Developing an Integrated STEM Learning Environment</td>
<td>EDET-6130 Facilitating Learning with Emerging Technologies</td>
<td>EDET-6055 Digital Media Arts and Technologies Capstone</td>
<td>Practicum: EDET-6095/6100 Virtual Worlds or EDET-6050 Digital ID or EDET-6045 Digital Games</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Spring 2020 Capstone Options
Enrollment Sequence

<table>
<thead>
<tr>
<th>Capstone Courses (3 or 9 cr.)</th>
<th>PROFESSIONAL FOCUS OPTION (starting in Spring 2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDET-7020 Final Project – Capstone Project (3 cr.)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>RESEARCH FOCUS OPTION (existing)</td>
</tr>
<tr>
<td></td>
<td>EDET-6030 Advanced Design Seminar (3 cr.)</td>
</tr>
<tr>
<td></td>
<td>EDET-7015 Proposal Seminar: Research Project (3 cr.)</td>
</tr>
<tr>
<td></td>
<td>EDET-7025 Final Project – Research Project (3 cr.)</td>
</tr>
</tbody>
</table>

CERTIFICATES

Students in this program also may complete a certificate as part of the program. These can be completed at any stage, prior to or during the completion of the degree program. Options include: STEM Education and Emerging Technologies; Teaching and Learning with Emerging Technologies; Emerging Media and Technology for the Arts, but also may include other graduate certificates listed in the catalog with advisor approval.

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.

FINAL PROJECTS

MALET students do a final culminating experience in a two-course sequence at the end of their program. Students can choose from among the following three options: A professional or creative project, a practicum or a thesis. The final project is conducted independently with the support of a guiding faculty member (First Reader) and the advice of a second faculty member (Second Reader). The final project is both written and presented orally by students at the conclusion of the final project term, and will demonstrate the ability to investigate learning and emerging technology problems, using many of the theory and skills acquired throughout the program. Successful completion will demonstrate research, application, integrative analysis, writing and oral presentation skills.

Students should determine the type of final project at the conclusion of the first four classes when the degree program is submitted. This allows for appropriate selection of electives to support the success in the final project.

Professional or Creative Projects

A professional or creative project offers an opportunity to explore how theories connect with issues, problems or programs in field settings. Students apply appropriate contemporary curriculum, learning, design or artistic theories to a learning and innovative technology project that can be used in practice. There is an intended audience identified, professional or creative problem identified and a plan for project development. Providing a detailed context is equally important, so your professional or creative design project should be situated in a thorough consideration of the changing needs in your chosen setting, and the most relevant research in your content area. After providing the context and rationale for the professional or creative project and designing the content and evaluative components, the student will pilot it with the first and second reader, and colleague students doing final projects, if appropriate.

In the proposal seminar course the following sections are written. This proposal must be approved before enrolling in the final project term.

Included in the final project proposal document: 1) Statement of purpose, need, audience and context/setting, 2) Outline of objectives, methods of evaluation, 3) Review of relevant academic literature on the topic of your topic and or review of similar programs as appropriate, 4) Discussion of the curriculum, learning, creative or design theory used to frame project, 5) Review of similar programs, 5) Outline of evaluation methods proposed.

In the final project term, the project is executed. It is generally expected that students devote 200 hours to the design and present the work to faculty first and second readers three quarters through the final project term. Students keep a design log throughout the process. At the conclusion of the project, the final project document is completed which adds the following sections to the proposal paper: 6) Discussion of approach to content, readings, resources and learning or artistic activities, 7) Results of pilot with faculty and or colleague students and an indication of changes made to your project based on those findings, 8) Conclusions and recommendations. The completed final project is 35-45 pages. Projects are shared on an ESC repository.

For the professional or creative project option, students should consult with their advisors to ensure they include Virtual Practicum; Game Design; Digital Media and the Arts; Facilitating Online and Blended Learning Environments or a specialized advanced design study, including one or two of the electives as prerequisite to enrollment in the proposal seminar.

Practicum

A practicum must be a learning opportunity where students develop skills and practical insights related to learning and emerging technologies. It involves considerable work at a specific site or in
a fieldwork setting where students try out the ideas developed in this program or examine their applicability to specific situations. A practicum is a very effective way to expand the program knowledge and provide an exciting and challenging culminating experience. It also allows students to use coursework and gain experience in actual field settings in preparation for new job opportunities.

In Proposal Seminar, students conduct reading and research during the term to provide theoretical insights and a broader context for the work that will be done in the practicum term. A project proposal is written with the following sections: 1) An introduction to the practicum to be completed, 2) A theoretical framework for the work, considering learning, artistic or design approach, 3) Draw upon and reference appropriate academic literature; 4) Review related environments or projects in the field; 5) Lay out a practicum completion plan.

In the final project term, the following is accomplished: Approximately 240 hours of work in the practicum during the term; a blog of your activities and the insights gathered during the experience; some field site supervision by an appropriate professional. At the end of the practicum, your field supervisor will need to provide an evaluation of the work done in the practicum.

At the completion of the practicum you add several sections to the proposal written in the previous term. You add a 6) reflection analyzing the experience and assess the ways in which you met the goals 7) the recommendations from your learning. The completed final project is 30-40 pages. Projects are shared on an ESC repository.

Students doing a practicum should consult with advisors and identify several appropriate courses that allow for testing the theory and design approach based on the type of practicum, prior to enrolling in project design. Examples include Virtual Practicum, Game Design, Digital Media and the Arts, Facilitating Online and Blended Environments, Learning Theory and Practice, STEM Environments.

**Thesis**

A thesis is a scholarly piece of work that systematically and analytically explores a specific topic or question, generally through a research project. 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.

The thesis may be the best choice of final project if you have plans to continue your studies toward a doctorate. Included in the final project proposal document that is conducted in the capstone seminar term: 1) Introduction and research problem, 2) Review of relevant academic literature on the topic of your topic, 3) Discussion of appropriate the curriculum, learning, creative or design theory, 4) Methodology, 5) Research timeline. An IRB must be considered for human subjects review.

In the final project term, you execute the research. The thesis adds the following sections to your proposal paper: 5) Presentation of results, 6) Analysis of results, 7) Conclusions and recommendations. The completed final project usually around 50 pages. All theses are published in the ProQuest/UMI service.

Students doing a thesis must take a methods course or have the approval of the advisor. A methods course might be for example, research methods in education, arts-based methodology or methodologies in educational design.

Students also should identify several appropriate courses that allow for understanding theory. Examples include Learning Theory or independent studies related to the thesis topic.

**Program Learning Outcomes**

Upon successful completion of the program, students will be able to:

- 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.

**PROGRAM DELIVERY**

While most of this program is delivered online asynchronously, some courses may have a small number of synchronous (same-time) supplemental learning opportunities via webinar, Skype or virtual environments to help promote student community. Instructors will make an effort to schedule these activities at times that work for their students. In addition, due to the nature of some courses, students may be required to access or acquire additional software and/or hardware for some course activities. Students will be notified of additional requirements in a course's full syllabus.
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 Approach – Perhaps you have a large project in mind and already have some professional experience in a particular creative field. You may have an idea for a fiction or nonfiction book, or an artistic work that can be produced, performed or exhibited. This program can help you achieve your goal. You’ll co-design a set of relevant electives with the guidance of faculty who will help you actualize your culminating creative project. Examples of past projects include a historical fiction novella, exhibit of original works of visual art, and a stage script with performance of a one-act play.

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>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>6 cr.</td>
<td>LACS-6005 Seminar in Liberal Studies,* 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LACS-6020/25/30/35 Models of Critical Inquiry,* 3 cr.</td>
</tr>
<tr>
<td>Second</td>
<td>6 cr.</td>
<td>LACS-6010 Perspectives on Interdisciplinary Study,* 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LACS-6015 Literature Review, 3 cr.</td>
</tr>
<tr>
<td>Third</td>
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<td>two electives, 6 cr.</td>
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<tr>
<td>Fourth</td>
<td>6 cr.</td>
<td>one elective, 3 cr.</td>
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<tr>
<td></td>
<td></td>
<td>LACS-6015 Topics in Methodology, 3 cr.</td>
</tr>
<tr>
<td>Fifth</td>
<td>6 cr.</td>
<td>two electives, 6 cr.</td>
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<td>Sixth</td>
<td>6 cr.</td>
<td>one elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LACS-7015 Final Project, 3 cr.</td>
</tr>
<tr>
<td>Total</td>
<td>36 cr.</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 LACS-6010 Perspectives on Interdisciplinary Study and 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 to develop habits of close reading and in-depth analysis.

Scheduled electives are offered each semester primarily in online formats. 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. (See Cross Registration Policy located elsewhere in this catalog.)

**DEGREE PROGRAM PLANNING**

Since the nature of the MALS program is both interdisciplinary and individualized, you will be given an opportunity to think deeply about how to design a program of study in your own focused area of interest. In the second term of the program, you will engage with your peers, advisor, and LACS-6010 Perspectives on Interdisciplinary Study instructor as you craft a unique sequence of electives that serve as a scaffold for your anticipated culminating final project. You have the freedom to design all of your electives, or choose to mix in some existing scheduled electives (or certificate sequences).

Your academic advisor and LACS-6010 Perspectives on Interdisciplinary Study course instructor will have suggestions about the possible shape of your program, and useful research activities you may want to undertake as you explore and develop your degree program plan. By the end of this second-term course, you will have created a detailed degree program plan (with course titles, descriptions, and sample readings), and a rationale essay in which you explain how the program is designed to reflect an interdisciplinary plan of study, and how it prepares you to complete your anticipated culminating final project.

**Degree Program Plan Content Requirements**

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 degree 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 coursework. (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**

LACS-6010 Perspectives on Interdisciplinary Study provides students with structure and support to design an individualized degree program and rationale essay. Typically taken before or concurrently, students take a study in which they conduct deep research on an aspect of their topic of interest and complete a LACS-6015 Literature Review. The process and the document complement the design activities in LACS-6010 Perspectives on Interdisciplinary Study. The final written work from both studies make up the portfolio of materials that are reviewed by a Degree Program Plan committee of faculty upon completion.

It is important to note that the 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 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 four 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 Plan 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/graduate-studies.
- It must include a summary description of the purpose and intended content of each course including the core courses in the program, including several 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/graduate-studies, signed by your academic advisor, and submitted to the chair of liberal studies. Once the chair has reviewed your materials, they will be forwarded to the members of the Liberal Studies Degree Program Review Committee. This committee, comprised of members of the graduate faculty, convenes regularly to review proposed degree program materials (detailed degree plan, rationale essay, and literature review). 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 two weeks 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. Whether you include one of these scheduled electives in your degree program or work with your academic advisor to create an individualized research elective, this study should be taken one or more terms before the final term in which you complete the final project. The final project proposal, which should be completed and approved a semester before registering for your final project, is one of the outcomes of such an elective.

FINAL PROJECT

Sequencing/approvals process for final project proposals and final projects:

- Final projects are completed in a sequence of two terms at the end of the program of study.
- In the first term, the student takes an appropriate methodology study that serves as their final project design.
  - The methodology study is typically taken with the student’s intended first or second reader. (Title may be individualized.)
  - In this study, a final project proposal is drafted and submitted for review and approval by a faculty committee: The student’s advisor, the program coordinator, and the first and second readers. The proposal is subject to review by an additional faculty member.
  - If the proposed project involves research using data collected from human subjects, an additional IRB application must be completed and submitted for a separate review by the collegewide IRB Committee.
  - If the proposal and IRB (when necessary) are approved, the student enrolls in their last term with the first reader, to complete the remainder of the final project. All final project types include an oral defense with their two readers (see details below, especially for creative projects).
o If the committee requests revisions or clarifications, the student must work with their first reader to make these changes and resubmit for approvals before enrolling in their last term of final project.

o If the committee requests revisions or clarifications, the student must work with their first reader to make these changes and resubmit for approvals before enrolling in their last term of final project.

• During the last term, the student completes the remainder of the final project with guidance from their two readers.
  o Students should expect to work through a revision process with the readers.
  o When the readers feel the work is sufficiently refined, they will arrange a date for the oral defense.
  q In the case of a thesis, advocacy/position paper, educational design project or practicum: The student gives an oral presentation of their work to the two readers. Guests may be invited by prior agreement.
  q In the case of creative projects: The student coordinates a public showing of the work, with assistance from their advisor and/or readers. (e.g., gallery, performance, reading)

• The last stage of review and approval of the final project is completed by a faculty committee: The two readers, the student’s advisor and either the program coordinator or an additional member of the core MALS faculty. The committee makes a recommendation on publication venue.

• Projects should use one of the following citation/formatting styles consistently: APA, MLA or Chicago Manual of Style.

• All final projects (and in case of creative projects, the accompanying analytic paper) are submitted for publication in either ProQuest/UMI or other publicly accessible repository sponsored by ESC.

Final Project Options

Thesis

A thesis is a substantial research document, overseen by an advisor, which gives you the opportunity to demonstrate expertise in a given area. A thesis typically involves original research aimed at addressing a hypothesis, research question, or idea; the process entails an examination of a set of ideas, practices or institutions; the analysis of the philosophical basis for certain practices or beliefs; or the examination of a topic from a particular critical or theoretical perspective. You must develop a theoretical and methodological approach to undertake the type of research required for your topic. The thesis option involves research in particular source materials, research of a body of secondary criticism on a topic, or use of specific empirical techniques appropriate for the topic of the thesis. In this paper you will:
  • Craft a sustained argument
  • Use appropriate theory to analyze evidence
  • Contextualize your new knowledge and discoveries with appropriate literature
  • Demonstrate graduate level writing in persuasive and clear style

Position Paper

This particular option differs from others in that it focuses on society and the development of social commentary on a particular topic, theme, or subject. It is an opportunity to make a persuasive argument, supported by good interdisciplinary/multidisciplinary research, about the current state of the field and what can be done to address issues and/or create future recommendations. 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 developing a critical analysis of a particular issue, situation, or event in society, and is well suited for those interested in advocacy work. In this paper you will:
  • Delineate a clear goal and target audience
  • Craft a persuasive rationale and argument
  • Contextualize your position with appropriate literature
  • Use relevant theory and/or data to analyze evidence
  • Demonstrate graduate level writing in persuasive and clear style

Educational Project Design

This option allows you to conceptualize, design, and pilot an educational project for your chosen setting. You will establish the audience and need for a learning experience, design an appropriate set of materials and activities, and carry out a small pilot session for learner feedback. Your work must demonstrate application of learning or design theory, and incorporation of appropriate content and activities for your chosen audience.

The final portfolio of materials will include:
  • Description of context, audience, and relevant content
  • Brief needs assessment
  • Literature review relevant to the educational topic/issue that your project addresses
  • Discussion of chosen learning or design theory and how you applied it to this project
  • Project plan with designed/curated materials and activities
  • Description of completed pilot and outcomes
  • Discussion of how you modified the project based on pilot outcomes
**Creative Project**

This option can effectively integrate your coursework with a 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 30 pages long and in it you will:

- Analyze the experience;
- Explain methodology and application of techniques;
- 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 either ProQuest/UMI or internal database for graduate program projects. 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.

For those students who wish to pursue a creative project (in creative writing, or visual, musical, or performance arts), a portfolio of work samples must be compiled as part of their degree program planning in the core study Perspectives in Interdisciplinary Studies. The portfolio will be reviewed by faculty with related expertise, and who are affiliated with the MALS program as evidence of the student’s background and readiness to engage in the creative final project in a chosen field.

**Practicum**

A practicum must be a learning opportunity where you develop skills and practical insights related to the development, analysis, implementation or evaluation of specific issues, policies, and/or 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 coursework 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
- 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 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.

**Program Learning Outcomes**

Upon successful completion of the program, students will be able to:

- Think critically and communicate ideas clearly to individuals and groups.
- Demonstrate skills of close/critical reading of academic literature across appropriate disciplines.
- Identify readership and make effective choices concerning argumentation and voice.
- Analyze the logical structure and rhetorical frameworks for thesis-driven papers.
- Locate and utilize relevant academic literature.
- Craft coherent academic arguments, written in clear and well supported prose.
- Use accepted academic formatting styles properly and consistently.
- Demonstrate respect for principles of academic honesty.
- Conceptualize and use disciplinary and interdisciplinary frameworks appropriately.
- Effectively use different methodological approaches related to one’s own stated interest/problem/issue/project.
- Articulate understanding of contestation.
• Apply concepts of paradigms and paradigm shifts.
• Identify and evaluate theory(ies) relevant to own scholarly inquiry and work.
• Differentiate trivial from wider implications of assertions to understand “meaningful” difference.
• Articulate a research question and its significance.
• Demonstrate the ability to make and support a substantive knowledge claim in one’s field
• Focus and clarify own scholarly aims for a program of study.
• Compile and annotate a research bibliography including sources from key journals relevant to one’s theme/field of interest.
• Craft a review of literature and identify relevant gaps in the scholarly conversation.
• Identify key thinkers, debates and theoretical frames in one’s field.
• Determine the history and position of one’s question/project in a larger intellectual discourse.
• Position and articulate one’s own scholarly or creative voice clearly within the broader scholarly community discourse.
• Demonstrate competency in all methods used for one’s project, including ethical procedures, if required.
• Demonstrate mastery of the topic of inquiry or creative medium of one’s final project.

PROCEDURAL 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.

Prior to graduation, MALS students may be considered for the National Honors Society of the Association of Graduate Liberal Studies Programs. www.aglsp.org/national-honor-society/

Contact the MALS program coordinator for more information.

COMBINED DEGREE PATHWAYS TO THE MASTER OF ARTS IN LIBERAL STUDIES
• B.A./B.S. in Cultural Studies/M.A. in Liberal Studies
• B.A./B.S. in Historical Studies/M.A. in Liberal Studies
• B.A./B.S. in The Arts/M.A. in Liberal Studies

Enrollment in a combined program allows highly qualified, current SUNY Empire State College students to work on the Master of Arts in Liberal Studies 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.

Pathway Requirements
The combined pathway requires 148 total credits.

Students complete 12 credits of graduate coursework (specified below under “Combined Pathway Courses”) while matriculated as undergraduate students that count toward both the 124 credits required for the B.A./B.S. degree and the 36 credits required for the M.A. degree. Students must meet all college, AOS and relevant concentration guidelines for their B.A./B.S. program. Once the undergraduate degree has been awarded, the student may begin the remaining 24 credits required for the graduate M.A. in Liberal Studies degree. 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 Pathway 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 coursework completed and a minimum recalculated GPA of 3.2 (most recent 60 credits earned), two recommendations (one must be from his/her SUNY Empire State College undergraduate primary mentor), and two application essays.

Combined Pathway Courses
• LACS-6005 Seminar in Liberal Studies
• LACS-6020/25/30/35 Models of Critical Inquiry
• LACS-6015 Literature Review
• LACS-6010 Perspectives on Interdisciplinary Study
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.

<table>
<thead>
<tr>
<th>ENROLLMENT SEQUENCE</th>
<th>YEAR ONE</th>
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<tbody>
<tr>
<td>First term 6 cr. PPOL-6005 Policy Process*, 3 cr. PPOL-6010 Social Policy Perspectives*, 3 cr.</td>
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<tr>
<td>Second term 6 cr. PPOL-6015 Policy Implementation, 3 cr. PPOL-6020 Research Methods, 3 cr.</td>
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<tr>
<td>Third term 6 cr. PPOL-6025 Ethical Issues in Social Policy, 3 cr. PPOL-6030 Public Policy Analysis, 3 cr.</td>
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<td>YEAR TWO</td>
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<tr>
<td>Fourth term 6 cr. elective, 3 cr. elective, 3 cr.</td>
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<tr>
<td>Fifth term 6 cr. PPOL-7005 Final Project Design*, 3 cr. elective, 3 cr.</td>
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<tr>
<td>Sixth term 6 cr. elective, 3 cr. PPOL-7010 Final Project, 3 cr.</td>
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<tr>
<td>Total 36 cr.</td>
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* Residency-based courses

The graduate fall and spring terms are 15 weeks long, and the summer terms have some offerings for eight 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:

- PPOL-6040 Advocacy for the Mentally Disabled
- PPOL-6080 Citizen and State: Contemporary American Politics
- PPOL-6060 Media and Public Policy
- PPOL-6075 Family Policy
- PPOL-6055 Human Services Policy
- PPOL-6035 Advocacy in State and Community-Level Government
- PPOL-6120 Veterans Outreach, Services and Advocacy
- PPOL-6125 Veterans Programs and Benefits

PUBLIC ADMINISTRATION

Beginning in Spring 2020, the School for Graduate Studies will offer an additional concentration in Public Administration to the existing M.A. in Social and Public Policy program. This concentration will provide students with a structured set of courses more specifically designed to meet the education needs of those interested in pursuing employment or advancement in the state and local government sector. The enrollment sequence of this new concentration is provided below.

<table>
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<tr>
<th>PUBLIC ADMINISTRATION CONCENTRATION ENROLLMENT SEQUENCE</th>
<th>YEAR ONE</th>
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<tbody>
<tr>
<td>First term 6 cr. PPOL-6005 Policy Process*</td>
<td></td>
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<tr>
<td>PPOL-6010 Social Policy Perspectives*</td>
<td></td>
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<tr>
<td>Second term 6 cr. PPOL-6015 Policy Implementation PPOL-6020 Research Methods, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>Third term 6 cr. PPOL-6025 Ethical Issues in Social Policy PPOL-6030 Public Policy Analysis</td>
<td></td>
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<tr>
<td>YEAR TWO</td>
<td></td>
</tr>
<tr>
<td>Fourth term 6 cr. PPOL-6085 Public Administration PPOL-6180 State and Local Government</td>
<td></td>
</tr>
<tr>
<td>Fifth term 6 cr. PPOL-7005 Final Project Design* PPOL-6170 Public Finance</td>
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</tr>
<tr>
<td>Sixth term 6 cr. PPOL-6170 Public Sector Decision Making PPOL-7010 Final Project</td>
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<td>Total 36 cr.</td>
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</tbody>
</table>

* Residency-based courses

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.

FINAL PROJECT

The final project represents the capstone experience in the program. This shall take the form of a Policy Memorandum, which is designed to support students’ professional and personal goals. This is a challenging task, which draws on and brings together the skills and concepts learned through the master’s program. It requires identification of a public policy issue, examination and interpretation of various sources of information relating to the issue including scholarly sources, analysis of possible approaches to the issue, and the student’s recommendations regarding the issue.

Learning Activities and Course Goals

As the capstone project for the master’s program, the policy memo builds on prior coursework and provides the opportunity for the student to engage in a sustained examination of a major policy issue; it integrates and puts into action the learning acquired throughout the program in courses such as policy process, public policy analysis, policy implementation, ethics, and program-specific courses.

The purpose of this option is to reinforce the knowledge and skills required to analyze policy issues, develop defensible positions on policy issues and clearly communicate a position in the form of a policy memo which is standard fare in the work of legislators, elected officials, agency heads, and other organizational leaders involved in the formation of policy.

The policy memo includes the exploration of a critical issue, the development of alternative approaches to the issue and a reasoned, evidence-based, defensible argument about how the issue should be addressed. It is important to keep in mind the distinction between a policy memo and other academic papers. Whereas academic papers build arguments by gradually introducing the least important ideas first, a policy memo uses an “inverted pyramid” of ideas, delivered as efficiently as possible, beginning with the most important. In a policy memo getting at the truth through the exploration and the interpretation of the body of knowledge surrounding the issue; and the student’s recommendations regarding the issue.

The policy memo, its exact contents will change as the student progresses through this course; Argument, Counter Arguments, Analysis, Recommendations.

Following instructions in the online course, drafts will be submitted to the instructor for review and comments; the student will revise project drafts and return. This process will be repeated until the draft is accepted by the instructor. While there is no set number of pages for a policy memo which can range from a page to a hundred pages, for the purposes of this program, 20-30 pages is the target. The specific task should dictate the length of a policy memo. The writer should use a direct, efficient style of writing that results in a “tight” memo that does not ramble or engage in needless repetition. The student may be required at strategic points during the semester to provide drafts to other students for their feedback and, in turn, the student may be expected to provide feedback to help other students improve their projects.

At the end of the term, the student will be expected to make an oral presentation, following instructions in the online course. The presentation will be made to other students in the study, to the instructor-of-record, and one additional faculty member. The student will be expected to respond to any questions that might be posed during the presentation.

Finally, the faculty members involved will render an evaluation of the project and privately share their evaluation with the student. Even if the student receives a passing evaluation, he/she may be expected to make revisions to the project.

Program Learning Outcomes

Upon successful completion of the program, students will be able to:

• Understand the policy process from formation to implementation.
• Create paradigm for analyzing public policy.
• Intensive engagement of specific policy issues.
• Engage in sustained, disciplined research effort.
• Undertake professional challenges for the degree’s final project, applicable to the student’s degree plan.

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 Work and Labor Policy

The Work and Labor Policy program 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>First term</td>
<td>6 cr.</td>
<td>LABR-6005 Policy Process* 3 cr. LABR-6010 Work and Labor Studies* 3 cr.</td>
</tr>
<tr>
<td>Second term</td>
<td>6 cr.</td>
<td>LABR-6015 History of Labor and Policy 3 cr. PPOL-6020 Research Methods 3 cr.</td>
</tr>
<tr>
<td>Third term</td>
<td>6 cr.</td>
<td>LABR-6020 Current Issues Facing Labor 3 cr. LABR-6025 Labor-Management Relations 3 cr.</td>
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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. One elective 3 cr. LABR-7005 Final Project Design 3 cr.
- **Track 1 fifth term** 6 cr. One elective 3 cr. One elective 3 cr.
- **Track 1 sixth term** 6 cr. One elective 3 cr. LABR-7010 Final Project 3 cr.

**Track 2 – Public Sector Employment Relations**

- **Track 2 fourth term** 6 cr. LABR-6030 Sociology of Work 3 cr. LABR-7005 Final Project Design 3 cr.
- **Track 2 fifth term** 6 cr. One elective 3 cr. One elective 3 cr.
- **Track 2 sixth term** 6 cr. One elective 3 cr. LABR-7010 Final Project 3 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.

Examples of electives include but are not limited to:

- LABR-6050 Collective Bargaining in the Public Sector
- LABR-6035 Labor Arbitration
- LABR-6070 Theories of the Labor Movement

You also may design individualized studies to help you do work on your final project. Some past examples of individualized studies include:

- Occupational Health and Safety in the Modern Workplace
- 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.

FINAL PROJECT

The final project represents the capstone experience in the program. This shall take the form of a Policy Memorandum, which is designed to support students’ professional and personal goals. This is a challenging task, which draws on and brings together the skills and concepts learned through the master’s program. It requires identification of a public policy issue, examination, and interpretation of various sources of information relating to the issue including scholarly sources, analysis of possible approaches to the issue, and the student’s recommendations regarding the issue.
Learning Activities and Course Goals

As the capstone project for the master’s program, the policy memo builds on prior coursework and provides the opportunity for the student to engage in a sustained examination of a major policy issue; it integrates and puts into action the learning acquired throughout the program in courses such as policy process, public policy analysis, policy implementation, ethics and program-specific courses.

The purpose of this option is to reinforce the knowledge and skills required to analyze policy issues, develop defensible positions on policy issues, and clearly communicate a position in the form of a policy memo which is standard fare in the work of legislators, elected officials, agency heads, and other organizational leaders involved in the formation of policy.

The policy memo includes the exploration of a critical issue, the development of alternative approaches to the issue and a reasoned, evidence-based, defensible argument about how the issue should be addressed. It is important to keep in mind the distinction between a policy memo and other academic papers. Whereas academic papers build arguments by gradually introducing the least important ideas first, a policy memo uses an “inverted pyramid” of ideas, delivered as efficiently as possible, beginning with the most important. In a policy memo getting at the truth through the exploration and the interpretation of what is known about an issue is more important than developing new knowledge. As such, no thesis statement or theoretical framework underpins a policy memo.

Course goals:

- The ability to clearly identify a critical policy issue related to the student’s program;
- The ability to identify and access relevant information related to the problem;
- Demonstration of a nuanced comprehension, evaluation, and interpretation of the body of knowledge surrounding the issue;
- Exhibition of a disciplined application of knowledge in the formulation of alternative, feasible approaches to the issue; and
- Presentation, in good tightly-constructed prose, of a well-reasoned defensible approach to the issue that draws on relevant concepts from previously completed coursework.

To complete the project, the student will engage in general readings and use other resources related to the preparation of a policy memo as specified in the online course including videos and links to various websites.

Next, guided by the approved Final Project Proposal, the student will engage in the relevant readings for this project and prepare drafts of the policy memo. As opposed to preparing the entire memo all at once, the student will develop the memo in sections as follows: Executive Summary (while this appears first in a policy memo, its exact contents will change as the student progresses through this course); Argument, Counter Arguments, Analysis, Recommendations.

Following instructions in the online course, drafts will be submitted to the instructor for review and comments; the student will revise project drafts and return. This process will be repeated until the draft is accepted by the instructor. While there is no set number of pages for a policy memo which can range from a page to a hundred pages, for the purposes of this program, 20-30 pages is the target. The specific task should dictate the length of a policy memo. The writer should use a direct, efficient style of writing that results in a “tight” memo that does not ramble or engage in needless repetition. The student may be required at strategic points during the semester to provide drafts to other students for their feedback and, in turn, the student may be expected to provide feedback to help other students improve their projects.

At the end of the term, the student will be expected to make an oral presentation, following instructions in the online course. The presentation will be made to other students in the study, to the instructor-of-record, and one additional faculty member. The student will be expected to respond to any questions that might be posed during the presentation.

Finally, the faculty members involved will render an evaluation of the project and privately share their evaluation with the student. Even if the student receives a passing evaluation, he/she may be expected to make revisions to the project.

Program Learning Outcomes

Upon successful completion of the program, students will be able to:

- Understand the policy process from formation to implementation.
- Create paradigm for analyzing public policy.
- Intensive engagement of specific policy issues.
- Engage in sustained, disciplined research effort.
- Undertake professional challenges for the degree’s final project, applicable to the student’s degree plan.

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 Teaching in Adolescent or Middle Childhood Education

The Master of Arts in Teaching in Adolescent or Middle Childhood Education (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 on-site and online resources. It provides mentoring and other forms of professional development throughout the program.

The MAT certification areas are:

Middle Childhood Education – Biology, Chemistry, Earth Science, English, Spanish, Mathematics, Physics, Social Studies, General Science 5-9 extension
Adolescence Education – Biology, Chemistry, Earth Science, English, Spanish, Mathematics, Physics, Social Studies

The Middle Childhood General Science 5-9 Transitional B certification extension is available to science students meeting additional criteria.

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:

• Hold a bachelor's degree from a regionally accredited institution.
• All graduate-level initial teacher certification programs in New York state require submission of entrance exams as part of the admissions application process. SUNY Empire State College will accept either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Applicants with an advanced degree (e.g., M.A., MSW, Ph.D., Ed.D., JD) from a regionally accredited college or university may request a waiver from the graduate admissions exam along with an official transcript documenting their degree. Waiver requests should be sent to the School for Graduate Studies (Grad@esc.edu).

An ideal candidate will:

• Possess 30 credits in the subject area, including 6 credits of advanced-level course work;
• Meet general education course work requirements;
• 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 up to 6 credits of course deficiencies in relation to the 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 www.regents.nysed.gov/common/regents/files/TeacherSupplyDemandReports%5B1%5D.pdf

REQUESTING TRANSFER CREDIT

Students in the MAT program should discuss the possibility of transfer credit with their academic advisor. Students then complete the MAT Transfer Request Form available from the Graduate Student Center on MyESC and send it to Graduate Student Services. Graduate Student Services forwards the request to the appropriate content area advisor and the MAT program coordinator 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 coursework.

The clinical supervision courses (i.e., Mentored Teaching, Intensified Mentored Teaching or Residency Seminar courses) in both tracks must be completed with a B or better. If the course grade results in less than a B, students may repeat the course in accordance with the Graduate Evaluation and Grading Policy found in the Graduate Studies Catalog and online at www.esc.edu/policies/?search=cid%3D87477.

Transitional B Certification Track

In the first year, students enroll on a part-time basis, completing 15 credits of graduate coursework and 50 hours of field experience (15 of which must be in Special Education). Upon successful completion of the first year of courses, meeting certification requirements and obtaining a qualifying teaching position, students may apply for a Transitional B Teaching Certificate. While employed as a teacher of record, MAT degree candidates complete 15 credits in year two of the program and 12 credits in year three. Students are responsible for obtaining their transitional B teaching position, and are not placed into clinical settings by the program. During this period, a mentor teacher in the school setting, MAT program faculty, and MAT program field supervisors provide instructional support. Successful completion of three years of teaching, completers of the MAT program are eligible for professional certification.

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 begin a year-long placement in a 7-12 classroom with a critica student 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 complete additional coursework that links theory to classroom practice. Residents receive intensive mentoring by faculty members and field supervisors. The program concludes with the capstone project within the MAT program. Upon completion of the program and meeting all certification requirements, program completers are eligible for New York State Initial teaching certification. After three additional years of successful teaching, completers are eligible for Professional certification.

ENROLLMENT SEQUENCES

The Residency pathway enrollment sequence is as follows:

First Year

- Fall – EDUC-6005 U.S. Schools in Social Context, 3 credits
- EDUC-6010 Middle Childhood and Adolescent Development, 3 credits
- Spring – EDUC-6020/25/30/35/40 Teaching and Learning, 3 credits
- EDUC-6015 Exceptionalities: Individualizing Learning, 3 credits
- Summer – EDUC-6045 Teaching Diverse Learners, 3 credits
- EDUC-6050/55/60/65/70 Content Area Study, 3 credits

Second Year (Residency Year)

- Fall – EDUC-6100/05/10/15/20 Teaching and Curriculum, 3 credit
- EDUC-6125 Literacy, 3 credits
- EDUC-7005 Residency Seminar 1, 6 credits
- Spring – EDUC-7010 Educational Evaluation, 3 credits
- EDUC-6130 Literacy Across the Curriculum, 3 credits
- EDUC-7015 Residency Seminar 2, 3 credits
- Summer – EDUC-7020 Residency Capstone, 3 credits

The Transitional B certification pathway enrollment sequence is as follows:

First Year

- Fall – EDUC-6005 U.S. Schools in Social Context, 3 credits
- EDUC-6010 Middle Childhood and Adolescent Development, 3 credits
Spring – EDUC-6020/25/30/35/40 Teaching and Learning, 3 credits; EDUC-6015 Exceptionalities: Individualizing Learning, 3 credits
Summer – EDUC-6045 Teaching Diverse Learners, 3 credits

Second Year
Fall – EDUC-6100/05/10/15/20 Teaching and Curriculum, 3 credit; EDUC-7045 Mentored Teaching 1, 3 credits
Spring – EDUC-7010 Educational Evaluation, 3 credits; EDUC-7050 Mentored Teaching 2, 3 credits
Summer – EDUC-6050/55/60/65/70 Content Area Study, 3 credits

Third Year
Fall – EDUC-6125 Literacy, 3 credits; EDUC-7055 Mentored Teaching 3, 3 credits
Spring – EDUC-6130 Literacy Across the Curriculum, 3 credits; EDUC-7060 Mentored Teaching Capstone, 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 or Spanish
• 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.

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 content area and general education requirements 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 Office 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 coursework completed, a minimum calculated GPA of 3.2 (most recent 60 credits earned), two recommendations (one must be from his/her SUNY Empire State College undergraduate primary mentor), and an interview with MAT faculty.

Combined Program Courses
• EDUC-6010 Middle Childhood and Adolescent Development, 3 credits
• EDUC-6005 U.S. Schools in Social Context, 3 credits
• EDUC-6020/25/30/35/40 Teaching and Learning, 3 credits
• EDUC-6015 Exceptionalities: Individualizing Learning, 3 credits

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 NYSED content and general education requirements (different than and in addition to the SUNY General Education Requirements) within the undergraduate credits as follows:
• Successful completion of 30 credits in the designated content area (ex. ELA)
• Successful completion of 30 semester hours of liberal arts and sciences general education.
Master of Arts in Teaching Adolescent Special Education

Empire State College’s Master of Arts in Teaching in Special Education program is a 45-credit, clinically-rich residency program available in New York City, Latham and Syracuse. The program’s philosophy and subsequent courses are based on an inclusive model that prepares teacher candidates for collaboration and co-teaching in the inclusion classroom. Completion of this degree program and passing scores on the New York State Teacher Certification Examinations lead to NYS Students with Disabilities 7-12 Generalist Initial and Professional Certification.

Teacher candidates will complete 100 hours of pre-residency classroom field observations, two residency terms under the supervision of a Special Education critic teacher, 45 credit hours of coursework, and a capstone action research project to meet program requirements leading to Initial certification.

ADMISSION REQUIREMENTS
• A candidate must hold a bachelor’s degree from a regionally accredited institution.
• All graduate-level initial teacher certification programs in New York state require submission of entrance exams as part of the admissions application process. SUNY Empire State College will accept either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Applicants with an advanced degree (e.g., M.A., MSW, Ph.D., Ed.D., JD) from a regionally accredited college or university may request a waiver from the graduate admissions exam along with an official transcript documenting their degree. Waiver requests should be sent to the School for Graduate Studies (Grad@esc.edu).

An ideal candidate will:
• Possess 24 credits in the liberal arts and sciences distribution (6 credits in Math, Science, Social Studies and English)
• Meet general education coursework requirements
• Have a cumulative GPA of 3.0, or the equivalent

ENROLLMENT SEQUENCE

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<td>• SPED-6005 Introduction to History of Special Education Law (Online)</td>
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<td>• SPED-6040 Children With Disabilities: Severe and Profound (Online)</td>
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<td>• SPED-6025 Teaching and Learning Across the Contents (Blended)</td>
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<td>• SPED-6050 Teaching Exceptional Adolescents in Inclusive Settings (Blended)</td>
<td>• SPED-6060 Psychoeducational Assessment and IEP Development (Blended)</td>
<td>• SPED-6070 Successful Transitioning Through Partnership (Online)</td>
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<td>• CURI-6050 Literacy Assessment (Online)</td>
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<td>• SPED-6075 Foundations of Educational Action Research (Online)</td>
<td>• SPED-7015 Special Education Residency II: New Teachers (Blended)</td>
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<td>• SPED-7010 Special Education Residency I: New Teachers (Online)</td>
<td>• SPED-7005 Special Education Master Capstone Project (Online)</td>
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Program Learning Outcomes
Upon successful completion of the program, students will be able to:

• Collaborate with families, related service providers, and other school personnel to design and implement individualized curricula for students with disabilities.
• Develop transition services in consultation with relevant stakeholders.
• Critically evaluate research in special education.
• Articulate the philosophy and classroom application of inclusive education.
• Make instructional and environmental modifications based on students’ learning needs.
• Assess behavior to develop and implement a behavior intervention plan.

• Demonstrate effective classroom management practices involving students with disabilities.
• Assess and interpret data to design and implement individualized instruction.
• Implement evidence-based practices to instruct students with disabilities.
• Conduct formative and summative assessments to inform instruction.

PROGRAM DELIVERY
Curriculum delivery is blended using multiple delivery formats including online, face-to-face, video conference, webinars and other technologies.
Master of Business Administration in Business Management

The Master of Business Administration in Business Management is a 36-credit, fully online program designed for early and mid-career managers and professionals interested in enhancing their functional and professional skills and knowledge for career growth and advancement. Throughout the program, students will develop and improve their critical and strategic thinking, problem-solving, ethical decision making, leadership, and managerial communication skills, develop cross-cultural competence and sensitivity, and apply and practice management strategies in various contexts. The program also provides opportunity for specialization in three areas, Management, Human Resource Management, and International Business. In addition to their specialized master's degree, students also can incorporate an advanced graduate certificate into their degree program and earn a second credential.

PROGRAM DESIGN
This 36-credit hour program is delivered through online instruction, providing flexibility and convenience for working professionals and adult learners. Full-time enrollment for students who want to complete the program in 20 months requires enrolling in 9 credits per term and in 3 to 6 credits during the summer. Part-time students may complete the program in 27 months.

PROGRAM CURRICULUM
Opening Courses (6 credits)
• MGMT-6020 Leadership and Organizational Behavior (3 credits)
• MGMT-6025 Strategic Perspectives of Global Management (3 credits)

Functional Courses
Management Track (18 credits)
• MGMT-6005 Financial Management (3 credits)
• MGMT-6040 High Performance Management (3 credits)
• MGMT-6030 Management Information Systems (3 credits)
• MGMT-6050 Operations Management (3 credits)
• MGMT-6060 Managerial Economics (3 credits)
• MGMT-6070 Strategic Marketing Management (3 credits)

International Business Track (18 credits)
• MGMT-6075 International Financial Management (3 credits)
• MGMT-6045 Global Leadership Competencies (3 credits)
• MGMT-6035 Global E-Commerce Strategies (3 credits)
• MGMT-6055 Global Supply Chain Management (3 credits)
• MGMT-6065 Economics for Global Managers (3 credits)
• MGMT-7005 Global Marketing Strategies (3 credits)

Human Resource Management Track (27 credits)
• Financial Management (3 credits)
• Managerial Economics (3 credits)
• Operations Management (3 credits)
• Corporate Communication and Marketing Strategy (3 credits)
• High Performance Management (3 credits)
• Management Information Systems (3 credits)

Students who are enrolled in the Human Resource Management track also must take the following three HRM courses:
• Managing Human Capital (3 credits)
• Performance Management and Total Rewards (3 credits)
• Strategic Human Resource Management (3 credits)

Elective Courses (9 credits)
For the Management or International Business specializations, you may choose three elective courses to reflect your interests and to reinforce the individual focus of your degree. You are encouraged to use your electives to build a concentration around your final project topic. Many students choose to incorporate one of the advanced graduate certificates into their master's degree as their focus area.

Capstone Project (3 credits)
• MGMT-7080 Strategic Business Applications (3 credits)

ADMISSION REQUIREMENTS
Admission to the MBA-BM program is selective and begins new students in the fall, spring, and summer terms. In addition to completing the graduate application, this 36-credit hour program requires the completion of a bachelor’s degree from a regionally accredited institution and builds upon foundation requirements in statistics (3 credits), macroeconomics/microeconomics (3-6 credits), and accounting (3 credits). These foundation requirements can be met by either undergraduate or graduate coursework with similar content completed prior to entering the program or by completing the following foundation courses (0-9 credits) as part of the degree:
• MGMT-6000 Applied Business Statistics (3 credits)
• MGMT-6010 Financial Accounting (3 credits)
• MGMT-6015 Principles of Economics (3 credits)

The foundation requirements must be completed in order to continue in the program beyond the first year.
ENROLLMENT SEQUENCE

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Program Learning Outcomes

Upon successful completion of the program, students will be able to:

- Apply the relevant disciplinary knowledge and competencies appropriate for their programs of study.
- Use and evaluate current theory and information critically and strategically in the formulation of their decisions.
- Demonstrate their understanding of principles of leadership and their applications to organizational context, as well as their implications.
- Think clearly and systematically about ethical and related professional issues.
- Demonstrate an understanding of the relevant market and/or global environments in which business operates.
- Communicate ideas and propositions effectively at a professional level both in writing and orally.
- Work effectively within a team environment.

Program Delivery

While most of this program is delivered online asynchronously, some courses may have a small number of synchronous (same-time) supplemental learning opportunities via webinar, Skype or virtual environments. Instructors will make an effort to schedule these activities at times that work for their students. In addition, due to the nature of some courses, students may be required to access or acquire additional software and/or hardware for some course activities. Students will be notified of additional requirements in a course’s full syllabus.

Combined Degree Programs in the Master of Business Administration in Business Management


Enrollment in a combined program allows highly qualified, current SUNY Empire State College students to work on the Master of Business Administration in Business Management 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 148 credits total, of which 36 are master’s credits leading to the MBA in Business Management. 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 Business Management program also are included 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 coursework completed and a minimum recalculated GPA of 3.2 (most recent 60 credits earned), 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
Students accepted to the combined program will include the following four courses (12 credits) in their approved undergraduate degree plans. Special requests to substitute these courses will be considered by the BML program chair.

Opening Courses (6 credits)
• MGMT-6020 Leadership and Organizational Behavior (3 credits)
• MGMT-6025 Strategic Perspectives of Global Management (3 credits)

Functional Courses (6 credits)
Any two functional core courses can be selected from the list below for the track you are enrolled in.

Management or Human Resource Management Track (18 credits)
• MGMT-6005 Financial Management (3 credits)
• MGMT-6040 High Performance Management (3 credits)
• MGMT-6030 Management Information Systems (3 credits)
• MGMT-6050 Operations Management (3 credits)
• MGMT-6060 Managerial Economics (3 credits)

International Business Track (18 credits)
• MGMT-6075 International Financial Management (3 credits)
• MGMT-6045 Global Leadership Competencies (3 credits)
• MGMT-6035 Global E-Commerce Strategies (3 credits)
• MGMT-6055 Global Supply Chain Management (3 credits)
• MGMT-6065 Economics for Global Managers (3 credits)
• MGMT-7005 Global Marketing Strategies (3 credits)
Master of Business Administration in Healthcare Leadership

Today’s challenging health care environment is intensifying the need for more effective leadership that combines strategic awareness, visionary prowess and operational expertise. The MBA in Healthcare Leadership (MBA-HCL) is a 42 credit online program, enhanced with executive retreats, designed for health care executives and clinicians seeking to enhance their analytical, leadership, communication and problem solving skills and becoming proficient in the theory and practice of effective management of health care organizations.

Students take required courses in six core areas (economics, financial management, leadership, analysis of health care markets, health information systems and informatics, and operations management and quantitative analysis) while tailoring the program to their professional interests and career goals through the selection of six electives. The program is sequenced in three phases. The first involves the assessment of leadership roles and competencies while linking executive skills with business strategy, stakeholders’ interests and organizational goals. In the second phase, students upgrade competencies by aligning their roles with critical functional knowledge. The third phase, the capstone sequence, is both integrative and applied; students use analytical frameworks and management principles to develop strategic plans for their own institutions.

ADMISSION REQUIREMENTS

Admission to the MBA-HCL program is selective. In addition to completing the graduate application, acceptable candidates should have the following academic prerequisites in addition to a bachelor’s degree in a related field (relevant professional experience may substitute for prerequisites):

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

The preferred professional background includes 3-5 years of experience in a managerial or clinical capacity in a health care environment or relevant experience in a related organizational setting.

Application

• A single integrative essay
• Current résumé
• Two recommendations, at least one from your current direct supervisor or next best alternative who has the ability to discuss your career and professional goals and skills; a second letter can come from a member 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 arrange an interview at one of the ESC locations or via a teleconference call.

ENROLLMENT SEQUENCE

Students have flexibility in pacing through the program. The following is a suggested enrollment sequence:

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>YEAR THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>SPRING</td>
<td>SUMMER</td>
</tr>
<tr>
<td>HCLM-6005 Mastering Leadership in Healthcare Organizations</td>
<td>HCLM-015 Health Information Management and Informatics</td>
<td>HCLM-6025 Healthcare Financial Management</td>
</tr>
<tr>
<td>TOTAL 6 CREDITS</td>
<td>TOTAL 6 CREDITS</td>
<td>TOTAL 6 CREDITS</td>
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<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>Elective 1</td>
<td>HCLM-7010 Evidence-based Decision Making</td>
<td>Elective 5</td>
</tr>
<tr>
<td>Elective 2</td>
<td>Elective 4</td>
<td>Elective 6</td>
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<tr>
<td>Elective 3</td>
<td></td>
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<tr>
<td>TOTAL 9 CREDITS</td>
<td>TOTAL 6 CREDITS</td>
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<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>HCLM-7015 Strategic Executive Leadership for Healthcare Organizations</td>
<td></td>
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<tr>
<td>TOTAL 3 CREDITS</td>
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</table>
ELECTIVES
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-HCL program. Electives also are offered during the summer term. Sample electives include:

- HCLM-6085 Governance and Trusteeship
- HCLM-6050 Health Legal and Regulatory Affairs
- HCLM-6030 Quantitative Methods and Healthcare Operations Management
- HCLM-6035 Healthcare Accounting
- HCLM-6060 Healthcare Quality, Compliance and Risk Management
- HCLM-7005 Strategic Corporate Communication and Inter-Professional Collaboration
- HCLM-6070 HR Competencies for Healthcare
- HCLM-6040 Competencies for Healthcare Ethics
- HCLM-6055 Healthcare Marketing Services
- HCLM-6065 High Performance Leadership
- HCLM-6045 Case Studies in Bioethics

ASSESSMENT
Once admitted to the MBA program, you will have an opportunity to generate up to 9 credits through independent direct assessment (IDA). The IDAs allow you to demonstrate prior learning, academic and professional knowledge, and competence associated with three courses: Healthcare Economics, Healthcare Finance, and Health Information Management and Informatics. Guiding information provides a concise description of the topics covered in each IDA, along with suggestions regarding how to prepare for the IDA. Faculty members with subject matter expertise evaluate student performance on the IDAs.

TRANSFER CREDIT
A request for transfer credit may be submitted to the School for Graduate Studies. Typically, 9 credits are acceptable for transfer 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 Learning Outcomes
Upon successful completion of the program, students will be able to:

- Apply the relevant disciplinary knowledge and competencies appropriate for their programs of study.
- Use and evaluate current theory and information critically and strategically in the formulation of their decisions.

PROGRAM DELIVERY
This master’s program is delivered through online courses; students also participate in two face-to-face retreats during the program. The retreats are generally held in Saratoga Springs or New York City.
Master of Education in Adolescent Special Education

Empire State College's M.Ed. in Adolescent Special Education program is a 33-42 credit program available fully online, but requiring access to New York state schools. The program's philosophy and subsequent courses are based on an inclusive model that prepares teacher candidates for collaboration and co-teaching in the inclusion classroom. Completion of this degree program and passing scores on the New York State Teacher Certification Examinations lead to NYS Students with Disabilities 7-12 Generalist Initial and Professional certification. It is designed for those already teaching and certified in New York state, but looking for additional certification in Students with Disabilities. In addition to their coursework, students will complete 50 hours of pre-residency classroom field observations, one residency term under the supervision of a Special Education critic teacher, and a capstone action research project to meet program requirements leading to Initial certification.

ADMISSION REQUIREMENTS
- A candidate must hold a bachelor's degree from a regionally accredited institution.
- Provide proof of teaching certification
- All graduate-level initial teacher certification programs in New York state require submission of entrance exams as part of the admissions application process. SUNY Empire State College will accept either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Applicants with an advanced degree (e.g., M.A., MSW, Ph.D., Ed.D., JD) from a regionally accredited college or university may request a waiver from the graduate admissions exam along with an official transcript documenting their degree. Waiver requests should be sent to the School for Graduate Studies (Grad@esc.edu).

An ideal candidate will:
- Possess 24 credits in the liberal arts and sciences distribution (6 credits in Math, Science, Social Studies and English)
- Meet general education coursework requirements
- Have a cumulative GPA of 3.0, or the equivalent

Program Learning Outcomes
Upon successful completion of the program, students will be able to:
- Collaborate with families, related service providers and other school personnel to design and implement individualized curricula for students with disabilities.
- Develop transition services in consultation with relevant stakeholders.
- Critically evaluate research in special education.
- Articulate the philosophy and classroom application of inclusive education.
- Make instructional and environmental modifications based on students' learning needs.
- Assess behavior to develop and implement a behavior intervention plan.
- Demonstrate effective classroom management practices involving students with disabilities.
- Assess and interpret data to design and implement individualized instruction.
- Implement evidence-based practices to instruct students with disabilities.
- Conduct formative and summative assessments to inform instruction.

Program Delivery
This master's program is delivered through online courses. However, the clinical residency experience (four weeks) must be completed in a New York state school.

<table>
<thead>
<tr>
<th>ENROLLMENT SEQUENCE</th>
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</thead>
<tbody>
<tr>
<td><strong>YEAR 1 FALL</strong></td>
</tr>
<tr>
<td>SPED-6005 Introduction to History of Special Education Law</td>
</tr>
<tr>
<td>Exceptionalities</td>
</tr>
<tr>
<td>* EDUC-6010 Middle Childhood and Adolescent Development</td>
</tr>
</tbody>
</table>

| **YEAR 2 FALL**      | **SPRING**                                | **SUMMER**                               |
| SPED-6050 Teaching Exceptional Adolescents in Inclusive Settings – Methods II | SPED-7005 Special Education Masters Capstone Final Project | SPED-7020 Special Education Residency Seminar |
| SPED-6075 Foundations of Educational Action Research | SPED-6070 Successful Transitioning Through Partnership and Collaboration |
| * CURI-6050 Literacy Assessment | * EDUC-6130 Literacy Across the Curriculum |

* These are foundational courses and can be waived with appropriate documentation. Candidates who are deficient in one or more core foundational courses will be required to take those courses as part of their program of study.
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 may 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

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<thead>
<tr>
<th>Year One</th>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td>6 cr.</td>
<td>CURI-6005 Introduction to Critical Pedagogy, 3 cr. CURI-6010 New Media and New Literacies, 3 cr.</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td>6 cr.</td>
<td>CURI-6040 Research Methods in Education, 3 cr. CURI-6020 Contemporary Issues in Learning and Teaching, 3 cr.</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td>6 cr.</td>
<td>approved concentration elective, 3 cr. approved concentration elective, 3 cr.</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td>6 cr.</td>
<td>CURI-6015 Leading in a Learning Environment, 3 cr. approved concentration elective, 3 cr.</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td>6 cr.</td>
<td>CURI-7005 Project Design*, 3 cr. approved concentration elective, 3 cr.</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td>6 cr.</td>
<td>elective, 3 cr. CURI-7030 Capstone Project, 3 cr.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36 cr.</td>
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</table>

Starting in Spring 2020, the MED in Teaching and Learning curriculum will be reduced from the current 36 credit program to a 30 credit program. Students enrolling in the program starting in the spring of 2020 will follow the sequence below:

**SPRING 2020 ENROLLMENT SEQUENCE**

<table>
<thead>
<tr>
<th>Year One</th>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td>6 cr.</td>
<td>CURI-6005 Introduction to Critical Pedagogy, 3 cr. CURI-6010 New Media and New Literacies, 3 cr.</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td>6 cr.</td>
<td>CURI-6015 Leading in a Learning Environment, 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td>6 cr.</td>
<td>CURI-7122 Research Design, 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td>6 cr.</td>
<td>CURI-6020 Contemporary Issues in Teaching and Learning, 3 cr. elective, 3 cr.</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td>6 cr.</td>
<td>CURI-7030 Final Project, 3 cr. elective, 3 cr.</td>
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<tr>
<td><strong>Total</strong></td>
<td>30 cr.</td>
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</table>

Literacy (secondary education focus)
- CURI-6030 Foundations of Literacy, 3 credits
- EDUC-6130 Literacy Across the Curriculum and in the Content Areas, 3 credits
- CURI–6050 Literacy Assessment, 3 credits
- CURI–6045 Literacy and Literature, 3 credits

Foundations of Teaching (secondary education focus)
- CURI–6075 Social Foundations of Education, 3 credits
- EDUC–6015 Exceptionalities, 3 credits
- EDUC–6010 Middle Childhood and Adolescent Development, 3 credits
- CURI–6070 Understanding Diverse Learners, 3 credits

The graduate fall and spring terms are 15 weeks long, and the summer terms have some offerings for eight 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.

FINAL PROJECT

For the Final Project for the Master of Education: Teaching and Learning degree, students will choose between curriculum design or a community-based project. Ideas for the final project will be concretized in the Project Design course, for which the culminating assignment is the literature review for the final project. Each of the two final courses will have an individual instructor who will be the sole grader for each course. Enrollment in Project Design is predicated on a B or better in Research Methods and enrollment in Capstone depends on a B or better in Project Design. Either project must follow APA guidelines. For either option the following components should be included: An Introduction (what is your topic and what do you intend to explore), Framework (ground it in some literature, research, current ideas and happenings), Mapping (map your topic to standards and/or community needs that are relevant to your design), Outcomes (what do you hope is the result of your effort) and Evaluation (explain the evaluation process you will use for your design).

Program Learning Outcomes

Upon successful completion of the program, students will be able to:

• Compare and contrast various perspectives and applications of critical pedagogy.
• Collaborate in creating a process for reflection and action in a community of learners.
• Generate ideas for programs and policies that develop effective learning communities.
• Create a learning reform model that takes into account developments in policies, research, technology, employment, and culture.
• Gain familiarity with how new media have fostered the development of theories and methods that impact creative expression and communication across modalities and genres.
• Develop strategies to effectively infuse digital literacies into the work of communities of learning.
• Adapt instructional strategies in response to institutional and systemic changes while developing capacity to become change agents toward a more just and democratic society.
• Analyze, critique and apply educational research studies including identifying components, methodologies, variables, theoretical frameworks, and ethical issues.
• Design a research-based curricular or community based project that can enhance P-20 learning.
• Evaluate how the roles of educational researcher and reflective practitioner contribute to students’ identities as educators.

PROGRAM DELIVERY

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

Master of Science in Finance is a 36-credit, fully online program designed for students interested in developing and improving their professional competencies and skills in various finance related disciplines to increase their marketability. The program has a well-designed and rigorous curriculum with a focus on international perspective and a strong commitment to the high ethical standards required in the finance field. It provides students with state of art skills and knowledge necessary to compete in the increasingly challenging business environment. Additionally, a significant portion of the core curriculum with appropriate electives covers the Chartered Financial Analyst (CFA) Institute’s Candidate Body of Knowledge.

The program is ideal for those working or planning to work in the following areas:

- Commercial and retail banking
- Investment banking
- Security analysis and brokerage
- Corporate finance, venture capital and corporate restructuring
- Security trading and risk management
- Financial services and consulting
- Government financial auditors
- Financial information systems and data providers

PROGRAM DESIGN

This 36-credit hour program is delivered through online instruction, providing flexibility and convenience for working professionals and adult learners. Students may complete the program on a full-time or part-time schedule. Full-time enrollment for students who want to complete the program in 20 months requires enrolling in 9 credits per term and in 3 to 6 credits during the summer terms. Part-time students may complete the program in 24-27 months.

PROGRAM CURRICULUM

Foundation Courses (9 credits)

- MGMT-6005 Financial Management (3 credits)
- FSMA-6010 Quantitative Methods in Finance (3 credits)
- FSMA-6015 Financial Economics (3 credits)

Advanced Core Courses (12 credits)

- FSMA-6020 Investment Analysis (3 credits)
- FSMA-6025 Advanced Quantitative Methods in Finance (3 credits)
- MGMT-6075 International Financial Management (3 credits)
- FSMA-7015 Strategies of Financial Management (3 credits)

Electives (12 credits)

Students choose four elective courses to reflect their interests and to reinforce the individual focus of their degree. Students may choose to specialize in one of the following tracks by taking electives listed for the associated track.

Corporate Finance

- FSMA-6035 Financial Risk Management (3 credits)
- FSMA-6040 Mergers and Acquisitions (3 credits)
- FSMA-6045 Money, Banking, and Financial Institutions (3 credits)
- FSMA-6050 Financial Analysis and Control (3 credits)

International Finance

- FSMA-6080 International Accounting (3 credits)
- FSMA-6095 International Financial Law and Regulation (3 credits)
- MGMT-6065 Economics for Global Managers (3 credits)
- FSMA-6055 Financial Instruments and Derivatives (3 credits)

Tracks are not required, and students may wish to pick electives from different subject areas or may even wish to incorporate one of the advanced graduate certificates into their master’s degree as their focus area.

Capstone Course (3 credits)

- FSMA-7020 Global Financial Strategy (3 credits).

ADMISSION REQUIREMENTS

Admission to the M.S. in Finance 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 from an accredited university or college:

- 3 credits of financial accounting
- 3-6 credits of economics (micro or macro)
- 3 credits of statistics
- 3 credits of MIS or demonstrated equivalent experience
ENROLLMENT SEQUENCE – Part-Time

<table>
<thead>
<tr>
<th>FALL 1</th>
<th>SPRING 1</th>
<th>SUMMER 1</th>
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<tbody>
<tr>
<td>FSMA-6010 Quantitative Methods in Finance</td>
<td>FSMA-6020 Investment Analysis</td>
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<td><strong>TOTAL 6 CREDITS</strong></td>
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<td>FALL 2</td>
<td>SPRING 2</td>
<td>SUMMER 2</td>
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<tr>
<td>MGMT-6075 International Financial Management</td>
<td>Elective 1</td>
<td>Elective 3</td>
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<tr>
<td>FSMA-6025 Advanced Quantitative Methods in Finance</td>
<td>Elective 2</td>
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<tr>
<td><strong>TOTAL 6 CREDITS</strong></td>
<td><strong>TOTAL 6 CREDITS</strong></td>
<td><strong>TOTAL 3 CREDITS</strong></td>
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<td>FALL 3</td>
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<tr>
<td>Elective 4</td>
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<tr>
<td>FSMA-7020 Global Financial Strategy (Capstone)</td>
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<td><strong>TOTAL 6 CREDITS</strong></td>
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ENROLLMENT SEQUENCE – Full-time

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<tbody>
<tr>
<td>FSMA-6010 Quantitative Methods in Finance</td>
<td>FSMA-6015 Financial Economics</td>
<td>Elective 1</td>
</tr>
<tr>
<td>FSMA-6020 Investment Analysis</td>
<td>MGMT-6075 International Financial Management</td>
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</tr>
<tr>
<td><strong>TOTAL 9 CREDITS</strong></td>
<td><strong>TOTAL 9 CREDITS</strong></td>
<td><strong>TOTAL 6 CREDITS</strong></td>
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<tr>
<td>FALL 2</td>
<td>SPRING 2</td>
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<tr>
<td>Elective 2</td>
<td>Elective 4</td>
<td></td>
</tr>
<tr>
<td>Elective 3</td>
<td>FSMA-7020 Global Financial Strategy (Capstone)</td>
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<tr>
<td><strong>TOTAL 6 CREDITS</strong></td>
<td><strong>TOTAL 6 CREDITS</strong></td>
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</table>

Program Learning Outcomes

Upon successful completion of the program, students will be able to:

- Apply the relevant disciplinary knowledge and competencies appropriate for their programs of study.
- Use and evaluate current theory and information critically and strategically in the formulation of their decisions.
- Demonstrate their understanding of principles of leadership and their applications to organizational context, as well as their implications.
- Think clearly and systematically about ethical and related professional issues.
- Demonstrate an understanding of the relevant market and/or global environments in which business operates.
- Communicate ideas and propositions effectively at a professional level both in writing and orally.
- Work effectively within a team environment.

PROGRAM DELIVERY

This master’s program is delivered through online courses.

COURSE MATERIALS FEE

The M.S. in Finance program requires access to online financial data. The School for Graduate Studies will provide access to this data via Thomson Reuters Eikon web application for a fee of $130, charged at the time of course registration.
Master of Science in Information Technology

The Master of Science in Information Technology (MSIT) is a 33-credit online degree program designed to attract IT professionals in the Science, Technology, Engineering and Mathematics (STEM) fields who wish to advance their career opportunities in information technology industries. (An additional 3 credits may be required for applicants who are unable to demonstrate competencies in the foundation areas.) The mission of the MSIT program is to equip students with the advanced knowledge, skills and IT competencies required to be effective leaders in diverse, multi-disciplinary IT enterprises. This MSIT program offers an in-depth understanding of information technology and cyber security, as well as social, legal and managerial issues in the field.

The MSIT, at its start, will have four core courses and two tracks from which to choose. The core will emphasize fundamental information technology skills in computer security, and web technology, including a project based capstone and hands-on, real-world practices in the student’s field of interest. The cyber security track will allow students to focus on information security and digital forensics skills, while the Web technology track offers instruction in web programming including client and server site technology, and cyber security. The 33-credit MSIT degree program may be completed within two years.

The program is ideal for those working or planning to work in the following areas:

- Information security
- Web technology
- Digital forensics
- Web programming
- Client and server site technology
- Cyber security

PROGRAM DESIGN

This program is delivered through online instruction, providing flexibility and convenience for busy individuals balancing work, family and personal obligations. Students may complete the program on a full-time or part-time schedule. Full-time enrollment for students who want to complete the program in 20 months requires enrolling in 9 credits per term and in 3 to 6 credits during the summer terms. Part-time students may complete the program in 24-27 months.

PROGRAM CURRICULUM

Foundation Courses (3 credits) Only for students who are lacking prerequisites.
- INFT-6122 Essential of Information Technology: Programming and Networking

Core Courses (12 credits)
- INFT-6127 Information Technology in Organizations
- INFT-6132 Advanced Networking and Telecommunications
- INFT-6137 Enterprise Systems Architecture
- INFT-6142 Computer Systems Security

Tracks (12 credits)
Cyber Security
- INFT-6147 Enterprise Information Security
- INFT-6157 Data and Application Security
- INFT-6045 IT Security Policies and Procedures
- INFT-6055 Computer Forensics

Web Technology
- INFT-6152 Enterprise Web Systems
- INFT-6040 Advanced Internet Application Development
- INFT-6050 Mobile Systems Development
- INFT-6060 Cyber Security

Electives (6 credits)
Students choose two electives courses to reflect their interests and to reinforce the individual focus of their degree.

Capstone Course (3 credits)
Students complete a 3-credit capstone project in their track.
- Cyber Security track – INFT-7005 Cyber Security Integration Strategies
- Web Technology track – INFT-7010 Web Systems Integration Strategies

ADMISSION REQUIREMENTS

Prerequisites
It is preferred that applicants for the MSIT have a bachelor’s degree in information technology/systems, computer science, web technology, math/science, technology, business, library science and any range of educational and professional backgrounds in related fields. Applicants must demonstrate foundation knowledge in computer programming and computer networks. Applicants who are lacking these prerequisites will take the one 3-credit MSIT foundation course.
ENROLLMENT SEQUENCE

<table>
<thead>
<tr>
<th>Term</th>
<th>Cyber Security track</th>
<th>Web Technology track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>* INFT-6122 Essentials of Information Technology (3 cr.)</td>
<td>IT in Organizations (3 cr.)</td>
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<tr>
<td>Spring 1</td>
<td>INFT-6137 Enterprise Systems Architecture (3 cr.)</td>
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<tr>
<td></td>
<td>INFT-6132 Advanced Networking and Telecommunications (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Summer 1</td>
<td>INFT-6142 Computer Systems Security (3 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INFT-6147 Enterprise Information Security (3 cr.)</td>
<td>INFT-6152 Enterprise Web Systems (3 cr.)</td>
</tr>
<tr>
<td>Fall 2</td>
<td>INFT-6157 Data and Application Security (3 cr.)</td>
<td>INFT-6040 Advanced Internet Application Development (3 cr.)</td>
</tr>
<tr>
<td></td>
<td>INFT-6045 IT Security Policies and Procedures (3 cr.)</td>
<td>INFT-6060 Cyber Security (3 cr.)</td>
</tr>
<tr>
<td>Spring 2</td>
<td>INFT-6055 Computer Forensics (3 cr.)</td>
<td>INFT-6050 Mobile Systems Development (3 cr.)</td>
</tr>
<tr>
<td></td>
<td>INFT-6060 Cyber Security Integration Strategies (Capstone) (3 cr.)</td>
<td>INFT-7010 Web Systems Integration Strategies (Capstone) (3 cr.)</td>
</tr>
<tr>
<td>Summer 2</td>
<td>Elective (3 cr.)</td>
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<tr>
<td></td>
<td>Elective (3 cr.)</td>
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</tr>
</tbody>
</table>

*This foundational course is only required for students lacking prerequisites

PROGRAM LEARNING OUTCOMES

- Disciplinary Knowledge - Identify and apply IT principles, method and frameworks for the business enterprise and the relevant technology.
- Professional Decision Making - Strategic analysis, design, implement and evaluation of computer technologies, systems, processes, components and/or programs appropriate to a defined task, while analyzing the impact on existing systems and potential future applications.
- Master of Methods and Tools - Critically evaluate relevant technical and business information and emerging industry trends from multiple sources.
- Capacity for innovation and Collaboration - Implement effective IT solutions that demonstrates appropriate consideration of alternative computer technologies, including networks, servers, programming languages and database systems; Develop, analyze and defend solutions to networking and security problems that demonstrate an appropriate balance among security needs, business concerns, confidentiality, availability and system integrity.
- Ethics and IT Compliance - Acknowledge and adhere to the Law and Policy Regulation, standards of ethics, including relevant industry and organizational codes of conduct, in the design of technology.

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.

Master of Science in Nursing Education Curriculum

The Master of Science (M.S.) in Nursing Education program requires a total of 36 credits, including six core courses, one additional graduate-level course, four courses within the nursing education specialty and one graduate elective course. All courses are 3 credits each.

Core – 18 credits

NURS-6005 Theoretical Foundations of Nursing Practice
NURS-6010 Professional Role Development and Ethics
NURS-6015 Nursing Research and Evidence Based Practice
NURS-6020 Contemporary Issues in Health Care
NURS-6025 Informatics and Health Care Technology
NURS-6030 Population Health, Human Diversity and Social Issues

Additional Graduate-Level Course – 3 credits

NURS-6080 Advanced Pathophysiology, Health and Physical Assessment and Pharmacology

Nursing Education Specialty Courses – 12 credits

NURS-6050 Curriculum and Program Development
NURS-6055 Instructional Design and Teaching With Technology
NURS-6060 Measurement, Assessment and Evaluation of Learners and Programs
NURS-7005 Nursing Education Capstone

Graduate-Level Elective Requirement – 3 credits
The Master of Science (M.S.) in Nursing Administration program is designed for registered nurses holding bachelor’s degrees in nursing or a related field who are looking for an opportunity to earn a graduate degree in nursing. This 33-credit, online program will prepare students to assume a broader leadership role in nursing management within a health care organization or systemwide enterprise. All courses listed below are 3 credits each.

**Master of Science in Nursing Administration Curriculum**

**Core – 18 credits**

- NURS-6005 Theoretical Foundations of Nursing Practice
- NURS-6010 Professional Role Development and Ethics
- NURS-6015 Nursing Research and Evidence Based Practice
- NURS-6020 Contemporary Issues in Health Care
- NURS-6025 Informatics and Health Care Technology
- NURS-6030 Population Health, Human Diversity and Social Issues

**Nursing Administration Specialty Courses – 12 credits**

- NURS-6065 Healthcare Finance and Budgeting
- NURS-6070 Organizational Theory and Human Resource Management
- NURS-6075 Innovative Leadership in Healthcare Organizations
- NURS-7010 Nursing Administration Capstone

**Graduate-Level Elective Requirement – 3 credits**
Combined Bachelor’s/Master’s Degrees

Save time and money by working on two degrees simultaneously. These combined bachelor’s/master’s degree programs and pathways are for highly qualified, current SUNY Empire State College undergraduate students who wish to continue to a master’s degree. Students accepted into a combined bachelor’s/master’s degree program or pathway 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 Business, Management and Economics/M.A. 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 Business Management
• B.A./B.S./B.P.S. in Business, Management and Economics/MBA in Business Management

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

Combined Degree Pathways to the Master of Arts in Liberal Studies
• B.A. or B.S. in Cultural Studies/M.A. in Liberal Studies
• B.A. or B.S. in Historical Studies/M.A. in Liberal Studies
• B.A. or B.S. in The Arts/M.A. in Liberal Studies
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:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
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</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>LACS-6050 Seminar in American Studies</td>
</tr>
<tr>
<td>3 cr.</td>
<td>LACS-6055 American Studies: Theories and Methods</td>
</tr>
<tr>
<td>3 cr.</td>
<td>One elective in American culture, arts and history:</td>
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<tr>
<td></td>
<td>LACS-6180 American History, Culture and the Arts</td>
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<td>LACS-6190 American Modernism</td>
</tr>
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<td></td>
<td>LACS-6090 Culture of the Jazz Age</td>
</tr>
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<td></td>
<td>LACS-6270 Race and Gender in U.S. History Since the Civil War</td>
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<td></td>
<td>LACS-6100 Diagnosing Desire: Gender and Medicine in U.S. History</td>
</tr>
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<td>LACS-6330 Women and Humor</td>
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<td></td>
<td>LACS-6195 American Women Writers</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
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<tbody>
<tr>
<td>3 cr.</td>
<td>PPOL-6055 Human Services Policy</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6075 Family Policy</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6045 Advocacy for Children</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6035 Advocacy in State and Community-level Governments</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.

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 NUMBER AND NAME</th>
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</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>PPOL-6055 Human Services Policy</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6070 Race, Class and Gender in U.S. Public Policy</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6100 Health, Aging and Disability Policy</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6035 Advocacy in State and Community-level Government</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 NUMBER AND NAME</th>
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<tbody>
<tr>
<td>3 cr.</td>
<td>EDET-6040 Performance Theory</td>
</tr>
<tr>
<td>3 cr.</td>
<td>EDET-6065 Emerging Media and the Arts: Theory and Practice</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Elective</td>
</tr>
<tr>
<td>3 cr.</td>
<td>EDET-6065 Digital Media Arts and Technologies</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the MBA 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 NUMBER AND NAME</th>
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<tbody>
<tr>
<td>3 cr.</td>
<td>MGMT-6005 Financial Management</td>
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<tr>
<td>3 cr.</td>
<td>FSMA-6010 Quantitative Methods in Finance</td>
</tr>
<tr>
<td>3 cr.</td>
<td>FSMA-6020 Investment Analysis</td>
</tr>
<tr>
<td>3 cr.</td>
<td>FSMA-7015 Strategies of Financial Management</td>
</tr>
</tbody>
</table>

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

Course Materials Fee
Graduate Studies will provide access to required financial data for the FSMA-6010 Quantitative Methods in Finance course via a Thomson Reuters Eikon web application for a materials fee of $130, charged at the time of registration.

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:

**CREDIT COURSE NUMBER AND NAME**

3 cr. MGMT-6040 High Performance Management
3 cr. MGMT-6080 Consumer Behavior, A Global Marketing Perspective
3 cr. MGMT-6155 Strategies for Marketing Research
3 cr. MGMT-7005 Global Marketing Strategies

**Program Delivery and Tuition Rate**

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

**GLOBAL FINANCE AND INVESTMENT**

The Advanced Certificate in Global Finance and Investment (GFI) is a five-course, 15-credit program.

Building on a foundation of international accounting, financial management, quantitative analysis and multinational corporate environments, students will gain the knowledge and skills required to make sound financial decisions at multinational corporations; learn about the impact of worldwide economic, social and political issues on international markets and financial management decisions in a global environment; and, understand the complexity of multicurrency financial markets.

Students will focus on the expanded roles of chief financial officers and financial managers in international business and global investments and will acquire skills that will support both experienced and aspiring financial managers in their efforts to progress with global expansion of their corporations. The certificate is highly specialized, and therefore addressed to a distinctive but very rapidly growing market niche demanding an advanced and distance-learning based educational opportunity to become proficient in international transactions.

**CREDIT COURSE NUMBER AND NAME**

3 cr. FSMA-6080 International Accounting
3 cr. MGMT-6065 Economics for Global Managers
3 cr. MGMT-6075 International Financial Management
3 cr. FSMA-6095 International Financial Law and Regulation
3 cr. FSMA-7020 Global Financial Strategy

**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:

**CREDIT COURSE NUMBER AND NAME**

3 cr. MGMT-6040 High Performance Management
3 cr. HCLM-6075 Managing Healthcare Systems
3 cr. HCLM-6080 Health Policy and Management
3 cr. HCLM-7005 Strategic Corporate Communication and Inter-professional Collaboration

**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:

**CREDIT COURSE NUMBER AND NAME**

3 cr. LACS-6040 Museums and Public History: Theory and Practices
3 cr. LACS-6245 Preservation, Material and History
3 cr. LACS-6240 Preservation Policy and Law
3 cr. LACS-7005 Public History Internship

**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.

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

This graduate certificate is designed to expose the learners to a variety of strategic IT topics including designing integrated corporate systems, utilizing e-business technologies and information management, and aligning IT architecture with business strategy and needs. Students will explore the “bigger picture,” gaining an appreciation of how information systems and business operating models work together to accomplish a common goal.

The certificate will enable students to:

• Learn to assess information needs at different levels and functional areas of an organization and to create IT architecture that aligns with the business operating model and strategy
• Expand knowledge of goals, functions, infrastructure and operations of the IT domain in an organization
• Build skills in the field of IT in various aspects of e-business technologies, systems’ design and deployment, information gathering and management, and emerging technology models
• Apply analytical and technical tools in: 1) Planning and integrating IT resources; 2) Evaluating and managing risks and quality associated with IT functions and processes; and, 3) Leading IT professionals within an organization

Program Prerequisites

Acceptance into the certificate program requires a foundational level of knowledge and/or experience in management information systems or the equivalent. Applicant transcripts and will be reviewed for relevant coursework to determine eligibility prior to admission.

INNOVATION MANAGEMENT AND ENTREPRENEURSHIP

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:

Program Delivery and Tuition Rate

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

LEADERSHIP FOR SUSTAINABLE DEVELOPMENT*

This 15-credit advanced certificate is designed to build human capacity to achieve sustainable development goals. The University of the West Indies and SUNY Empire State College will cooperate, sharing expertise and teaching to educate students on sustainable development. The concept of sustainable development being taught in this program goes beyond the traditional ways of measuring growth and looks to improve well-being and quality of life for all. This would involve engagement with all segments of society in planning and implementing development initiatives with a view to leaving a better world for subsequent generations.

The certificate will introduce students to the basic concepts underlying economic development and how they play out in real world situations. Students will be introduced to various concepts relating to sustainable development and the challenges to achieving it at national and community levels. Having focused on these concepts, the program will introduce students to leadership issues
in for-profit and not-for-profit sectors and public organizations including international and regional multi-government agencies such as the United Nations.

University of the West Indies Courses

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
</tr>
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<tbody>
<tr>
<td>3 cr.</td>
<td>Advanced Concepts for Sustainable Development</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Policy Formation, Governance and Ethics</td>
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SUNY Empire State College Courses

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<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
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<tbody>
<tr>
<td>3 cr.</td>
<td>CAED-6010 Principles of Community and Economic Development</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6105 Leadership in Public and Nonprofit Organizations</td>
</tr>
<tr>
<td>3 cr.</td>
<td>CAED-6040 Stakeholder-sensitive Business Models</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate

The UWI courses are delivered through UWI's online platform and billed at the UWI rate. The SUNY Empire State College courses are delivered through their online platform and billed at ESC’s non-MBA rate.

*This certificate is expected to launch in the Spring 2020 term

MARKETING ANALYTICS AND BRAND MANAGEMENT

The Advanced Certificate in Marketing Analytics and Brand Management is designed to provide marketing professionals and business leaders improved skills in big data analysis for making strategic marketing decisions. The advanced certificate is comprised of a 15 credit curriculum which integrates core elements of database management, marketing research, and marketing decision making in order to sustain an organization's marketing position. The five courses focus on skills in information management, decision making frameworks, applied statistics, marketing analytics and advanced marketing strategies. The first four courses may be taken in any order. It is suggested that the capstone course, “Marketing Analytics and Brand Management,” be the last course taken in the sequence.

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<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
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<tbody>
<tr>
<td>3 cr.</td>
<td>MGMT-6030 Management Information Systems</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6185 Managerial Decision Making</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6155 Strategies for Marketing Research</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6035 Global E-Commerce Strategies</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-7030 Marketing Analytics and Brand Management</td>
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</tbody>
</table>

Starting in Spring 2020, this certificate will be reduced to a 12-credit program. Students enrolling in this course in the spring of 2020 and beyond will follow the sequence below:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
</tr>
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<tbody>
<tr>
<td>3 cr.</td>
<td>MGMT-6185 Managerial Decision Making</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6155 Strategies for Marketing Research</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6035 Global E-Commerce Strategies</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-7030 Marketing Analytics and Brand Management</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate

This certificate program is delivered through online courses and 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 NUMBER AND NAME</th>
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</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>MGMT-6040 High Performance Management</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6105 Leadership in Public and Nonprofit Organizations</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6160 Strategic Planning for Public and Nonprofit Organizations</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-7055 Strategic Marketing for Nonprofit Organizations</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate

This certificate program is delivered through online courses and 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:

**SUNY College of Optometry Courses**

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
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<tbody>
<tr>
<td>3 cr.</td>
<td>Optometric Practice in a Changing Health Care Environment</td>
</tr>
<tr>
<td>3 cr.</td>
<td>Public Health</td>
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</tbody>
</table>

**SUNY Empire State College Courses**

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<tbody>
<tr>
<td>3 cr.</td>
<td>MGMT-6040 High Performance Management</td>
</tr>
<tr>
<td>3 cr.</td>
<td>HCLM-6035 Healthcare Accounting Quantitative Methods and Healthcare Operations Management</td>
</tr>
<tr>
<td>3 cr.</td>
<td>HCLM-6025 Healthcare Financial Management</td>
</tr>
<tr>
<td>3 cr.</td>
<td>HCLM-7005 Strategic Corporate Communication and Inter-Professional Collaboration</td>
</tr>
</tbody>
</table>

**Program Delivery and Tuition Rate**

The SUNY College of Optometry courses are delivered on an on-site 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:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>MGMT-6030 Management Information Systems</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6115 Tools and Processes in Project Management</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6120 Managerial Perspectives of Project Management</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-7070 Strategy and Tactics in Project Management</td>
</tr>
</tbody>
</table>

**Course Materials Fee**

The School for Graduate Studies provides temporary licenses of the required software Microsoft Project for a $22 course materials fee charged upon registration of Tools and Processes in Project Management, Managerial Perspectives of Project Management and Strategy and Tactics in Project Management. You will not be charged this fee more than once a semester. Please note: M.S. Project is designed to be installed on computers running the Microsoft Windows operating system. Those with Apple devices may not be able to install M.S. Project or may be required to install additional software not provided by Empire State College. Students wishing to use M.S. Project on an Apple device should contact Apple technical support to determine if they can install M.S. Project and whether additional software is required.

**Program Delivery and Tuition Rate**

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

**PUBLIC ADMINISTRATION**

The Certificate in Public Administration prepares students and future administrators in public and nonprofit organizations to meet the challenges of mid and upper level management and supervisory positions. Students, whose careers or prospective careers interact with local, state, or federal government organizations and funding streams, will benefit from this certificate. The certificate is strategic in providing competencies that can be applied to high growth areas of public administration, such as Human Services, Public and Social Policy, Emergency Management, Criminal Justice, Fire Science, Homeland Security, and Public Safety. Available Spring 2020.

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
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<tbody>
<tr>
<td>3 cr.</td>
<td>PPOL-6085 Public Administration</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6170 Public Finance</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6180 State and Local Government</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6175 Public Sector Decision Making</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL Public Policy Analysis</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.

**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 NUMBER AND NAME
3 cr. LACS-6040 Museums and Public History: Theory and Practices
3 cr. LACS-6325 Archival Theory and Practice
3 cr. LACS-6105 Exhibition: Planning and Interpretation
3 cr. LACS-6215 Oral History: Theory and Methods
3 cr. LACS-7005 Public History Internship

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:

CREDIT COURSE NUMBER AND NAME
3 cr. CAED-6030 Overview of Social Entrepreneurship
3 cr. CAED-6010 Principles of Community and Economic Development
3 cr. MGMT-6160 Strategic Planning for Public and Nonprofit Organizations
3 cr. MGMT-7055 Strategic Marketing for Nonprofit Organizations

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the Master of Arts 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:

CREDIT COURSE NUMBER AND NAME
3 cr. EDET-6005 Learning with Emerging Technologies: Theory and Practice
3 cr. EDET-6025 Assessing Learning in Digital Environments
3 cr. EDET-6150 STEM Tools, Devices and Simulations: Measuring, Representing and Understanding the World
3 cr. EDET-6125 Capstone: Developing an Integrated, Immersive STEM Learning Environment

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the M.A. 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:

CREDIT COURSE NUMBER AND NAME
3 cr. EDET-6005 Learning with Emerging Technologies: Theory and Practice
3 cr. EDET-6010 Media Literacies in Emerging Technologies
3 cr. EDET-6015 Instructional Design for Online Learning Environments
3 cr. EDET-6025 Assessing Learning in Digital Environments
3 cr. EDET-6130 Facilitating Learning With Emerging Technologies in Blended and Online Environments

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
- Law enforcement personnel and other first responders
- Military family members who wish to advocate more effectively

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 NUMBER AND NAME</th>
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<tbody>
<tr>
<td>3 cr.</td>
<td>PPOL-6130 Veteran Services and Public Policy</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6120 Veteran Outreach, Services and Advocacy</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6125 Veteran Programs and Benefits</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6110 Military and Veteran Culture: Developing Cultural Competency</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 AND CORPORATE LEADERSHIP
This advanced certificate focuses on women and the development of the skills essential for upward mobility or career change within organizations, as well as, the expertise and talents necessary for leading from the top. The course content provides women with the opportunity to develop competencies that will increase their value to employers and maximize contributions to the workplace.

The program also supports the development of sensitivity regarding the issues, barriers, and benefits from the inclusion and advancement of women in the traditionally male-centered management environment. The certificate program will provide opportunities to foster awareness, develop sensitivity about gender diversity in the workplace, and explore the implications for individuals and organizations.

<table>
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<tr>
<th>CREDIT</th>
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</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>MGMT-6040 High Performance Management</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6175 Women in Management</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-6180 Women Leaders in Global Organizations</td>
</tr>
<tr>
<td>3 cr.</td>
<td>MGMT-7075 Women and Leadership: Strategies for Success</td>
</tr>
</tbody>
</table>

Program Delivery and Tuition Rate
This certificate program is delivered through online courses and is billed at the 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 NUMBER AND NAME</th>
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</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>LACS-6095 Seminar in Women's and Gender Studies</td>
</tr>
<tr>
<td>3 cr.</td>
<td>LACS-6115 Feminist Theory</td>
</tr>
<tr>
<td>6 cr.</td>
<td>Two electives (3 cr. each) in topics in women's and gender studies:</td>
</tr>
<tr>
<td></td>
<td>LACS-6130 Gender, Race and Nation</td>
</tr>
<tr>
<td></td>
<td>LACS6230 Modern Gender and Sexuality Through Science Fiction Literature</td>
</tr>
<tr>
<td></td>
<td>LACS-6100 Diagnosing Desire: Gender and Medicine in U.S. History</td>
</tr>
<tr>
<td></td>
<td>LACS-6330 Women and Humor</td>
</tr>
<tr>
<td></td>
<td>LACS-6195 American Women Writers</td>
</tr>
</tbody>
</table>
LACS-6060 British Women Writers
LACS-6135 Global Feminist Movements

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

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 NUMBER AND NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>PPOL-6080 Citizen and State: Contemporary American Ideologies and Politic</td>
</tr>
<tr>
<td>3 cr.</td>
<td>LABR-6045 Public Sector Labor Law</td>
</tr>
<tr>
<td>3 cr.</td>
<td>LABR-6050 Collective Bargaining in the Public Sector</td>
</tr>
<tr>
<td>3 cr.</td>
<td>PPOL-6165 New York State Government and Politics or LABR-6065 Contemporary Issues in Public Personnel Management</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.

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE NUMBER AND NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr.</td>
<td>CAED-6010 Principles of Community and Economic Development</td>
</tr>
<tr>
<td>3 cr.</td>
<td>CAED-6070 Workforce Development Policy</td>
</tr>
<tr>
<td>3 cr.</td>
<td>LABR-6030 Sociology of Work: Human Resources</td>
</tr>
<tr>
<td>3 cr.</td>
<td>ADLC-6040 Learning and Education in the Workplace</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.
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 your program(s).

**ORIENTATION**

The School for Graduate Studies has an online orientation and this information is sent at the time of the acceptance notification. If you are attending a program that has a program specific orientation, you will receive notice of that orientation separately.

**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 program advisor. You and your academic advisor will discuss your program plans and your progress toward your degree and/or your advanced certificate. 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 (http://my.esc.edu)**

MyESC is your portal to information and services for students at Empire State College. You will need a user ID and login to access this portal. Through MyESC, you can receive announcements and updated (i.e., weather-related notifications, technology upgrades/outages). You also can access all of the services that a student needs such as updating your contact information, registration, Bookstore, financial aid, viewing your account/making a payment, library, academic support, etc.

**Graduate Student Center**

Information specifically for School for Graduate Studies students is located in the Graduate Student Center on MyESC. This page contains announcements, documents/forms, and Quicklinks that are specific to the School for Graduate Studies. Whether you are looking for the transfer request form, residency/executive retreat information or the application for graduation, this is the page you will need. You can access this page by clicking Menu on the upper left-hand side of the screen or by clicking on the link in the Student Resources box.

**DEGREE WORKS**

Degree Works is an audit tool that students matriculated from the fall 2018 term forward can use to monitor academic progress. This tool is used for both master's degree programs and advanced certificate programs. If a student is in both of these programs, there is a separate audit for each program. In addition to monitoring academic progress, students, and advisors can use the Plan function to map out enrollments and “lock” a program plan once it is approved. You can access Degree Works by clicking on the link in the Quicklinks box on the Graduate Student Center page of MyESC.

**REGISTRATION**

To find the courses that you need, review the enrollment sequence for your program(s). If you have any questions, contact your academic advisor. Students register online through MyESC by clicking on the Registration and Course Offerings button. When registration is open, you can view the courses offered that term by clicking on the Term Guide link. After you have selected the term, you can enter search criteria to help you find the courses you want. It is recommended that you start your search by clicking in the School search criteria box and selecting School for Graduate Studies from the list. This will eliminate all undergraduate courses from your search. The course numbers for graduate-level courses range from 5000 to 7999.

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. The submission of an online registration 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 the student by the Last Date for Payment for the selected term. The Last Date for Payment for each term can be found at www.esc.edu/PaymentDueDate. Information on tuition and fees, and enrollment and billing is located elsewhere in this catalog.

**Late Registration**

Students may register after the regular registration period ends, contingent upon the availability of courses. Students who register after the payment due date 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. Information on tuition and fees, and billing is located elsewhere in this catalog.
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 fees 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 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 (http://my.esc.edu). 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. 2429.
• Immunization hold indicates that the student may need one or more required immunizations or waiver information. Student should contact Immunizations@esc.edu or the Student Information Center at 800-847-3000, ext. 2285.

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.

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 canceled.

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. The nonmatriculated student application is available through the college web page (www.esc.edu) by clicking on the Apply button on the upper right-hand side of the screen and then the Non-Degree Students Programs button. A person seeking to enroll in graduate-level courses should apply as a graduate nonmatriculated student. A person seeking to enroll in undergraduate-level courses should apply as a undergraduate nonmatriculated student. Not all graduate-level courses are open to nonmatriculated students and there are limits on the number of courses that nonmatriculated students can complete.

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. 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 Social and Public Policy, M.A. in Work and Labor Policy, and the M.A. in Liberal Studies Programs. Residency activities are face-to-face and 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
added to your account at the time of course registration when you enroll in a residency-based course. This fee is attached to the course through online registration. This fee is charged per residency, not per course. 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 attend two executive retreats as part of their program; one face-to-face (usually two days) and one virtual/online. The face-to-face retreats will be held in New York City at the Manhattan location of SUNY Empire State College or at the college’s Saratoga Springs, N.Y. location and will include lectures, breakout sessions, and industry experts as featured speakers. The second, synchronous, virtual retreat will be held on a date announced during registration periods.

The program charges a $650 fee for attendance of the face-to-face retreat. If you are attending a retreat to participate in two retreat-based courses, you need pay the $650 fee only once. In addition, you are not expected to pay the $650 fee if you are attending a retreat just to participate in an exam or workshop and there is no fee for attendance of the virtual retreat. 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. Transportation, meals, and lodging are not included in this fee.

RESIDENCY/EXECUTIVE RETREAT ATTENDANCE PROCEDURE
Expectations
In master’s programs with residency/executive retreat requirements, participation in the residency/executive retreat is an academic requirement that is integral to these programs and the designated course(s).

Students enrolled in a course with a residency/executive retreat requirement who do not attend will be considered not engaged in significant learning activities. In such cases, the course instructor submits a grade of ZW (administrative withdrawal). This grade precludes refunding tuition and fees and negatively impacts academic standing. An appeal from this grade is made in accordance with the Student Academic Appeals Policy and Procedure.

Exceptions
Exceptions are rarely made to the residency/executive retreat requirement. One reason for an exception is for religious observance. (Please refer to the religious observance policy.) There may be other reasons that warrant an exception and these will be considered on a case-by-case basis. All requests for exceptions should be made in advance of the residency or retreat.

To request an exception, for any reason, the process is as follows:
1. Prior to the start of the term, the student sends the exception request and any supporting documentation to Grad.Services@esc.edu.
2. Grad.Services will forward the request and documentation to the appropriate program chair.
3. The chair will consult with the course instructor(s), issue a decision, and inform the student, course instructor(s), and Grad.Services:
   a. If the student is granted an exception, Grad.Services will have the fee removed and will inform the residency/executive retreat coordinator(s). The course instructor(s) will inform the student of the assignment(s) that must be completed to make up for the work and faculty/student interaction that will be missed.
   b. If the student is not granted an exception, then the student must drop the residency/executive retreat course (see above). Failure to do so will result in the issuing of a ZW grade (see above).
4. Requests made on or after the start date of the term will be considered for emergencies and must be approved by the dean. The student sends the exception request and any supporting documentation to Grad.Services@esc.edu. When exceptions for late requests are made, the same expectations for making up learning and engagement missed will apply (see 3.a. above).

Learning Contract/Syllabus
The learning contract/syllabus 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. Please discuss elective choices with your academic advisor.

Please note that if you are in a master’s degree program and you want to add an advanced certificate, the certificate courses can usually be used as electives in the master’s program. Be sure to discuss advanced certificate options with your academic advisor.

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 also 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 (http://my.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 also are 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.
Student Services

Functional support for students in the School for Graduate Studies is provided through the school’s administrative offices located in Saratoga Springs. Student services can be reached at 518-587-2100, ext. 2429 or Grad.Services@esc.edu.

ACADEMIC SUPPORT

At SUNY Empire State College, there is a wide range of academic support services, resources, and programs 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 regions, including Out of State, has an assigned director of academic support who can assist you in finding the right combination of online and face-to-face services and resources to best support your academic success and skills development.

To learn more about collegewide academic support resources, visit the Academic Support page in MyESC. For information about services available in your region, please contact your local director of academic support listed below.

TUTORING

Free tutoring is offered both on-site and online. On-site tutoring is available at many of the college’s locations in writing, math, statistics, and several other subjects. To find out about on-site tutoring, contact the director of academic support for your region (listed). If you are out of state or cannot make it to a location that offers on-site tutoring, you can get support at a distance with one of our own academic support staff via phone or Skype or with our supplemental online tutoring service. The supplementary tutoring service provides live, on-demand or scheduled tutoring in many subjects (writing, math/statistics, business, nursing, and allied health, etc.) with 24/7 service in some subjects. They also offer a submit-a-paper service which provides feedback on all aspects of writing.

WORKSHOPS AND LEARNING RESOURCES

The Academic Support page in MyESC links students to a wide array of learning resources. Live, online workshops are offered each term, including a series of workshops designed especially for graduate students. Self-paced online resources include interactive tools such as the Assignment Calculator and the Thesis Generator and short, interactive videos on writing with sources, building an argument and graphing. The Academic Support page also links to the College’s Writing Resources site, a comprehensive set of online writing resources designed by Empire State College faculty to help students develop academic writing skills.

Buffalo Region: Cheektowaga, Dunkirk, Lakewood, Olean, Sanborn
Rochester Region: Alfred, Batavia, Canandaigua, Corning, Rochester
Seana Logsdon
680 Westfall Road
Rochester, NY 14620-4610
585-224-3206
Seana.Logsdon@esc.edu

Central New York Region: East Syracuse, Binghamton, Utica, Auburn,
Fort Drum, Ithaca, Watertown
Suzanne Orrell
6333 Route 298, Suite 300
East Syracuse, NY 13057-1566
315-460-3167
Suzanne.Orrell@esc.edu

Metro New York Region: Brooklyn, Manhattan, Staten Island
Hudson Valley Region: Hartsdale, Newburgh, Rockland County
Brett Sherman
325 Hudson Street, 3rd Floor
New York, NY 10013-1005
646-230-1205
Brett.Sherman@esc.edu

Capital Region: Albany, Johnstown, Latham, Plattsburgh,
Queensbury, Saratoga Springs, Schenectady
Out of State, School of Nursing and Allied Health
Daniel McCrea
21 British American Blvd.
Latham, NY 12110-1405
518-783-6203, ext. 5939
Daniel.McCrea@esc.edu

Long Island Region: Westbury, Hauppauge, Riverhead, Selden
Mildred Van Bergen
Trainor House
223 Store Hill Road
P.O. Box 130
Old Westbury, NY 11568-0130
516-997-4700, ext. 4076
Mildred.VanBergen.esc.edu

The Harry V. Arsdale Jr. Center for Labor Studies
Sophia Mavrogiannis
325 Hudson St., 6th Floor, Suite 600
New York, NY 10013-1005
646-230-1360
Sophia.Mavrogiannis@esc.edu
For general questions about academic support, you may contact:
SUNY Empire State College
School for Graduate Studies
113 West Ave.
Saratoga Springs, NY 12866-6079
518-587-2100, ext. 2429
Academic.Support@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 Office of Student Life, StudentLife@esc.edu, 518-587-2100, ext. 2201.

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. Students are entitled to five face to face sessions at no cost. 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 locations and online also are published in the magazine.

Local Health and Wellness Events
Events are brought to each location 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. To request a health and wellness event in your area, please go to www.esc.edu/hwi.

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/ITS. Information about student technology is available at www.esc.edu/StudentTechnology.

• Synchronous Learning Activities
  While most of the school’s graduate courses are delivered asynchronously, some courses may have a small number of synchronous (same-time) supplemental learning opportunities via webinar, Skype or other virtual environments. The instructor will make an effort to schedule these meetings at times that work for their students. It is important that students review a course’s syllabus to be sure that their participation is possible.

• Additional Software/Hardware Requirements
  Due to the nature of some graduate degree programs and advanced certificate programs, additional technology may be required to successfully complete a course. Students will be notified in a course’s syllabus, of any software or technical knowledge required to successfully complete a course or program. Students should familiarize themselves with all technical requirements prior to enrollment and/or registration of any graduate course.

Student Login and Password
Every enrolled student is assigned a secure login and password that provides access to all college information on the web. Matriculated students receive their user-name and temporary password information when they are accepted at the college and are notified via email. Nonmatriculated students will receive an email with their username and temporary password upon submission of the nonmatriculated student application. Students can create a secure permanent password and security questions to manage future password resets at https://password.esc.edu. As best practice, a password must be eight characters in length and contain upper and lower case characters, a special character, 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 https://password.esc.edu or contact the IT Service Desk at www.esc.edu/Service-Desk.
Web-based Student Services and Information (http://my.esc.edu)

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 (PCs) 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 (http://my.esc.edu).

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 a private email account and maintain a valid email address in our student information system for online registration. Students who do not have a personal email account can find information for establishing a free service at our IT Service Desk website, www.esc.edu/Service-desk. It is important that students report changes in their personal email addresses to the college. This can be done online at www.esc.edu/MyESC at the Update Account icon.

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.

Enrolled students 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 refer to www.esc.edu/Service-desk.

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 IT Service Desk online at www.esc.edu/Service-desk or by phone at 800-847-3000, ext. 2420, or 888-HELP009. 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 nine-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 number.

The college issues ID cards to active 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 your ID card, send an email to Grad.Services@esc.edu and attach a digital photo in .jpg format. The photo should be a headshot and may be in color or black and white. Processing usually takes approximately two weeks. The completed ID card will be mailed to you.

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, and
- Section number.
Links are available on the web page (Bookstore.esc.edu) to help students find this information. All book orders must be placed online. Books are shipped via UPS directly to a home or business address. Domestic shipments take two to seven business 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 Bookstore@esc.edu. The hours of operation are 8:30 a.m. to 4:30 p.m., Monday through Thursday, and 8:30 a.m. to 4 p.m., Friday.

**Online book orders**
Bookstore.esc.edu

**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**
800-847-3000 or 518-587-2100, ext. 2383
Bookstore@esc.edu

**Question about pending order or problem with order received**
800-847-3000 or 518-587-2100, ext. 2383
Sheila.Redder@esc.edu

**ACCESSIBILITY RESOURCES AND 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 accommodations to meet the needs of students with disabilities. Each student’s needs are considered on an individual basis through consultation with the Office of Accessibility Resources and Services (formerly Collegewide Disability Services).

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. Accommodations can be arranged through the Office of Accessibility Resources and Services. Students should notify this office of his or her request for accommodations by completing the request for accommodations form found online at www.esc.edu/accessibility/forms/ (see section on policy and procedures located elsewhere in this catalog). The Office of Accessibility Resources and Services is able to notify the student’s advisor and instructors of his or her need for accommodations:

**Office of Accessibility Resources and Services:**
Andrea Piazza-Victor, disability specialist, and Melissa Zgliczynski, director,
518-587-2100, ext. 2244, Disability.Services@esc.edu

The Office of Accessibility Resources and Services will contact you when the request for accommodations form is received 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/accessibility/ or see the section on Policies and Procedures for further information.

**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, and a DOD MOU and Principles of Excellence signatory. Active duty programs include, U.S. Air Force Air University Associate to Baccalaureate Cooperative Program (AU-ABC), General Education Mobile (GEM) program, and GoArmyEd.

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

**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 September 2011 and prior, and a degree program, if approved.

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

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.

STUDENT PROBLEM RESOLUTION
While Empire State College strives to ensure a positive educational experience, sometimes there are differences of opinion and confusion. The student service professionals direct students to the most appropriate offices or resources, advise students of appropriate avenues for appeal, or 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
113 West Ave.
Saratoga Springs, NY 12866-6079
518-587-2100, ext. 2267
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 and on MyESC (https://my.esc.edu) in the My Bookmarks box through the College Policies link.

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 location, the student may contact the college’s Office of Academic Affairs:

Director of Collegewide Student Services
Office of Academic Affairs
1 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-4714
fax 518-587 5592
CollegewideStudentServices@esc.edu

WHO TO CONTACT
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 web-based course. For academic advice, contact your academic advisor. If you need to reach the chair and/or the coordinator of your program, contact student services, and we will provide you with this information.

The contact information for the School for Graduate Studies is:

SUNY Empire State College
School for Graduate Studies
113 West Ave.
Saratoga Springs, NY 12866-6079
518-587-2100 or 800-847-3000, ext. 2429
fax 518-587-9760
Grad.Services@esc or GradReg@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 becoming involved, volunteering to support students or just learning more about activities and events, 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 collegewide. They are nominated by faculty and staff and there also is a self-nomination process. 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. Regional alumni student associations, with the guidance of a location 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 location. Visit the SAC website at www8.esc.edu/escnet/governance/students-affairs-committee-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 face to face and virtual. 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 on the Student Portal of MyESC (https://my.esc.edu) in the Quick Links section.

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/graduate-studies.
COLLEGE COUNCIL
A student is selected from one of the academic locations to serve on the College Council. The terms are for two years and rotate among the academic locations.

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 16 recognized clubs which meet at locations across the college. You should inquire with your student service coordinator for more information about joining any of the current clubs. A complete listing can be found at www.esc.edu/student-clubs.

If you are interested in starting a new club or organization at the college and you have a faculty advisor, please contact Danielle Boardman, coordinator of student life, at Danielle.Boardman@esc.edu to begin the application process.
Tuition and Fees

The School for Graduate Studies has three terms per academic year – fall (15 weeks), spring (15 weeks), and summer (eight 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 (http://my.esc.edu).

You should review your Student Account Statement on MyESC after registering. If you have any financial aid awards that do not show as authorized, you are not eligible for them based on your current enrollment. If you have authorized financial aid in place, it will be reflected on your student account within one to two business days after enrollment.

You are considered enrolled unless you are officially withdrawn. Failure to engage in studies does not relieve you from your financial responsibility.
**NEW YORK STATE RESIDENTS**

### NYS Resident Graduate (Non-MBA) Program Tuition and Fee Cost per Credit*

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<th>Tuition</th>
<th>College Fee</th>
<th>Student Activity Fee</th>
<th>Health and Wellness Fee</th>
<th>Technology Fee</th>
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**OUT-OF-STATE RESIDENTS**

### Out-of-State Graduate (Non-MBA) Program Tuition and Fee Cost per Credit*

<table>
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<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>
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### Out-of-State Graduate MBA Program Tuition and Fee Cost per Credit*

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### ONLINE OUT-OF-STATE RESIDENTS

#### Online Out-of-State Graduate (Non-MBA) Tuition and Fee Cost per Credit*

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<th>Tuition</th>
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<th>Student Activity Fee</th>
<th>Health and Wellness Fee</th>
<th>Technology Fee</th>
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#### Online Out-of-State Graduate MBA Tuition and Fee Cost per Credit*

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</tr>
</tbody>
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* Tuition and fees are 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.

** For further information about NYS residency status qualifications, please see www.esc.edu/NYSresidency.

*** 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.

++ All nonresident students attending ESC are automatically eligible for an Empire State College nonresident tuition grant to offset their educational costs.
ADDITIONAL FEES AND EXPENSES

Time Payment Plan Fees
There is a $25 nonrefundable application fee per term.
There is a $30 late payment fee for each late Time Payment Plan payment.

Academic Transcript Fee
There is a $10 charge for each transcript request.

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

Course Materials Fees
The School for Graduate Studies is able to provide a temporary license for required software of the Advanced Certificate in Project Management program at a significantly reduced price. This $22 fee is charged at the time of course registration and can be reimbursed if a student already owns the software.
The M.S. in Finance program requires access to online financial data. The School for Graduate Studies will provide access to this data via Thomson Reuters Eikon web application for a fee of $130, charged at the time of course registration, and can be reimbursed if a student already pays for access.

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 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
There is a $650 fee for each face-to-face executive retreat attended. Transportation, meals, which are not part of the executive retreat, and lodging are not included in this fee.

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 authorized 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 Dates for 2019-2020*

<table>
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<th>Term</th>
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<td>Spring Term 2019</td>
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<td>Summer Term 2020</td>
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* These dates may be changed. Please refer to the Student Accounts website at www.esc.edu/PaymentDueDates/ for up-to-date information.

To avoid cancellation of your registration, enrollment charges must be paid in full by the payment due date for the term. Acceptable payment arrangements are authorized financial aid or sponsorship, which will show as pending financial aid on your student account statement or the Time Payment Plan. In order to use the Time Payment Plan, you must agree to the terms and conditions of the plan and make a one third down payment of your registration charges.

LATE REGISTRATION AND LATE ADD FEES
A Late Registration Fee will be assessed for registrations made once the term begins. An additional Late Add Fee of $10 will be assessed per course when a course is added to a registration after the Add/Drop Period.

Late Registration Fee Schedule

<table>
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<tr>
<th>Term</th>
<th>Add/Drop Period Late Add Fee Assessed</th>
<th>Late Registration Fee Assessed</th>
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<td>Summer 2020</td>
<td>May 11-17</td>
<td>May 11</td>
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Please visit www.esc.edu/fees for more information.

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. There is a $30 late payment fee for each late Time Payment Plan payment. 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. The college reserves the right to deny future payment plan privileges when a student’s payments have not been made as scheduled.

**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**

A balance is any charge remaining or created on an account. Once an account is identified as having a past due balance, an accounts receivable financial hold is placed on the student’s account and services from the college, including registration, transcripts, and access to grades, are restricted until the balance is paid in full. 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**

To officially withdraw from one or more studies at any point in the term, a student must withdraw online by logging into their My.ESC.edu account. If a student is withdrawing from one or more studies and they have incurred 100% tuition and fee liability the student is required to complete a Withdrawal Form available at www.esc.edu/Withdraw and mail or fax it to the Office of the Registrar for processing. The effective date of the withdrawal will be the postmark date of the envelope or the date the fax is received. Contact the Office of the Registrar at Registrar'sOffice@esc.edu or by phone regarding any questions or concerns. A student is considered officially enrolled for their courses until they have withdrawn online or have submitted a Withdrawal Form to the Office of the Registrar. Liability will be calculated according to the State University of New York withdrawal/refund policy. If a student withdraws before the enrollment start date, then 100% of all tuition and fees are refundable. If a student withdraws on the start date or after, the college fee, the student activity fee and late registration fee are nonrefundable. For standard 15 week terms, the technology fee, health and wellness fee, and tuition are subject to the following liability schedule.

**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 withdraw from your studies due to unforeseen and extenuating circumstances, you may request an exception to the college’s written withdrawal policy from the Office of Administration through Student Accounts. Contact Student Accounts for more information at www.esc.edu/AskSA or by email at StudentAccounts@esc.edu.

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 and the FAFSA becomes available the preceding year on Oct. 1.

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 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.ny.gov.

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 regulations 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.

Empire State College Pursuit of Program Table*

<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, 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 equal one payment for a full-time enrollment. 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, 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. For example, a student who has received two N.Y. state aid payments must have outcomes that meet the pursuit of program standard for at least 6 credits in the second enrollment (i.e., 50 percent of the 12 credit minimum for full-time enrollment status), to be eligible for any N.Y. state aid in the next enrollment.

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 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.ny.gov.

ELIGIBILITY FOR FEDERAL FINANCIAL AID

Award programs affected by the federal standards include:

- Federal College Work Study
- Federal Direct Loans (unsupended)
- 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, 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 coursework 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 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 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 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.acces.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 FinancialAid@esc.edu. 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 first submit the Free Application for Federal Student Aid (FAFSA) for the upcoming year. Students should complete the FAFSA online at www.fafsa.ed.gov. The FAFSA must be submitted by the April 1 deadline preceding 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 or express interest in specific scholarships, be assured that all financial aid applicants will be considered for any scholarship for which they are eligible. In order to apply for an Empire State College Foundation scholarship, students must log in to the application portal at www.esc.edu/ESCFAST and submit an application. The application portal contains information on more than 100 scholarship opportunities, along with the instructions on how to apply for scholarship funding for the 2017-2018 year. Contact Scholarships@esc.edu with any questions on the application process.

**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 the Student Information Center at 800-847-3000, ext. 2285 or email the Financial Aid office at FinancialAid@esc.edu, or visit the website at www.esc.edu/FinancialAid. Our address is SUNY Empire State College, 111 West Ave., Saratoga Springs, NY 12866-6069.

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

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:
- Course outcomes, and grades;
- Evaluations of prior learning; and
- Written academic decisions made by assessment committees, academic review committees, or other academic staff.

Students may appeal an academic decision if they believe that an academic judgement was unfair or that the college’s academic policies were not followed or were applied incorrectly. Both student and instructor or decision-maker involved in the appeal have a right to a meaningful opportunity to be heard and to respond to information and documentation presented.

Grades on individual assignments may not be appealed.

### Procedures for Appeals of Academic Decisions

The dean or designee for the 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, instructor, or evaluator, an appropriate administrator will be assigned to the administrative role in the appeals process.

The locus of appeal is with the program or academic unit where the original academic decision was made. For example, if a student enrolls in a Nursing course and appeals the course outcome, the appeal is reviewed by the School of Nursing and Allied Health. Questions about the appropriate focus of an appeal are resolved by the provost or designee.

The college appeals process includes an informal resolution procedure, as well as a procedure for formal appeal of an academic decision. The college expects 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 (instructor, 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 20 business days of receiving the academic decision.

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 relevant dean or associate dean. This step must occur within 30 business days of the student’s receipt of the original academic decision. The dean or associate dean 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 40 business days of receipt of the decision. The student submits a written appeal to the school's dean or designee or program administrator and includes in it:
   - A full description of the academic decision and the basis for the student’s appeal for reconsideration,
   - A statement of the remedy the student is seeking,
   - Any supporting documents, such as:
     - Learning contract/syllabus, 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.
   - Information on when and with whom the student attempted an informal resolution.

2. Initial Review

   a. Based on its initial review, the school’s dean or designee 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 10 business days for the appeal to be heard.
b. Upon review of the initial or resubmitted appeal, the dean or designee may determine that there is no claim of unfairness or incorrect application of college policies is made or information to support such a claim is not included and rejects the appeal and/or refers the student to more appropriate policies, copying the primary mentor/academic advisor.

c. The dean or designee should convey a decision not to hear an appeal within five business days of receiving the initial or resubmitted appeal.

d. If the appeal is accepted, the dean or designee transmits the appeal to the school’s AAHC and provides a copy to any other relevant parties. The dean or designee should take these steps within five business days of receiving a complete appeal. He or she ensures that the AAHC review takes place in a timely manner.

3. AAHC Hearing

a. Each school will ensure a fair and timely hearing of the information and produce an accurate record of the hearing. AAHC consideration of the appeal focuses only on the student’s claim of unfairness or incorrect application of college policies.

b. The AAHC may obtain additional relevant information before or after a hearing.

c. The AAHC should schedule a hearing within 20 business days of the acceptance or 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 AAHC.

d. The chair of the AAHC ensures a fair and timely consideration of the information and provides an accurate record of the hearing to the dean or designee.

e. The student may participate in the hearing and present his or her case directly to the AAHC. Likewise, the faculty or staff member responsible for the original decision also may participate in the meeting and present relevant information. The student and the faculty/staff member meet separately with the committee.

f. A student may have an advisor at the meeting; however, the advisor may not participate in the hearing.

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

• Revise or overturn the original decision, which requires a unanimous vote by the AAHC.
• Refer to an appropriate content expert for evaluation, which require a unanimous vote by the AAHC.

The AAHC should provide a written report to the dean within five business days of the hearing.

The dean notifies the student of the decision, copying the primary mentor/academic advisor, and includes a brief explanation.

5. Reconsideration by original decision-maker. If this is the outcome of the hearing, the dean 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 20 business days of the referral.

6. Appeal of an Academic Appeals and Honesty Committee decision. Decisions made by the AAHC may be appealed to the provost or designee.

a. The student must submit any further appeal in writing to the provost within 20 business days of transmittal of an AAHC decision or a reconsideration decision, and must include an explanation or justification for the appeal.

b. The provost or designee should notify the other relevant parties within seven days of receiving an appeal. Those parties normally provide any written response within 10 business days.

c. The provost or designee 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’s decision is final.

7. 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

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

When faced with a potential breach of academic honesty, the faculty member:

1. Reviews this policy and procedures statement.
2. Documents the concern to the extent possible.
3. Consults student academic services, or equivalent, to ascertain if there were previous incidents.

4. Raises the concern quickly and directly with the student in writing, outlining how the student has breached the academic honesty standards, and copying the student’s primary mentor/advisor and student academic services, or equivalent. This should typically occur within 20 business days.

5. Determines the appropriate response, which may include responding to the breach while continuing to work with the student in the course, assigning an F grade, or not providing a credit recommendation for a PLA component.

If the faculty member continues to work with the student in the course, s/he also may do one or more of the following:

1. Provide developmental advice to the student on academic expectations.
2. Require that the student consult specific research writing or other academic skills development resources.
3. Require that the student rewrite the assignment(s), meeting standards for academic honesty.
4. Require that the student complete additional assignment(s) that meet standards for academic honesty.
5. Deduct points or fail the student on the assignment.

Having provided guidance to the student, the faculty member remains alert to the possibility of further breaches.

If the faculty member determines that the appropriate response is to assign an F for the course, the student loses access to academic services related to the course including the online learning site for the course. A student who is denied a credit recommendation for a PLA component.

2. Recommend, in consultation with the student’s primary mentor/advisor, additional educational activities, and/or provide developmental advice.

Academic Appeals and Honesty Committee Procedures

AAHC procedures are as follows:

1. When the dean or designee refers the case to the AAHC, he/she notifies the student in writing within 10 business 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 AAHC.

2. The student has 10 business days to submit any written response to the AAHC.

3. The AAHC considers the student’s response in its review. The AAHC may obtain additional relevant information before or after the committee meets to review the case.

4. The AHC should schedule a meeting to consider relevant information within 20 business days of receiving an academic dishonesty case. A meeting may take the form of a face-to-face meeting, conference call or videoconference, at the discretion of the AAHC.

Possible Penalties

Serious or continued breaches of academic honesty may constitute grounds for academic warning or dismissal from the college. The following penalties may apply:

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.

Review of Serious Cases of Dishonesty

If a breach of academic honesty is reported, and if the faculty member, primary mentor/advisor, or dean or designee believes that it is serious enough to warrant an academic warning or dismissal, s/he refers the case to the dean or designee of the student’s home school or program. He/she may:

1. Refer the case to the academic appeals and honesty committee (AAHC) for a recommendation on academic warning or academic dismissal.

2. Recommend, in consultation with the student’s primary mentor/advisor, additional educational activities, and/or provide developmental advice.
5. The chair of the AAHC ensures a fair and timely consideration of the information and provides an accurate record of the meeting to the dean.

6. The student may participate in the meeting and present his or her case directly to the AAHC. Likewise, the individual(s) referring the case also may participate in the meeting and present relevant information. The student and the individual referring the case meet separately with the committee.

7. A student may have an advisor at the meeting; however, the advisor may not participate in the meeting.

8. Following the meeting, the AAHC deliberates in closed session. Decisions are made by majority vote. The AAHC may:
   - Decide that a penalty is unwarranted
   - Recommend that the dean or designee issue an academic warning
   - Recommend that the dean or designee dismiss the student from the college.

9. Within five business days of the hearing, the AAHC transmits its recommendation and brief rationale in writing to the dean or designee.

10. After reviewing the AAHC’s recommendation, the dean or designee may decide to issue an academic warning or dismissal as appropriate to the situation, or may issue another decision.

11. The dean or designee provides to the student a written notice of her/his decision in the case within five business days of receiving the AAHC recommendation, copying the primary mentor/academic advisor. The written notice specifies the effective date of the action and a copy is retained.

**Reinstatement After Dismissal for Academic Dishonesty**

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

The dean or designee of the student’s school or program 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 or designee reinstates a student, he/she places the student in warning status. The dean or designee also may establish terms and conditions for re-enrollment.

**Written Notice.** The dean or designee sends a copy of any written notice of reinstatement to the student’s primary mentor/advisor and retains a copy.

**Student Appeals**

Students may appeal any decision made about academic honesty as outlined in the academic appeals policy and procedures.

**ACADEMIC WITHDRAWAL**

Students may withdraw from a study until the last day of an enrollment term. However, the actual date of withdrawal may affect enrollment charges, enrollment status, satisfactory academic progress, and financial aid eligibility.

The student must submit a withdrawal request in writing by completing a withdrawal form available in the forms center. For additional information on academic withdrawal, please visit www.esc.edu/Withdrawal.

**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 $50 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). 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
DENIAL PROCEDURE

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.

FRESH START POLICY

In certain circumstances, a graduate student who performed poorly in a previous matriculation may request a Fresh Start when matriculating in a new degree or certificate program. To be eligible for a fresh start, a student must be applying for, or matriculated in, a new graduate degree or certificate. A student must request a Fresh Start at the time of application or during the student’s first term of enrollment in the new degree or certificate program from the appropriate school’s dean, or designee. Approval of a Fresh Start is at the sole discretion of the dean, or designee. Additionally, the dean of the appropriate school, or designee, may at his or her sole discretion grant a Fresh Start at the time of reinstatement for students who are being reinstated into a degree or certificate program after an academic dismissal. It is important to note that the Fresh Start policy does not impact calculations for Satisfactory Academic Progress related to financial aid eligibility.

Appeals

An explanation of the appeals process is in the Academic Appeals Policy and Procedures.

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 Title IX Coordinator, Elliott Dawes, Office of the President, 325 Hudson St., 5th Floor, New York, NY 10013-1005; 646-230-1293; Elliott.Dawes@esc.edu. Inquiries also may be
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 Public Safety 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 Public Safety at 518-587-2100, ext. 2800, or by contacting one of the following individuals:

Elliott Dawes
Chief Diversity Officer for Institutional Equity and Inclusion
Title IX Coordinator
Office of the President
325 Hudson St., 5th Floor
New York, NY 10013-1005
646-230-1293
Elliott.Dawes@esc.edu

Director of Collegewide Student Affairs
Office of Academic Affairs
1 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100
fax 518-587-5592

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 locations, 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.

4. Students creating personal web pages on the college’s servers must abide by the college’s web policy (www.esc.edu/WebPolicy).

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
Location, 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. 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 the 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 location 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 location 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 location 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 transmittal of the 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 an 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 www.esc.edu/library, 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.

It should be noted that the online environment reduces or eliminates barriers to unauthorized copying and redistribution of copyrighted works, which means that an online use is less likely to be a Fair Use than the same kind of use in a physical environment. The presence of password protection and/or digital rights management technologies, may not be sufficient to consider the use a Fair Use.

In order to decide if a use is Fair Use, the library provides a downloadable worksheet at www.esc.edu/library. 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 www.esc.edu/library. 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 AT OTHER INSTITUTIONS

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 transfer, cross register, and/or earn evaluated credit for up to a combined total of 12 credits into a master’s program in the School for Graduate Studies, or 9 credits into a master’s program in the School of Nursing, and 3 credits into a certificate program in either school. A student may satisfy no more than a combined total of 50% of the credits toward a graduate certificate or degree program using transfer, cross registration, evaluated credit (e.g., prior learning assessment or direct assessment), and shared credits from a previously awarded graduate credential at the same level combined. Schools and individual programs may set lower limits for transfer, cross registration, and evaluated credit. See the Graduate Catalog for individual program limits.

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 undergraduate level: C or better; at the graduate level: 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 learning contract proposal (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.

The student should contact the Empire State College center or program for information on cross registration and tuition adjustment procedures.

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 disabilities. 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 and requests for accommodations are handled by the Office of Accessibility Resources and Services.

The director of accessibility resources and services oversees the college’s compliance with Section 504 of the 1973 Rehabilitation Act, Americans with Disabilities Act (ADA), and their implementing regulations with respect to students. Questions concerning the college’s policy should be directed to the director of accessibility resources and services, 518-587-2100, ext. 2244 or email Disability.Services@esc.edu.

**Procedure for Students With Disabilities Requesting Reasonable Accommodations**

To make a formal declaration of disability and request accommodations, a student must contact the Office of Accessibility Resources and Services.

**A. Requesting Accommodations**

1. The student completes the Disability Declaration and Request for Accommodation form (available online at www.esc.edu/accessibility/forms/) 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 but is encouraged to include disability documentation if available.

2. The disability services staff review the request, consults with the student, and may request disability documentation if needed. Documentation must include a statement of diagnosis, illustrate the impact of the disability on the student’s academic functioning, and recommend accommodations. The following accommodations require disability documentation:
   a. ADA Part-Time TAP
   b. Textbooks in alternative formats (i.e., electronic)
   c. Reader’s Aid Program

3. The Office of Accessibility Resources and Services informs the student that his or her request for accommodations has been approved. An accommodation notice is emailed to the student and his or her advisor and instructors are copied. If the request for accommodations is not approved, the office will provide the reason for the denial in writing.

**B. 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, 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. Complete the Application for Alternatively Formatted Textbooks, provided by the Office of Accessibility Resources and Services. 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 Office of Accessibility Resources and 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.

**Textbooks Not Available from External Sources**

If the textbooks are not available from external sources within 3 weeks of the college’s request, the Office of Accessibility Resources and 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 Office of Accessibility Resources and Services in Saratoga Springs when you purchase your books. The shipping address follows.

- If you must ship the books to the Office of Accessibility Resources and 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. 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: Office of Accessibility Resources and Services, SUNY Empire State College, 113 West Ave., Saratoga Springs NY 12866-6079.

**Processing and Handling of Requests**

Upon receipt of a request, the Office of Accessibility Resources and Services will:

- Confirm that the following has been received: 1. Completed alternative text application; 2. Proof of purchase.
- 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 3 weeks, the Office of Accessibility Resources and Services will provide an update to the student via email regarding:

• The availability of textbooks in alternative formats.
• The response from the publishers regarding the availability of text files requested.
• Textbooks received.

C. 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 the Office of Accessibility Resources and Services who serves as the disability representative for graduate students. 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 (http://my.esc.edu) 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 locations, 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. 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 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 course instructor guides students throughout the learning experience.
• In independent studies, evaluation procedures are targeted to the needs of the particular individualized study.

Learning Contract/Syllabus

The learning contract or syllabus 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 syllabus 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 syllabus itself and occurs throughout the course.

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>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Performance is above expectations</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Performance meets expectations</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Performance is below expectations</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Performance does not meet minimum requirements</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td></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.

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 within the Incomplete period, the IN automatically converts to F.

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 may submit a grade of administrative withdrawal (ZW).

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 initiated by the student.

A student may withdraw from a course on or before the end of the 10th week of a 15-week term or the end of the fifth week of an eight-week term.

Evaluated Credit (EV)

In master’s programs that provide an opportunity for assessment, an EV 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

Graduate Cumulative GPA

- Is based on graduate level courses enrolled in at Empire State College;
- Includes courses regardless of program and matriculation status;
- Does not include transfer credit or credit awarded through assessment;
- Based only on Empire State College courses in which a letter grade is assigned; and

Graduate Program GPA

- Based only on courses in the active academic program(s) and calculated by the active program (e.g., advanced certificate or degree);
- Based only on courses enrolled in at Empire State College;
- Does not include transfer credit or credit awarded through assessment;
- Based only on Empire State College courses in which a letter grade is assigned; and
- Is used to determine recommendation for graduation.

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>
Reverted Courses
A student may repeat a graduate course only once. When a student repeats a course, the highest grade will be used for purposes of the calculation of a grade point average. Grades of IN, ZW, and WD do not replace the original grade in the calculation of the grade point average. The original course remains a part of the transcript. Note that both the original and the repeated course must still be included in the satisfactory academic progress calculation. Since a course can only be repeated once, if a student is not successful when attempting to repeat a required course, the student is dismissed from her/his academic program.

Minimum Grade Point Average Requirement
Empire State College graduate students must maintain a program GPA of at least 3.00. A program GPA of at least 3.00 is a requirement for graduation.

Master of Arts in Teaching students must maintain a program GPA of at least 3.00 in order to recommend for and provide NYS transitional B certification.

Procedure for Retroactive Assignment of Grades
Prior to July 1, 2007, the 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, where possible, added grades to the narratives.

For students matriculated in a graduate program at Empire State College before July 1, 2007, the college will continue to respond to student requests, consistent with the procedure detailed below. For students who re-matriculate after that date, there will be no later assignment of letter grades to narrative evaluations.

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. If the course instructor is no longer available, or if the course instructor is not able to make a letter grade judgment, no grade is assigned. In exceptional circumstances, this procedure may not fully meet student needs. In such cases, the dean of the appropriate school will consult the provost on possible alternatives.

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 Grades
A student may appeal a grade as provided in the Student Academic Appeals Policy.

GRADUATE MEDICAL OR COMPASSIONATE WITHDRAWAL POLICY
This policy identifies conditions under which a student may receive a medical or compassionate withdrawal from graduate courses.

A student who experiences a serious and unexpected medical issue or has an immediate family member die or experience a serious and unexpected medical issue that prevents the student from completing their coursework may request a medical or compassionate withdrawal from the dean, or designee, of the appropriate school. Medical or compassionate withdrawal requests must be made during the term of enrollment. They may not be requested or granted retroactively after the last day of a term. Requests for medical or compassionate withdrawals should be supported by appropriate medical or other documentation. Medical or compassionate withdrawals are granted at the sole discretion of the dean, or designee. Courses from which a student is medically or compassionately withdrawn do not count toward attempted courses for the purposes of the Course Repeat Limit. It is important to note that a medical or compassionate withdrawal does not exclude courses from the Satisfactory Academic Progress calculations for financial aid eligibility.

Appeals
An explanation of the appeals process is in the Academic Appeals Policy and Procedures.

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. Once documented, the Financial Aid office can process fifth-year undergraduate loans, if eligible, 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 coursework. 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.

**GRADUATE SUBSEQUENT PROGRAMS AT THE SAME CREDENTIAL LEVEL POLICY**

This policy defines and details the number of graduate credits a graduate student must complete at Empire State College to earn a subsequent graduate-level degree or certificate at the same credential level.

Students who have completed a master’s degree or an advanced certificate and are accepted into a subsequent graduate program at the same credential level (master’s degree/master’s degree or advanced certificate/advanced certificate) must follow the requirements below.

- Students can only be active in one program at the same credential level at a time. The completion of a subsequent program at the same level must be done sequentially, not concurrently.
- No more than 25% of the credits toward a subsequent master’s degree may have been used to fulfill the requirements of the first master’s program.
- No more than 25% of the credits toward a subsequent advanced certificate program may have been used to fulfill the requirements of the first advanced certificate program.
- Students cannot use credits older than six years in the subsequent program. The age of the credit is determined by the term and year in which it was earned.
- Evaluated credit earned in the primary program may not be used in any subsequent programs.
- Transfer credit used in the primary program may not be used in any subsequent programs.

Students may appeal any decision made about the use of credit in a subsequent graduate program in accordance with the Student Academic Appeals Policy and Procedure.

A graduate student may satisfy no more than a combined total of 50% of the credits toward a graduate certificate or degree program using transfer, cross registration, evaluated credit (e.g., prior learning assessment or direct assessment), and shared credits from a previously awarded graduate credential at the same level combined. See the Graduate Transfer, Cross-Registration, and Evaluated Credit Policy for specific rules on the use of transfer, cross-registration, and evaluated credit to meet graduate certificate and degree requirements.

**GRIEVANCE PROCEDURE**

A grievance differs from an appeal of an academic decision, as it deals with service issues and not the actual outcomes of course work. A student may file a grievance in the cases of an unresolved difference or dispute between themselves and the college (office or individual) related to services rendered or non-academic decisions. The policy covers matters outside the scope of other policies of the college.

Complaints about sexual harassment and discrimination based upon protected class are addressed via the Discrimination Complaint Procedure; complaints about services related to disabilities are addressed through Rights of Students with Disabilities Policy, complaints about student behavior are addressed through the Student Conduct Policy and Procedures and student academic appeals including grading are addressed through Student Academic Appeals Policy and Procedures.

In cases where service issues underlie a disagreement about an academic evaluation, the service issue will be investigated and decided first.

**Informal Resolution**

The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of the relevant individual, administrator or office. An attempt at informal resolution should begin no more than 20 business days after the service or decision is rendered.

**Formal Grievance**

If the student is unsatisfied with the response, the student may make a formal, written grievance to the relevant administrator. Any formal grievance must be submitted by the student within 40 business days after the service or decision is rendered. The student must state the nature of the grievance and the remedy she/he is seeking and describe any previous attempts to resolve the issue grievance.

The administrator reviews the situation and should provide a written response, including appeal information within 15 days of receiving the complaint, copying the primary mentor/academic advisor. Students will be informed if extenuating circumstances require additional time.

**Appeal of Formal Grievance Decision**

If the student is unsatisfied with the formal grievance decision, the student may appeal in writing to the appropriate vice president, provost or designee. Any appeal must be submitted within 20 business days of the transmission of the formal grievance decision. The student must state the nature of the justification for the appeal.

The vice president, provost or designee reviews the grievance and should provide a written response within 15 days of receiving the appeal. This 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 15 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 F.

INVOLUNTARY 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 location 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.

**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 has 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.

**NONMATRICULATED ENROLLMENT POLICY AND PROCESS**

A student 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.

**Policy**

A. The following applies to nonmatriculated study:

1. Study is limited to no more than four graduate courses (up to 12 credits) of study in the School for Graduate Studies if the student is in good academic and financial standing;

2. The student may enroll in a limited selection of courses offered each term; and
3. An official transcript must be provided verifying completion of a bachelor's degree or higher degree from a regionally accredited institution prior to registration as a nonmatriculated student.

B. If a student begins as nonmatriculated and is later admitted to a degree or certificate program, only those courses appropriate to the degree or certificate program are eligible to be counted toward the degree or certificate program.

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.

E. Active status is determined by the Graduate Minimum Study Policy.

Students may appeal any decision made about nonmatriculated enrollment as outlined in the Academic Appeals Policy and Procedures.

**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:
   - **Location 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; locations or programs – 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; locations or programs – 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 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.

Sometimes a student makes less academic progress than expected. When this occurs, the college notifies the student with a satisfactory progress warning or dismissal.

**Satisfactory Academic Progress Determination**

1. A student is making satisfactory academic progress when she/he consistently earns credit toward the degree or certificate sought which is defined as earning 67% of attempted credits.
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.

**Financial Aid Warning**

A student is placed on financial aid warning when the student earns credit for less than 67% of the student’s attempted credits.

**Rescinding a Financial Aid Warning**

A financial aid warning is in effect until it is rescinded or financial aid is suspended. A financial aid warning is rescinded when the student’s progress rate returns to a satisfactory level.

**Financial Aid Dismissal**

1. A student receives a financial aid suspension when after one subsequent term of enrollment after being placed on financial aid warning, the student’s progress rate does not return to a satisfactory level.
2. A student who is on financial aid suspension may continue to take coursework without financial aid as long as s/he maintains satisfactory academic standing.

**Suspension**

A student may appeal Financial Aid Suspension to the dean, or designee, of the appropriate school. An appeal of a Financial Aid Suspension must present written evidence that the student is ready and able to make satisfactory progress and include an academic plan co-developed with the student’s academic advisor, which includes the number of terms within which the student will return to satisfactory academic progress. Appeals of financial aid suspension are granted at the discretion of the dean, or designee. If approved, the dean, or designee, will grant a specific number of terms by which a student must return to satisfactory academic progress by the end of the designated number of terms, the student returns to good standing. If the student does not return to satisfactory academic progress by the end of the designated number of terms, the student will be placed on Financial Aid Suspension.

A student placed on Financial Aid Suspension for a second time, is not eligible to receive financial aid for graduate study at SUNY Empire State College in the future.

**Appeals**

An explanation of the appeals process is in the Academic Appeals Policy and Procedures.

**GRADUATE ACADEMIC STANDING 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.

This policy defines whether a student is in good academic standing. It does not determine if a student is eligible for financial aid.

The cumulative grade point average is the criterion that establishes the student’s academic standing with the college. A student who meets this criterion is in good academic standing and therefore maintains her/his eligibility to reenroll. Cumulative GPA 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. Sometimes a student’s cumulative GPA falls below the minimum satisfactory cumulative GPA. When this occurs, the college notifies the student with an academic warning or dismissal.

**Academic Warning**

A student is placed on academic warning when s/he has a cumulative GPA below 3.00.

- A student on academic warning has 6 additional credits of enrollment to return to a cumulative GPA of 3.00 or higher
- An academic warning is in effect until it is rescinded or the student is academically dismissed
Rescinding an Academic Warning
An academic warning is rescinded if a student's cumulative GPA raised to 3.00 or greater within the additional 6 credits coursework allowed under academic warning.

Academic Dismissal
- A student is academically dismissed if they are on academic warning and do not achieve a cumulative GPA of 3.00 or greater after attempting 6 additional credits of applicable coursework at Empire State College.
- A student concurrently enrolled in two or more graduate programs at the time of dismissal, is dismissed from all active graduate programs when they meet the criteria for dismissal.

Reinstatement After Academic Dismissal. In order to be reinstated, a student must present written evidence to the dean or designee 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 or designee, of the appropriate school considers requests for reinstatement after academic dismissal, and grants reinstatement at his or her discretion. If the dean, or designee, reinstates a student, s/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 s/he has done to correct those problems, and how s/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.

Other Reasons for Academic Dismissal
Students also may be academically dismissed when they fail to meet the expectations of other academic policies. For example, students may be dismissed when they are unable to retain a required program course after two unsuccessful attempts under the Graduate Evaluation and Grading Policy or when teacher education students fail to meet the professional expectations described in the Teacher Professional Expectations Policy.

Appeals
A student may appeal a grade, an academic warning or dismissal, or other academic judgment, as provided in the Student Academic Appeals Policy.

TEACHER PROFESSIONAL EXPECTATIONS POLICY AND PROCEDURES
Empire State College expects teacher education students to teach effectively and to demonstrate behaviors and attitudes that are consistent with the ideal of fairness and the belief that all students can learn. 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. Students who fail to meet professional expectations are subject to warning or dismissal from the program and those dismissed cannot be recommended for teacher certification.

Further, 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, residency placements 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.

In deciding whether to admit, readmit, retain or graduate a student 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, the individual’s conduct, professional attitudes, values, and attributes to the extent such traits impact the person’s ability to serve effectively and ethically in the profession, and advancement in a teacher education program. The teacher education faculty and staff will conduct periodic reviews of students at key checkpoints, such as the time for certification recommendation, to determine whether or not the student will move forward in the process.

Professional Expectations and Criteria:
In deciding whether to admit, readmit, retain or graduate students 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 students, families, colleagues, peers, college faculty and staff, and communities, 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 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. Dispositions for teaching are defined as those professional attitudes, values, and attributes expected of an education professional by this policy and by New York state law and regulations. An instrument is used as a valid, reliable, and objective tool for assessment in this process. There is a set process to review the results of this instrument.

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.

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.

**Procedures**

**Warning or Dismissal From a Teacher Education Program**

**A. Academic Warning or Dismissal**

The graduate student Evaluation and Grading policy, Satisfactory Academic Progress policy, Academic Standing policy, and Academic Honesty policy contain college policy and procedures for academic warning and dismissal.

**B. 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.

1. Grounds for Professional Warning or Dismissal

   a. 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.

   b. The dean of the School for Graduate Studies determines that the student does not meet the professional criteria.

   2. Procedure for Warning or Dismissal

   a. Once notified of a complaint/incident, the division chair will notify the student and the student’s advisor of the complaint/incident; schedule a meeting between the student, advisor, and chair; and conduct an investigation. The student will have one week from the date of notification to confirm a date for this meeting. In advance of this meeting, the student may provide a written response to the division chair concerning the incident. At this meeting, the student may provide information or documentation or be asked by the division chair to provide information or documentation related to the complaint/incident. Based on the investigation, the division chair will make a recommendation to the dean of the School for Graduate Studies and copy the student. The student has one week from the submission of the chair’s recommendation to submit a written response to the dean of the School for Graduate Studies. In the absence of the division chair, the director of teacher education will act in his/her place.

   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 division 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 by the college, 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, in accordance with the Student Conduct Policy and Procedures, the dean may place an individual on interim suspension.

   f. A student who receives a warning or is dismissed may make an appeal following the college’s policy on Student Academic Appeals.

   **Decision not to Recommend for Certification**

   1. Grounds for Decision not to Recommend a Student for Certification

   a. The program does not recommend any student for certification who has been dismissed from the program.

   b. The program does not recommend any student for certification who fails to meet NYS Education Department requirements.
c. The division chair 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.

d. The division chair 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.

2. Procedure for Decision not to Recommend a Student for Certification

a. The division chair and/or director of teacher education may decide not to recommend a candidate for certification. In making this decision, the division chair and/or director of teacher education may obtain information, documentation or consult with others as deemed necessary.

b. The division 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 division 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.

c. A student who is not recommended for certification may make an appeal following the college's policy on Student Academic Appeals.

Readmission Consideration

Students who reapply to the program or a different program in the School for Graduate Studies must do so in accordance with the procedures for readmission. In reviewing an application for readmission to the teacher education programs all previous work in a graduate program including the individual's competencies related to serving in the teaching profession and professional expectations and criteria defined in the policy is considered.

2. Procedure for Decision not to Recommend a Student for Certification

a. The division chair and/or director of teacher education may decide not to recommend a candidate for certification. In making this decision, the division chair and/or director of teacher education may obtain information, documentation or consult with others as deemed necessary.

b. The division 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 division 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.

c. A student who is not recommended for certification may make an appeal following the college's policy on Student Academic Appeals.

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 ESC, division chair, and director of teacher education.

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 local school administrator, ESC, division chair, and director of teacher education.

CRIME DEFINITIONS

Clergy Offenses (Federal Offense Definitions)

- **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.

- **Domestic violence:** Violent misdemeanor and felony offenses committed by the victim’s current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.
• **Dating violence:** Violence committed by a person who has been in a romantic or intimate relationship with the victim. Whether there was such a relationship will be gauged by its length, type, and frequency of interaction.

• **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.

• **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent incapacity.

• **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).

• **Incest:** Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

• **Larceny – theft:** The unlawful taking, carrying, leading 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.

• **Rape:** The penetration, no matter how slight of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

• **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.

• **Sex offenses:** Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

• **Stalking:** A course of conduct directed at specific person that would cause a reasonable person to fear for her, his or others’ safety or to suffer substantial emotional distress.

• **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.

**New York State Law Definitions**

Violence against women act specific definitions: The Violence Against Women Act and its proposed regulations require the inclusion of certain New York state definitions in a campus’s Annual Security Report and also require that those definitions be provided in campaigns, orientations, programs, and trainings for employees and students. Definitions required include: Affirmative consent, dating violence, domestic violence, sexual assault, and stalking.

**AFFIRMATIVE CONSENT**

Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given in words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity or gender expression.

• Consent to any sexual act or prior consensual sexual activity with any party does not necessarily constitute consent to any other sexual act.

• Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

• Consent may be withdrawn at any time.

• Consent cannot be given when a person is incapacitated, i.e., when he or she lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

• Consent cannot be given under conditions of coercion, intimidation, force, or threat of harm.

• When consent is withdrawn, or can no longer be given, sexual activity must stop.
DATING VIOLENCE – New York state does not specifically define “dating violence.” However, under New York Law, intimate relationships are covered by the definition of domestic violence when the act constitutes a crime listed elsewhere in this document and is committed by a person in an “intimate relationship” with the victim. See “Family or Household Member” for definition of “intimate relationship.”

DOMESTIC VIOLENCE – An act which would constitute a violation of the penal law, including, but not limited to, acts constituting disorderly conduct, harassment, aggravated harassment, sexual misconduct, forcible touching, sexual abuse, stalking, criminal mischief, menacing, reckless endangerment, kidnapping, assault, attempted murder, criminal obstruction or breaching or blood circulation, or strangulation; and such acts have created a substantial risk of physical or emotional harm to a person or a person’s child. Such acts are alleged to have been committed by a family member. The victim can be anyone over the age of 16, any married person or any parent accompanied by his or her minor child or children in situations in which such person or such person’s child is a victim of the act.

FAMILY OR HOUSEHOLD MEMBER – Person’s related by consanguinity or affinity; persons legally married to one another; person formerly married to one another regardless of whether they still reside in the same household; persons who have a child in common regardless of whether such persons are married or have lived together at any time; unrelated persons who are continually or at regular intervals living in the same household or who have in the past continually or at regular intervals lived in the same household; persons who are not related by consanguinity or affinity and who are or have been in an intimate relationship regardless of whether such persons have lived together at any time. Factors that may be considered in determining whether a relationship is an “intimate relationship” include, but are not limited to: The nature or type of relationship regardless of whether the relationship is sexual in nature, the frequency of interaction between the persons, and the duration of the relationship. Neither a casual acquaintance nor ordinary fraternization between two individuals in business or social contexts shall be deemed to constitute an “intimate relationship,” any other category of individuals deemed to be a victim of domestic violence as defined by the office of children and family services in regulation.

PARENT – Means natural or adoptive parent or any individual lawfully charged with a minor child’s care or custody.

SEXUAL ASSAULT – New York state does not specifically define sexual assault. However, according to the Federal Regulations, sexual assault includes offenses that meet the definitions of rape, fondling, incest or statutory rape as used in the FBI’s UCR program.

SEX OFFENSES; LACK OF CONSENT – Whether or not specifically stated, it is an element of every offense defined in this article that the sexual act was committed without consent of the victim.

SEXual MISCONDUCT – When a person: 1) engages in sexual intercourse with another person without such person’s consent; or 2) engages in oral sexual conduct or anal sexual conduct without such person’s consent; or 3) engages in sexual conduct with an animal or a dead human body.

RAPE IN THE THIRD DEGREE – When a person: 1) engages in sexual intercourse with another person who is incapable of consent by reason of some factor other than being less than 17 years old; 2) Being 21 years old or more, engages in sexual intercourse with another person less than 17 years old; or 3) engages in sexual intercourse with another person without such person’s consent where such lack of consent is by reason of some factor other than incapacity to consent.

RAPE IN THE SECOND DEGREE – When a person: 1) being 18 years old or more, engages in sexual intercourse with another person less than 15 years old; or 2) engages in sexual intercourse with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated. It is an affirmative defense to the crime of rape in the second degree the defendant was less than 4 years older than the victim at the time of the act.

RAPE IN THE FIRST DEGREE – When a person engages in sexual intercourse with another person: 1) by forcible compulsion; or 2) who is incapable of consent by reason of being physically helpless; or 3) who is less than 11 years old; or 4) who is less than 13 years old and the actor is 18 years old or more.

CRIMINAL SEXUAL ACT IN THE THIRD DEGREE – When a person engages in oral or anal sexual conduct: 1) with a person who is incapable of consent by reason of some factor other than being less than 17 years old; 2) being 21 years old or more, with a person less than 17 years old; 3) with another person without such person’s consent where such lack of consent is by reason of some factor other than incapacity to consent.

CRIMINAL SEXUAL ACT IN THE SECOND DEGREE – When a person engages in oral or anal sexual conduct with another person: 1) and is 18 years or more and the other person is less than 15 years old; or 2) who is incapable of consent by reason of being mentally disabled or mentally incapacitated. It is an affirmative defense that the defendant was less than 4 years older than the victim at the time of the act.

CRIMINAL SEXUAL ACT IN THE FIRST DEGREE – When a person engages in oral or anal sexual conduct with another person: 1) by forcible compulsion; 2) who is incapable of consent by reason of being physically helpless; 3) who is less than 11 years old; or 4) who is less than 13 years old and the actor is 18 years old or more.

FORCIBLE TOUCHING – When a person intentionally, and for no legitimate purpose, forcibly touches the sexual or other intimate parts of another person for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor’s sexual desire. It includes squeezing, grabbing or pinching.
PERSISTENT SEXUAL ABUSE – When a person commits a crime of forcible touching, or second or third degree sexual abuse within the previous 10-year period, has been convicted two or more times, in separate criminal transactions for which a sentence was imposed on separate occasions of one of the above mentioned crimes or any offense defined in this article, of which the commission or attempted commissions thereof is a felony.

SEXUAL ABUSE IN THE THIRD DEGREE – When a person subjects another person to sexual contact without the latter's consent. For any prosecution under this section, it is an affirmative defense that: 1) such other person's lack of consent was due solely to incapacity to consent by reason of being less than 17 years old; and 2) such other person was more than 14 years old; and 3) the defendant was less than 5 years older than such other person.

SEXUAL ABUSE IN THE SECOND DEGREE – When a person subjects another person to sexual contact and when such other person is: 1) incapable of consent by reason of some factor other than being less than 17 years old; or 2) less than 14 years old.

SEXUAL ABUSE IN THE FIRST DEGREE – When a person subjects another person to sexual contact: 1) by forcible compulsion; 2) when the other person is incapable of consent by reason of being physically helpless; or 3) when the other person is less than 11 years old; or 4) when the other person is less than 13 years old.

AGGRAVATED SEXUAL ABUSE – For the purposes of this section, conduct performed for a valid medical purpose does not violate the provisions of this section.

AGGRAVATED SEXUAL ABUSE IN THE FOURTH DEGREE – When a person inserts a foreign object in the vagina, urethra, penis, or rectum of another person and the other person is incapable of consent by reason of some factor other than being less than 17 years old; and 2) finger in the vagina, urethra, penis, rectum, or anus of another person causing physical injury to such person and such person is incapable of consent by reason of some factor other than being less than 17 years old.

AGGRAVATED SEXUAL ABUSE IN THE THIRD DEGREE – When a person inserts a foreign object in the vagina, urethra, penis, or rectum of another person and the other person is incapable of consent by reason of some factor other than being less than 17 years old; and 2) finger in the vagina, urethra, penis, rectum, or anus of another person causing physical injury to such person and such person is incapable of consent by reason of being mentally disabled or mentally incapacitated.

AGGRAVATED SEXUAL ABUSE IN THE SECOND DEGREE – When a person inserts a finger in the vagina, urethra, penis, rectum or anus of another person causing physical injury to such person by: 1) forcible compulsion; or 2) when the other person is incapable of consent by reason of being physically helpless; or 3) when the other person is less than 11 years old.

AGGRAVATED SEXUAL ABUSE IN THE FIRST DEGREE – When a person subjects another person to sexual contact: 1) By forcible compulsion; or 2) When the other person is incapable of consent by reason of being physically helpless; or 3) When the other person is less than 11 years old; or 4) When the other person is less than 13 years old and the actor is 21 years old or older.

COURSE OF SEXUAL CONDUCT AGAINST A CHILD IN THE SECOND DEGREE – When over a period of time, not less than three months, a person: 1) Engages in two or more acts of sexual conduct with a child less than 11 years old; or 2) Being 18 years old or more engages in two or more acts of sexual conduct with a child less than 13 years old. A person may not be subsequently prosecuted for any other sexual offense involving the same victim unless the other charges offense occurred outside of the time period charged under this section.

COURSE OF SEXUAL CONDUCT AGAINST A CHILD IN THE FIRST DEGREE – When person over a period of time, not less than three months in duration, a person: 1) Engages in two or more acts of sexual conduct, or aggravated sexual contact with a child less than 11 years old; or 2) Being 18 years old or more engages in two or more acts of sexual conduct which includes at least one act of sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact with a child less than 13 years old.

FACILITATING A SEX OFFENSE WITH A CONTROLLED SUBSTANCE – A person is guilty of facilitating a sex offense with a controlled substance when he or she: 1) Knowingly and unlawfully possesses a controlled substance or any preparation, compound, mixture or substance that requires a prescription to obtain and administers such substance or preparation, compound, mixture or substance that requires a prescription to obtain to another person without such person's consent and with intent to commit against such person conduct constituting a felony defined in this article; and 2) Commits or attempts to commit such conduct constituting a felony defined in this article.

INCEST IN THE THIRD DEGREE – A person is guilty of incest in the third degree when he or she marries or engages in sexual intercourse, oral sexual conduct or anal sexual conduct with a person whom he or she knows to be related to him or her, whether through marriage or not, as an ancestor, descendant, brother or sister of either the whole or the half blood, uncle, aunt, nephew or niece.

INCEST IN THE SECOND DEGREE – A person is guilty of incest in the second degree when he or she commits the crime of rape in the second degree, or criminal sexual act in the second degree, against a person whom he or she knows to be related to him or her, whether through marriage or not, as an ancestor, descendant, brother or sister of either the whole or the half blood, uncle, aunt, nephew or niece.

INCEST IN THE FIRST DEGREE – A person is guilty of incest in the first degree when he or she commits the crime of rape in the first degree, or criminal sexual act in the first degree, against a person whom he or she knows to be related to him or...
her, whether through marriage or not, as an ancestor, descendant, brother or sister of either the whole or half blood, uncle, aunt, nephew or niece.

STALKING IN THE FOURTH DEGREE – When a person intentionally, and for not legitimate purpose, engages in a course of conduct directed at a specific person, and knows or reasonably should know that such conduct: 1) is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person’s immediate family or a third party with whom such person is acquainted; or 2) Causes material harm to the mental or emotional health of such person, where such conduct consists of following, phoning or initiating communication or contact with such person, a member of such person’s immediate family or a third party with whom such person is acquainted, and the actor was previously clearly informed to cease that conduct; or 3) Is likely to cause such person to reasonably fear that his or her employment, business or career is threatened, where such conduct consists of appearing, phoning or initiating communication or contact at such person’s place of employment or business, and the actor was previously clearly informed to cease that conduct.

STALKING IN THE THIRD DEGREE – When a person: 1) Commits the crime of stalking in the fourth degree against any person in three or more separate transactions, for which the actor has not been previously convicted; or 2) Commits the crime of stalking in the fourth degree against any person, and has previously been convicted, within the preceding 10 years of a specified predicate crime and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or 3) With an intent to harass, annoy or alarm a specific person, intentionally engages in a course of conduct directed at such person which is likely to cause such person to reasonably fear physical injury or serious physical injury, the commission of a sex offense against, or the kidnapping, unlawful imprisonment or death of such person or a member of such person’s immediate family; or 4) Commits the crime or stalking in the fourth degree and has previously been convicted within the preceding 10 years of stalking in the fourth degree.

STALKING IN THE SECOND DEGREE – When a person: 1) Commits the crime of stalking in the third degree and in the course of and furtherance of the commission of such offense: a) Displays, or possesses and threatens the use of, a firearm, pistol, revolver, rifle, sword, billy, blackjack, bludgeon, plastic knuckles, metal knuckles, chuka stick, sand bag, sandclub, sligshot, slungshot, shirken, “Kung Fu Star,” dagger, dangerous knife, dirk, razor, stiletto, imitation pistol, dangerous instrument, deadly instrument, or deadly weapons; or b) Displays what appears to be a pistol, revolver, rifle, shotgun, machine gun, or other firearm; or 2) Commits the crime of stalking in the third against any person, and has previously been convicted, within the preceding five years, of a specified predicate crime, and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or 3) Commits the crime of stalking in the fourth degree and has previously been convicted of stalking in the third degree; or 4) Being 21 years of age or older, repeatedly follows a person under the age of 14 or engages in a course of conduct or repeatedly commits acts over a period of time intentionally placing or attempting to place such person who is under the age of 14 in reasonable fear of physical injury, serious physical injury or death; or 5) Commits the crime of stalking in the third degree, against 10 or more persons, in 10 or more separate transactions, for which the actor has not been previously convicted.

STALKING IN THE FIRST DEGREE – When a commits the crime of stalking in the third degree or stalking in the second degree and, in the course and furtherance thereof, he or she intentionally or recklessly causes physical injury to the victim of such crime.

OFFICE OF PUBLIC SAFETY
The Office of Public Safety 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 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 Public Safety;
• 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 and fire-related information.

COLLEGE LAW ENFORCEMENT
SUNY Empire State College’s Office of Public Safety 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 Public Safety 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 Public Safety for the collection of crime reports and dissemination of the annual crime statistics and report by Oct. 1 of each calendar year.

The SUNY Empire State College “Annual Safety and Security Report” is available to all current and perspective Empire State College students and employees upon request.

The “Annual Safety and Security Report” includes:

• Statistics on the number of on-campus 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 campus community about alcohol and drug abuse education, crime prevention, and campus security practices.

• Sex offender registry information, New York State Sex Offender Registry and New York State 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

• On Campus: 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).

• Noncampus 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 campus, or immediately adjacent to and accessible from the campus.

Safety and Security – Our Responsibility

The Office of Public Safety 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 campus 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 on campus and in adjacent areas for the current reporting year and the previous two calendar years.
Definitions

1. On an annual basis, the Office of Public Safety 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.

2. 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).

3. The Office of Public Safety 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.

4. Data obtained and reported to the Office of Public Safety 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 campus 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 on campus. 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 Public Safety 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 Property Used for Educational Purposes, and The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 USC 1092 (f), Crime Awareness and Campus Security Act of 1990 otherwise known as the Campus Safety Act] developed memorandums of understanding with local law enforcement to address enforcement of laws at the college, to assist in the reporting of missing persons and investigate, and respond to violent felony crime under New York Penal Law §70.

CRIMINAL AND INCIDENT REPORTING

Criminal Offense

If a criminal offense occurs at any of the college’s locations, it must be reported immediately. 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/campus security authority or the Office of Public Safety. If the incident is an immediate threat to health, life or safety, the first call should always be to the 911 center to alert the proper police agency within that location’s jurisdiction. Once the caller is safe, then the Office of Public Safety must be notified. 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 incident reporting number for Public Safety; 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 on-campus 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 Office of Public Safety. Crimes or incidents of a lesser nature including, but not limited to: Property crimes, larceny, and vandalism, are to be immediately reported to the executive director/regional operations coordinator (or designee). If an individual notices a person(s) acting suspiciously at a Coordinating Center location, he or she should contact the Office of Public Safety at 518-587-2100, ext. 2800. In all other locations, individuals should contact the executive director/regional operations coordinator (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 executive director/regional operations coordinator (or designee).

In all instances, the Office of Public Safety will conduct an investigation with the police agency taking the initial report if applicable.

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(c), issue a “timely warning” and/or “emergency notification” as directed by the Empire State College Emergency Notification and Timely Warning Policy.

Identification of College Campus Security Authorities

The college has designated certain administrators and staff as “campus security authorities” in recognition that many students, faculty, and staff may be hesitant about reporting crimes to local police or the Office of Public Safety, and may be more inclined to report incidents to nonlaw enforcement administrators and/or staff instead.

Campus security authorities are employees designated at various college locations that aid in the safety and security of the college community. Campus security authorities may be contacted when someone witnesses or sees an unsafe condition, believes that they are the victim of a crime, or is seeking a referral for drug or alcohol abuse. The college's Title IX coordinator (Elliott.Dawes@esc.edu) must be contacted in all cases of sex discrimination or sexual violence.

Campus security authorities are charged with reporting to appropriate law enforcement personnel (either the Office of Public Safety or local police), and college officials who should be made aware of the crime or complaint. A campus security authority is not responsible for determining whether a crime took place, as that is the function of law enforcement and its investigatory process, but rather responsible for making a good faith effort to report the incident and to help prevent further incidences.

A campus security authority is required to report all allegations to law enforcement personnel, even if the campus 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 campus security authority also may provide a victim or witness with assistance in reporting a crime to the Office of Public Safety or local police, or to any official or office which should be informed of the crime or complaint.

Empire State College does not have on-site college counselors, but rather contracts with Talk One–2–One, which is a free 24/7 confidential, third-party, professional counseling service for students. Counseling is provided via telephone and if face-to-face counseling is requested, the phone counselor will help the student locate a provider. The student’s first three sessions are free of charge and then the counselor will work within the student’s health insurance network. These counselors are not campus security authorities, and are therefore exempt from disclosing or reporting allegations of crimes and incidents. However, if for example a dean with a Ph.D. in psychology provides assistance, he/she is acting in his/her role as a dean and not as a counselor. In this case, the dean would not be exempt from the Clery Act reporting requirements.

In addition, as required under, (34 CFR 668.46a), the college has designated certain administrative personnel as “campus security authorities:”
• Office of Public Safety, director, and assistants/designees
• Executive vice president and assistant vice president for administration, and affiliate vice presidents
• Assistant vice president for human resources and labor relations, or designee
• Title IX coordinator/deputy Title IX coordinator
• Provost and vice provosts
• Director of collegewide student affairs, or designee
• Executive directors and regional operations coordinators
• Deans and associate deans
• Directors and coordinators
• President’s Advisory Committee on Security, Threat Assessment team members
• Director of collegewide disability services

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.

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.

The Office of Public Safety, 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 Public Safety, and designated campus officials (including Office of Administration, Office of Academic Affairs, Office of the President, Office of Human Resource, academic deans, and executive directors), and local law enforcement entities. Crimes are reported that occur on campus, on locations that are contiguous to the campus, and buildings or properties that are either owned or controlled by a campus affiliated entity.

College policy encourages every member of the campus 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 Public Safety.

The data for the annual crime statistics is monitored daily. Every Empire State College campus has a designated campus security authority. The campus 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 campus security authority will inform the Office of Public Safety on an annual basis upon request 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 Public Safety located at 2 Union Ave., Saratoga Springs NY 12866-4390. All prospective students may obtain a copy by calling the Office of Public Safety, 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 Public Safety 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 Disclosure of Campus Security Policy and Campus Crime Statistics 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 Public Safety, occurring on or near a college facility. The information contained in this log identifies, but is 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 Public Safety in Saratoga Springs. The log also may be viewed at one of our regional locations, upon request through the executive director’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 his designee, constitutes an ongoing 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 assistant vice president for communications.

For General Notification

- Email to all students and/or faculty/staff affected.
- Postings in college facilities, and on campus 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) in the case of a critical collegewide emergency.
- Posting of notification on Office of Public Safety.
- 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 executive vice president for 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 Public Safety, or a local police agency, represents 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 his or her absence, the assistant vice president for administration, in conjunction with the director of public safety and emergency management, 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 in close proximity to any of the college campuses 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 off campus, that, in the judgment of the director of public safety and emergency management, in conjunction with the vice president for administration/designee, constitutes an ongoing or continuing threat to the campus 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 situation on campus 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 campus 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, manmade 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 Office of Public Safety, and 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 automatically added to the system. The college automatically notifies via official email address on record. If individuals wish to be notified via text message, or additional email addresses or devices, they should add their additional information to their account at http://alert.esc.edu. Because emergency and timely notifications are a public safety
obligation, the college cannot allow anyone to opt out. For more information about ESC Alert, please visit www.esc.edu/safety-security/esc-alert.

**SUNY Empire State College Community Responsibility**

All Empire State College community members, including 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 Public Safety at the Coordinating Center should be immediately notified by the executive director or designee.

**BUILDING SECURITY**

**Access to Facilities and Security of Buildings**

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 issued keys/access cards to gain entry into buildings. Individuals assigned access cards or keys are responsible for reporting them missing, lost, and/or stolen. Saratoga Springs locations offer a key card access control system for all employees to utilize in gaining access to secure facilities. Additionally, other monitoring devices have been employed to assist with the overall general safety of the community. Empire State College utilizes various facilities statewide, security at each of our locations may vary slightly depending on existing infrastructure and inbuilding services provided by individual landlords. Specific questions on a particular locations security may be directed through the Office of Public Safety or the executive director, or the regional operations coordinator’s office for that specific location.

**Campus Facilities**

The college’s goal is to provide a campus environment that is as safe and secure as possible. Generally, campus buildings and facilities are not only accessible to members of the campus community but also to the public during normal business hours of 8 a.m. to 5 p.m. During nonbusiness hours, 5 p.m. to 8 a.m., classrooms and office buildings not 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; executive directors, and regional operations coordinators have discretion to operate outside of normal business hours.

**Security and Access to Campus 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 executive director of the location are responsible for variances in times. Additionally, at the discretion of the executive director and regional operations coordinator, 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 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 executive director and regional operations coordinator 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-corring;
• 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 locations in Saratoga Springs is conducted through the Office of Administration and Facilities. Deficiencies found at Saratoga Springs locations are to be reported to Facilities at 518-587-2100, ext. 2925. Periodic safety inspections are conducted by the Office of Public Safety in conjunction with 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 executive director or regional operations coordinator. 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 Public Safety in Saratoga Springs at 518-587-2100, ext. 2800.

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 campus. 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 Public Safety website (www.esc.edu/safety-security) 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 “Workplace Violence and Domestic Violence” may be located at www.esc.edu/safety-security.

Off-campus Criminal Activity
Empire State College is a nonresidential college with no dorms or off-site housing. Off-site groups or associations in a living environment associated with the college do not exist. The Office of Public Safety 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.

CAMPUS 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.ny.gov/. You also may contact the NYS DCJS Sex Offender Registry at 518-457-5837 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.ny.gov/) and contains its 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 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.

SEXUAL ASSAULT, DOMESTIC VIOLENCE, DATING VIOLENCE AND STALKING PREVENTION, AND RESPONSE POLICIES

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 harassment, sexual assault or any other form of nonconsensual sexual activity to include dating violence, domestic violence, and/or stalking.

It is essential that students who are sexually assaulted receive support and medical treatment as soon as possible. This document outlines the policies and procedures that will allow members of the college community to be effective at referring victims of assault to medical, psychological, and legal resources. The college’s Student Code of Conduct provides additional information for students.

This policy reflects SUNY’s Policies on Sexual Violence Prevention and Response and is in compliance with NYS law, chapter 75 of the laws of 2015.

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 voluntarily or involuntarily, at the time that violence, including, but not limited to domestic violence, dating violence, stalking or sexual assault, 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 domestic violence, dating violence, stalking, or sexual assault to college officials. A bystander or reporting individual acting in good faith, who discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Empire State College officials or law enforcement, will not be subject to the college’s code of conduct for violations of alcohol and/or drug use policies at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Campus Climate Assessment Policy

Student Climate assessments will be conducted every two years to provide college administrators the opportunity to better understand student concerns and to make informed decisions about providing a safe educational environment. (Refer to SUNY Sexual Violence Prevention and Response Policies at http://system.suny.edu/sexual-violence-prevention-workgroup/policies)

Students’ 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 collegewide 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.

All students have the right to:

• Make a report to local law enforcement and/or state police;
• Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
• Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure from the institution;
• Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
• Be treated with dignity and to receive from the institution courteous, fair counseling services, where available;
• Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
• Describe the incident to as few institutional representatives as practicable and not to be required to unnecessarily repeat a description of the incident;
• Be free from retaliation by the institution, the accused, and/or the respondent, and/or their family, friends, and acquaintances within the jurisdiction of the institution;
• Access to at least one level of appeal of a determination;
• Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process;
• Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the college.

**Sexual Violence Response Policy**

In accordance with the Students’ Bill of Rights, reporting individuals 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.

1. **Reporting**

   • To disclose an incident confidentially to the college’s student counseling service (or EAP for employees): The college contracts with a private, third-party counseling service, Talk One-2-One. This service is a free 24-hour/7 days a week confidential service, which provides licensed counselors for phone or face-to-face counseling. Contact Talk One-2-One at www.studenttalkone2one.com; or call, 800-756-3124.

   • To disclose the incident and obtain confidential services from New York State, contact New York City or county hotlines at www.opdv.ny.gov/help/dvhotlines.html. Additional disclosure and assistance options are catalogued by the Office for the Prevention of Domestic Violence and presented in several languages at www.opdv.ny.gov/help/index.html or 800-942-6906. Assistance also is available through the following organizations.

      o SurvJustice: http://survjustice.org/our-services/civil-rights-complaints

      o Legal Momentum: www.legalmomentum.org

      o NYSCASA: http://nyscasa.org/responding

      o NYSCADV: http://nyscadv.org

      o Pandora’s Project: www.pandys.org/lgbtsurvivors.html

      o GLBTQ Domestic Violence Project: www.glbtqdv.org

      o RAING: www.rain.org/get-help

      o Safe Horizons: www.safehorizon.org

      (Note: These hotlines are for crisis intervention, resources and referrals, and are not reporting mechanisms; disclosure during a call to a hotline does not provide information to the campus. Reporting individuals are encouraged to additionally contact a confidential campus or private resource, so that the college can take appropriate action.

   • To disclose the incident to a college official, who can offer privacy and provide information about remedies, accommodations, evidence preservation, and how to obtain resources. Those officials also will provide the information contained in the Students’ Bill of Rights, including the right to choose when and where to report, to be protected by the college from retaliation, and to receive assistance and resources from the college. Note, college officials will disclose that they are private and not confidential resources and may still be required by law and college policy to inform one or more college officials about the incident, including but not limited to Title IX coordinator. They will notify reporting individuals that the criminal justice process uses different standards of proof and evidence than internal procedures and that questions about the penal law or criminal process should be directed to law enforcement or district attorney.

      o Office of Public Safety, 518-587-2100, ext. 2800, 2 Union Ave., Saratoga Springs, NY 12866-4390;

      o Title IX Coordinator, Elliott Dawes, email Elliott.Dawes@esc.edu or call 518-587-2100, ext. 1293;

      o Local law enforcement office, listed at https://en.wikipedia.org/wiki/List_of_United_States_state_and_local_law_enforcement_agencies

      o State police 24-hour hotline to report sexual assault on a New York college campus, 844-845-7269

   • To receive assistance from the college Title IX coordinator in initiating legal proceedings in family court or civil court, email Elliott.Dawes@esc.edu or call 518-587-2100, ext. 1293.

   • 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 college policy and the reporting individual’s identity shall remain private at all times, if said reporting individual wishes to maintain privacy. If a reporting individual wishes to keep his/her identity private, he or she may call the Title IX coordinator anonymously to discuss the situation and available options at Elliott Dawes, Title IX Coordinator, 325 Hudson Street, Room 513, New York, NY 10013-1005; 518-587-2100, ext. 1293; Elliott.Dawes@esc.edu.

   • When the accused is an employee, a reporting individual also may report the incident to the Office of Human Resources, or may request that one of the above-referenced private employees assist in reporting to the Office of Human Resources [2 Union Ave., Saratoga Springs, NY 12866-4390; 518-587-2100, ext. 2240]; all incidents will be shared with the Title IX coordinator. Disciplinary proceedings will be conducted in accordance with applicable collective bargaining agreements.

   • When the accused is an employee, affiliated entity or vendor to the college, college officials will, at the request of the reporting individual, 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 persona-non-grata letter, subject to legal requirements, and college policy.

   • The reporting individual may withdraw a complaint or involvement from the college process at any time.

2. **Resources**

   • To obtain effective intervention services.
3. Protection and Accommodations

- 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 Public Safety when an individual violates an Order of Protection or to call on and assist local law enforcement in facilitating 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 subjected to interim suspension, pending the outcome of a conduct process. Parties may request a prompt review of the need for and terms of an interim suspension.
- When the accused is not a member of the college community, to have assistance from the Office of Public Safety 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. Parties may request a prompt review of the need for and terms of any interim measures and accommodations that directly affect them. While reporting individuals may request accommodations through any of the offices referenced in this policy, the following office can assist with these measures:
  o Title IX coordinator, 325 Hudson Street, Room 513, New York, NY 10013-1005; 518-587-2100, ext. 1293; Elliott.Dawes@esc.edu
  o Director of collegewide student affairs, 1 Union Ave., Saratoga Springs, NY 12866-4309; 518-587-2100, ext. 2463, Patricia.Myers@esc.edu

4. Student Conduct Process

- To request that student-conduct charges be filed against the accused. Conduct proceedings are governed by the procedures set forth in the Empire State College 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 respondent, and the reporting individual will have:
The same opportunity to be accompanied by an advisor of their choice, who may assist and advise the parties throughout the conduct process and any related hearings or meetings. Participation of the advisor in any proceeding is governed by federal law and the Student Code of Conduct.

The right to a prompt response to any complaint and to have the complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until a finding of responsibility is made, 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 (including fairness, impartiality, and a meaningful opportunity to be heard) and is not conducted by individuals with a conflict of interest.

The right to receive advance written or electronic notice of the date, time, and location of any meeting or hearing he or she is required or eligible to attend. Accused individuals will be told the factual allegations concerning the violation, a reference to the specific code of conduct provisions alleged to have been violated and possible sanctions.

The right to due process concurrent 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 offer evidence during an investigation and to review available relevant evidence in the case file, or otherwise held by the college.

The right to present evidence and testimony at a hearing, where appropriate.

The right to a range of options for providing testimony via alternative arrangements, including telephone/video conferencing, or testifying with a room partition.

The right to exclude prior sexual history with persons other than the other party in the conduct process, or their own mental health diagnosis or treatment that may determine responsibility. Past findings of domestic violence, dating violence, stalking or sexual assault 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 decision, any sanctions, and the rationale for the decision and sanctions.

The right to written or electronic notice about the sanction(s) that may be imposed on the accused, based upon the outcome of the conduct proceeding. For students found responsible for sexual assault, the available sanctions are suspension with additional requirements and expulsion/dismissal.

Access to at least one level of appeal of a determination before a panel, which may include one or more students, that is fair and impartial and does not include individuals with a conflict of interest.

The right to access to a full and fair record of a student conduct hearing, which shall be preserved and maintained for at least five years.

Office of Collegewide Student Affairs, 1 Union Ave., Saratoga Springs, NY 12866-4309; Patricia.Myers@esc.edu, 518-587-2100, ext. 2463

The right to choose whether to disclose or discuss the outcome of a conduct hearing.

The right to have all information obtained during the course of the conduct or judicial process be protected from public release, until the appeals panel makes a final determination, unless otherwise required by law.

Options for Confidentially Disclosing Sexual Violence

The State University of New York and Empire State College want students to get the information and support they need, regardless of whether they move forward with a report of sexual violence to college officials, or to police. Students are encouraged to talk with someone about something they have observed or experienced, even if they are unsure that the behavior constitutes sexual violence. A conversation where questions can be answered is far superior to keeping something to yourself. Confidentiality varies, and this document is aimed at helping you understand how confidentiality applies to different resources that may be available to you.

Privileged and Confidential Resources

Individuals who are confidential resources will not report crimes to law enforcement or college officials without the victim's permission, except for extreme circumstances, such as a health and/or safety emergency. At Empire State College, a confidential service includes an off-campus professional counseling service: Talk One-2-One, at www.studenttalkone2one.com or 800-756-3124. This is a free, confidential, third-party, certified confidential counseling service.
Off-campus options to disclose sexual violence confidentially include:

- Off-campus counselors and advocates**
- Crisis services offices will generally maintain confidentiality unless you request disclosure and sign a consent or waiver form. More information on agency's policies on confidentiality may be obtained directly from the agency.
  - New York State Coalition against Sexual Assault at http://nyscasa.org
  - Sexual Assault Nurse Examiner (SANE) at local hospitals and programs

- Off-campus healthcare providers
- Medical office and insurance billing practices may reveal information to the insurance policyholder, including medication and/or examinations paid for or administered. 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 compensation. More information may be found https://ovs.ny.gov/ or call 800-247-8035.

* Note: These outside options do not provide any information to the campus.
** Note that even individuals who can typically maintain confidentiality are subject to exceptions under the law, including when an individual is a threat to him or herself or others and the mandatory reporting of child abuse.

Privacy versus Confidentiality

Even Empire State College offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a nonconfidential resource will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX coordinator or designee, who is responsible under the law for tracking patterns and spotting systemic issues. Empire State College will limit the disclosure as much as possible, even if the Title IX coordinator determines that the request for confidentiality cannot be honored.

Requesting Confidentiality: How Empire State College Will Weigh the Request and Respond

If an incident is disclosed to an Empire State College employee who is responsible for responding to or reporting sexual violence or sexual harassment, but wish to maintain confidentiality, or do not consent to the college’s request to initiate an investigation, the Title IX coordinator must weigh the request against their obligation to provide a safe, nondiscriminatory environment for all members of our community, including the reporting individual.

The college will assist in making academic, employment, and other reasonable and available accommodations, regardless of the reporting individuals reporting choices. While reporting individuals may request accommodations through various college offices, the following office serves as a primary point of contact to assist with these measures: Elliott Dawes, Title IX Coordinator, 325 Hudson Street, Room 513, New York, NY 10013-1005; 518-587-2100, ext. 1293; Elliott.Dawes@esc.edu.

The college may take proactive steps, such as training or awareness efforts, to combat sexual violence in a general way that does not identify the reporting individual or the situation they disclosed.

The college may seek consent from reporting individual prior to conducting an investigation. The reporting individual may decline to consent to an investigation, and that determination will be honored unless the college's failure to act does not adequately mitigate the risk of harm to you or other members of the college community. Honoring such request may limit the college's ability to meaningfully investigate and pursue action against an accused individual. If the college determines that an investigation is required, the reporting individual will be notified and immediate action will be taken, as necessary, to provide protection and assistance.

When a reporting individual discloses an incident to someone who is responsible for responding to or reporting sexual violence or sexual harassment, but wish to maintain confidentiality, Empire State College will consider many factors to determine whether to proceed despite that request. These factors include, but are not limited to:

- Whether the accused has a history of violent behavior or is a repeat offender
- Whether the incident represents escalation, such as a situation that previously involved sustained stalking
- The increased risk that the accused will commit additional acts of violence
- Whether the accused used a weapon or force
- Whether the reporting individual is a minor
- Whether we possess other means to obtain evidence such as security footage, and whether the report reveals a pattern of perpetration at a given location, or by a particular group.

If the college determines that it must move forward with an investigation, the reporting individual will be notified and the college will take immediate action, as necessary, to protect and assist him or her.

Public Awareness/Advocacy Events

If an individual discloses a situation through a public awareness event, such as “Take Back the Night,” candlelight vigils, protests through a student organization or other event or forum, or other public event, the college is not obligated to begin an investigation. Empire State College may use the information provided to inform the need for additional education and prevention efforts.

Anonymous Disclosure

- New York State Hotline for Sexual Assault and Domestic Violence: 800-942-6906
Institutional Crime Reporting

Reports of certain crimes occurring in certain geographic locations will be included anonymously in the college Clery Act Annual Security Report that neither identifies the specifics of the crime or the identity of the reporting individual. Contact information:

- Director of public safety and emergency management, 518-580-2900
- Title IX coordinator, 518-587-2100, ext. 1293

Empire State College is obligated to issue timely warnings of Clery Act crimes occurring within relevant geography that represent a serious or continuing threat to students and employees (subject to exceptions when potentially compromising law enforcement efforts and when the warning itself could potentially identify the reporting individual or victim/survivor). A reporting individual will never be identified in a timely warning.

The Family Educational Rights and Privacy Act allows institutions to share information with parents when: 1) there is a health or safety emergency, or 2) when the student is a dependent on either parent's prior year federal income tax return. Generally, SUNY Empire will not share information about a report of sexual violence with parents without the permission of the reporting individual.

Definitions

- **Accused**: A person accused of a violation who has not yet entered the college's judicial or conduct process.
- **Affirmative consent**: Refer to definition on page 4 of this document.
- **Bystander**: A person who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of rules or policies of the college.
- **Bystander intervention**: Involves developing the awareness, skills, and courage needed to intervene in a situation when another individual needs help. Bystander intervention allows individuals to send powerful messages about what is acceptable and expected behavior in our community.
- **Code of Conduct**: The written policies adopted by the college governing student behavior, rights, and responsibilities while at the college.
- **Confidentiality**: May be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to college officials, in a manner consistent with state and federal law, including, but not limited to, 20 U.S.C. 1092(f) and 20 U.S.C. 1681(a). Licensed mental health counselors, medical providers, and pastoral counselors are examples of individuals who may offer confidentiality. College faculty and staff are mandated to report known incidences of sexual assault or other crimes to appropriate college officials, but are considered private sources. See definition of “Privacy” below.
- **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, the accused should be found responsible.
- **Privacy**: May be offered by an individual when he or she is unable to offer confidentiality under the law, but shall not disclose information about a crime or incident learned from a reporting individual or bystander more than is necessary to comply with this and other applicable laws, including informing appropriate college officials.
- **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 college official, 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.
- **Reporting individual**: Victim, survivor, complainant, claimant, witness with victim status, and any other term used by the college to reference an individual who brings forth a report of a violation.
- **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.
- **Respondent**: A person accused of a violation who has entered the college's judicial or conduct process.
- **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 during work hours. All acts of sex discrimination, including sexual harassment and sexual violence, are prohibited by Title IX.
- **Sexual activity**: Shall have the same meaning as “sexual act” and/or “sexual contact,” per 18 U.S.C. 2246(2) and 18 U.S.C. 2246(3).
- **Sexual assault**: Physical sexual act(s) 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 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, dating violence, domestic violence, and sexual assault (including rape).

- **Stalking**: Intentionally engaging in a course of conduct, directed at a specific person, which is likely to cause a reasonable person to fear for his or her safety, or causes that person to suffer substantial emotional damage. Examples include repeatedly following such person(s), repeatedly committing acts that alarm, cause fear, or seriously annoy such person(s), and that serve no legitimate purpose, and repeatedly communicating, by any means, including electronic means, with such person(s) in a manner likely to intimidate, annoy, or alarm him or her.

- **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, Elliott Dawes, email Elliott.Dawes@esc.edu or call 518-587-2100, ext. 1293. The Title IX coordinator is either the official coordinator and/or his or her designee or designees.

Elliott Dawes
Chief Diversity Officer for Institutional Equity and Inclusion
Office of the President
SUNY Empire State College
325 Hudson Street, Room 513
New York, NY 10013-1005
518-587-2100, ext. 1293
Elliott.Dawes@esc.edu

Mark Jankowski
Director of Public Safety and Emergency Management/
Deputy Title IX Coordinator
Office of Safety and Security
SUNY Empire State College
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2800

Director of Collegewide Services
Office of College Student Services
SUNY Empire State College
1 Union Ave.
Saratoga Springs, NY 12866-4309
518-587-2100, ext. 2463
CollegewideStudentServices@esc.edu

Assistant Vice President for Human Resources and Labor Relations/Affirmative Action Officer
Office of Human Resources
SUNY Empire State College
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2240

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 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 identity, sexual orientation, national origin 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 identity, 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.
Victims of bias crimes or incidents may seek counseling services from their own health care providers. The college does not offer on-site counseling services.

**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. The college has a wellness website which informs students about addiction and where to obtain assistance. In addition, sessions are offered at the student wellness retreat covering drug and alcohol prevention and recovery.

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 regional 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 regional locations or the Office of Academic Affairs. NYS Penal Law. http://ypdcrime.com/penal.law/

**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.

**Campus Drug Policy**

Empire State College is committed to promoting a drug-free campus 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 campus 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 also may apply.

**FIRE SAFETY, FIRE RELATED INFORMATION**

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 Public Safety 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 any place 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.

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.

DOMESTIC VIOLENCE – WORKPLACE VIOLENCE INITIATIVE

Executive Order 19, issued on Oct. 22, 2007, requires all state agencies to adopt a Domestic Violence and the Workplace Policy by Aug. 1, 2008. The Office for the Prevention of Domestic Violence (OPDV) has been charged with the responsibility of developing a model policy and sample implementation procedures by Feb. 1, 2008. The workplace violence initiative program and training outline Empire State College adheres to is located on the Office of Public Safety website (www.esc.edu/safety-security). These very important policies are post on the Safety and Security website at www.esc.edu/safety-security. Refer to paragraph SAFETY PROGRAMS AND SERVICES regarding safety programs and services for domestic violence and workplace violence.

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 campus 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 in**, 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 off campus until advised it is safe to do so by police or campus 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.

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 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;
  8 NYCRR Part 535 SUNY’s regulations for the maintenance of public order.

**SAFETY PROGRAMS AND SERVICES**

The Office of Public Safety 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:

- **Violence Against Women Act and Workplace Violence Awareness and Prevention Training.** Offered by the Office of Public Safety 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. The Office of Public Safety also conducts training on Active Shooter Threat Awareness/Explosive Threat Awareness throughout the year, and is available to all locations statewide.
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 99). Sanctions for those found responsible may include written warning, suspension or expulsion.

**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 locations. 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.

GRADUATE TRANSFER, CROSS-REGISTRATION, AND EVALUATED CREDIT POLICY

Students may transfer, cross-register, and/or earn evaluated credit for up to a combined total of 12 credits into master’s programs in the School for Graduate Studies and up to 3 credits into the school’s advanced certificate programs.

To be eligible for consideration, these transfer or cross-registration 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 all other programs, requests for transfer credit from prior academic work are made at the time of application. Transfer credit approval is at the discretion of the program faculty.
- For master’s programs that require an approved formal degree program (DP), the student discusses transfer credit during degree planning with his or her academic advisor. Transfer credit approval is at the discretion of the program faculty.
- For all other programs, requests for transfer credit from prior academic work are made at the time of application. Transfer credit approval is at the discretion of the program faculty. Post admission, requests for transfer credit may be made to the program coordinator or division chair for programs without a coordinator, in the School for Graduate Studies. Approval is at the discretion of the program coordinator or division chair for programs without a coordinator, in the School for Graduate Studies.

Before cross-registering for a course, students should receive approval from the program coordinator or division chair for programs without a coordinator, in the School for Graduate Studies. Approval is at the discretion of the program coordinator or division chair for programs without a coordinator.
The ability to earn credit by evaluation is determined at the program level. Individual programs that allow for credit by evaluation are identified in the Graduate Catalog.

A graduate student may satisfy no more than a combined total of 50% of the credits toward a graduate certificate or degree program using transfer, cross registration, evaluated credit (e.g., prior learning assessment or direct assessment), and shared credits from a previously awarded graduate credential at the same level. See the Graduate Subsequent Programs at the Same Credential Level Policy for specific rules on the use of shared credits from a previously awarded graduate credential.

Schools and individual programs may set lower limits for transfer, cross registration, and evaluated credit. See the Graduate Catalog for individual program limits.

Students may appeal any decision made about transfer credit as outlined in the academic appeals policy and procedures.

**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 coursework as determined by the appropriate graduate program chair or coordinator (but only six hours during a single term) related to the student's undergraduate degree program. If the student is permitted to enroll, the graduate-level course(s) must be used in the Undergraduate degree program and 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.

The appropriate program chair 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) will 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 program.

**UNDERGRADUATE CONSULTATION WITH PRIMARY MENTOR**

The undergraduate student consults with his/her primary mentor 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.

**Appeals**

Appeals of decisions would follow the college's academic appeals process and formal appeals would be referred to the appropriate division. 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 undergraduate division.

**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. (Please refer to the Withdrawal Liability Chart and Refund Policy 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 decides to withdraw, he or she should notify their academic advisor and the Office of the Registrar 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 their 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. (Please refer to the Withdrawal Liability Chart and Refund Policy 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.)

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/escwa; www.subjectguides.esc.edu/home; www.cml.esc.edu; www.alumni.esc.edu; and 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.
Courses

ADLC-6005 RETHINKING EXPERIENCE AND LEARNING IN ADULTHOOD
3 cr.
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. This course is typically offered in the fall and spring.
Learning Objectives
• Demonstrate a deeper understanding of adult learning theories focused on experiential learning.
• Situate their own experiences as an adult learner through the theoretical lens of the theories studied in the course.
• Consider the major schools of experiential learning.

ADLC-6010 LEARNING AND DEVELOPMENT IN CONTEMPORARY ADULTHOOD
3 cr.
This course, taken in the first year in the Master of Arts in Adult Learning program, explores the role of adult development in adult learning. Students will consider questions about whether, and how, different stages of the adult life cycle affect learning and whether, and how, learning impacts development. They also will search the library and develop an empirical research proposal that, if implemented, tests a hypothesis about adult learning and development. This course is typically offered in the fall.
Learning Objectives
• Socially construct new perspectives from sharing questions, opinions, and new ideas.
• Appreciate the role of theory, to apply it to real learning situations, and to critically evaluate supporting research data.
• Be knowledgeable about writings by important scholars and researchers in the fields of adult learning, cognitive development, and adult development.

ADLC-6015 STRATEGIES FOR EFFECTIVE ADULT LEARNING
3 cr.
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). This course is typically offered in the spring and summer.
Learning Objectives
• Demonstrate an understanding of effective learning environments for adult learners.
• Evaluate approaches to learning and be able to recognize and create appropriate, effective learning environments.
• Design and conduct effective assessment models for adult learning programs.

ADLC-6020 APPROACHES TO CRITICAL INQUIRY AND RESEARCH
3 cr.
This course focuses on understanding critical and practical connections between research and practice in the field of adult education. Through readings and mini research activities, students will unpack how understanding different types of research can help to ground one's practice and move it forward. Students will understand their practice through the lens of a researcher, conduct a mini research project, write up results and possibly use this proposal as the basis of their final project. In this course, students identify topics for research, conduct literature reviews, identify research methods relevant to their topics, and produce a research proposal. They then draw on the insights gained in the previous three core courses to articulate the focus of their degree. They draft a degree program rationale that identify their elective studies and submit at the end of the course for approval. You also submit your degree rationale, which provides you with a roadmap of your courses in this program. This course is typically offered in the fall and spring.
Learning Objectives
• Proficiency in qualitative research. This will be done in part through experiencing aspects of the qualitative research process.
• Complete and submit your degree rationale.
• Develop a research proposal, which can become the basis of your final research project.

ADLC-6025 ACTIVIST LEARNING AND SOCIAL MOVEMENTS IN ADULT EDUCATION
3 cr.
This course will explore the field’s relationship to emancipatory education and social movements. The course also will examine the history that connects adult education to social justice. Finally, the course will look at contemporary social movements (both international and national) and the important impact of popular education within those movements. In this course, we will examine what activism has meant historically in this country and elsewhere in the world. We also will look at some historical and current examples of social movements and their implications. We will define activism through examples as well as case studies and explore how people can collectively accomplish social change in society. The course will use mainly a sociological lens to grapple with intersectionalities around theories grounded in social movements. This course is typically offered in the fall.
Learning Objectives
• Gain deeper understandings of social movements and the possibilities they offer towards affecting societal change.
• Understand popular education and its role in social justice.
• Understand the connections between adult education and social movements.

ADLC-6030 ISSUES IN CONTEMPORARY HIGHER EDUCATION
3 cr.
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.
Learning Objectives
- Develop an appreciation of the changing nature of higher education through the exploration of current issues.
- Analyze the underlying problems and philosophies behind differing viewpoints regarding these issues and explicate the interrelationships and interdependencies behind various approaches.
- Engage inquiry to learn more about each topic and develop an independent voice to present different viewpoints on key concepts.

ADLC-6035 ADMINISTERING ADULT LEARNING PROGRAMS: DECISION MAKING EVALUATION AND FINANCING
3 cr.
Education and training professionals are introduced to the process of making decisions about developing programs for adults in a variety of settings of practice. Marking 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.

Learning Objectives
- Understand the connections and tensions between adult education program planning, funding, practice, and philosophies.
- Develop skills in selecting instructional strategies for complete programs.
- Develop skills in building financial models for program development.

ADLC-6040 LEARNING AND EDUCATION IN THE WORKPLACE
3 cr.
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.

Learning Objectives
- Explore theories of workplace learning.
- Select an organizational challenge and organize and plan an effective workplace research and learning initiative.
- Develop presentation skills, including digital media and oral presentation.

ADLC-6045 LEARNING AS TRANSFORMATION
3 cr.
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 MA/AL elective, will be a basic question: What are the ripple effects of suggesting that adult learning is intimately tied to change? This course is typically offered in the fall, spring and summer.

Learning Objectives
- Analyze various theories of transformative learning.
- Examine and critically respond to the major theories of transformative learning.
- Develop an independent perspective and apply the theories to a piece of writing or project.

ADLC-6050 LEARNING THEORY AND PRACTICE IN ADULT EDUCATION
3 cr.
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. There will be several synchronous sessions, which will be recorded. This course is typically offered in the spring.

Learning Objectives
- Apply a variety of adult learning theories and the academic philosophy of John Dewey to practice.
- Articulate student's own experiential learning and who they are as a learner and a practitioner.
- Analyze theoretical approaches and identify their assumptions, implicit values, and potential influence.

ADLC-6055 ORGANIZATIONAL DEVELOPMENT AND CHANGE
3 cr.
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.

Learning Objectives
- Explain how the effects of the organization change were measured and determine whether the change was effective, based on the effects.
- Compare and contrast the results of an organization change with its intended impact.
- Evaluate the learning that resulted from an organizational change initiative and identify and evaluate the process applied to the change.

ADLC-6060 PHILOSOPHICAL FOUNDATIONS OF ADULT LEARNING
3 cr.
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 six major schools of philosophy in the adult education field and place them in a context of their own site of practice, reflecting upon the origins and reasons behind the way they do things, and to bring some clarity and purpose to their everyday activities. Students will identify aspects of their practice, which are situated in various schools and the implications and worldviews undergirding these schools.
This course is intended to support your understanding the different philosophical schools of adult learning and find your place within them. By the end of this course, you should be able to differentiate among various philosophical schools of thought which underlie current adult education practice, and begin to formulate a personal philosophy of adult education. You also should begin to connect adult education philosophies to broader intellectual movements (and situate yourself within those). You also should begin making connections between various course content and their philosophical underpinnings.

Learning Objectives

- Explore the role of one’s philosophical orientation within adult education practice and gain a deeper understanding of the ways this informs one’s practice.
- Understand the connections between research, history, philosophy, and practice.
- Inform and strengthen one’s practice in the field of adult education.

ADLC-6065 RACIALIZED NARRATIVE AND ADULT EDUCATION
3 cr.
This course will support students in exploring the relationship between critical race theory and adult education. The course will explore the historical development of CRT from Critical Legal Studies, moving to how it is used in adult education. A key focus of this course is to understand CRT as a theoretical framework, to examine its utility and consider its potential for student research and practice. In addition, the course examines the ways race and education have been constructed in the United States and interrogate questions of color-blindness. The course will examine educational inequalities as framed through this theory in the interest of building more just frameworks that uncover oppressive educational practices and philosophies.

Learning Objectives

- Gain a deeper understanding of the ways CRT can be utilized in adult education.
- Understand CRT as a theoretical framework in research.
- Understand ways CRT can inform one’s practice and work with students.

ADLC-6070 ADULT LEARNERS IN THE COMMUNITY COLLEGE
3 cr.
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. This course is typically offered in the summer.

Learning Objectives

- Critically examine the multiple missions of the community college.
- Critically analyze the resources available at the community college and how they address the needs of adult learners.
- Compare the significant contemporary issues and trends impacting adult learners that shape the mission, governance, leadership, curricular offerings, and administrative practices of the community college.

ADLC-6075 ADULT LITERACY AND SOCIAL CHANGE
3 cr.
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. Students will read, write about, and discuss who adult literacy students are, our own and society’s assumptions about adult literacy, and strategies and philosophies of teaching. Students will volunteer in a community based program as a way to gain experience in the field. The focus of the course moves between broader issues of literacy, power, privilege, and educational theory (along with more specific questions and issues students encounter in their sites of practice). This course is intended to be a collaborative project where we share, question, and explore issues in the field based on the readings, teaching, and other work we have completed together. This course is typically offered in the fall.

Learning Objectives

- Gain a deeper understanding of the issues and policies impacting the adult literacy field.
- Develop a clear understanding of connections between the adult literacy field and larger structural inequities.
- Understand how adult literacy education in this country is a social justice issue.

ADLC-6080 THE EXPERIENCE OF ADULTS IN HIGHER EDUCATION
3 cr.
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.

Learning Objectives

- Identify the unique attributes of adult learners, and key barriers to their success in U.S. higher education.
- Analyze the effectiveness of historical and contemporary approaches to serving adult learners in U.S. higher education.
- Conduct graduate level research on a topic relevant to adults’ experience of higher education.

ADLC-6085 COMPARATIVE AND INTERNATIONAL EDUCATION
3 cr.
Comparative and international education (CIE) is a field that allows educational researchers and practitioners to study theories and methods around the world also while considering connections between the local and the global. This course provides an introduction to the field, and it is available as an elective for all ESC graduate education programs involving degree planning. CIE is useful to all educators because it broadens one’s perspective on how a theory, policy, or practice might have similar or different manifestations in another nation or culture. The field involves ongoing study of how local and global patterns of education interact. It examines the social, political, and economic contexts of education from international and intercultural perspectives. As humans continue in the process of globalization, the field of CIE will grow in importance for all in educational professions.

Learning Objectives

- Compare and contrast educational policies and practices of different regions/nations.
- Analyze interactions between local and global trends in education.
- Evaluate themes of nationality, internationality, and multiculturalism in educational settings.

ADLC-6090 CRITICAL APPROACHES TO ADULT LEARNING
3 cr.
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 Jürgen 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.

Learning Objectives
- Compare and contrast critical approaches to adult learning.
- Analyze interactions between theories in adult learning.
- Evaluate critical theories and apply in educational settings.

ADLC-6095 HUMAN RESOURCE DEVELOPMENT
3 cr.

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. This course is typically offered in the fall and spring.

Learning Objectives
- Assess the origins, and the critical theoretical and philosophical foundations of the HRD profession.
- Investigate HRD practice areas such as career development, training and development, and organization development.
- Analyze various processes of accountability of HRD efforts in the organization.

ADLC-6122 MENTORING ADULT LEARNERS
3 cr.

Mentoring will be explored as it is used in various practice areas of adult education. This study will explore some of the ways in which mentoring has been defined, described, used and critically evaluated. Distinctive Mentoring approaches in practice will be shared, analyzed and/or promoted as an approach for adult learners in different learning environments. This course is typically offered in the summer.

Learning Objectives
- Analyze the ways in which key theorists of mentoring adults have defined and utilized the term.
- Describe various mentoring practices; that is, to examine how mentoring has been used in different contexts in education or other workplaces.
- Be a critical analyst of adult education who can point to the strengths, possibilities and limitations of the use and practice of mentoring.

ADLC-7010 PROJECT DESIGN: ADULT LEARNING
3 cr.

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. Prerequisite: An approved degree plan and successful completion (a final grade of B or better) of ADLC-6005, ADLC-6015 and ADLC-6020. Registration approval by your mentor applies. This course is typically offered in the fall and spring.

Learning Objectives
- Demonstration of a nuanced comprehension of a complex body of knowledge at the forefront of your field of study along with the ability to critically evaluate current scholarship.
- Exhibition of your creativity and originality in applying knowledge to a research question, project or position.
- Demonstration of facility in using established inquiry techniques in creating and interpreting new knowledge to conduct research or a project, or support a position.

ADLC-7015 FINAL PROJECT: ADULT LEARNING
3 cr.

This is the capstone course in the MA 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. Registration must be completed through your program mentor. This course is typically offered in the fall and spring. Pre-Requisites: ADLC-6005, ADLC-6015, ADLC-6020, ADLC-7010

Learning Objectives
- Use careful scholarly material, other appropriate resources, and solid research techniques.
- Undertake serious and sustained independent research or practicum activity.
- Ability to use appropriate sources to support the argument in the paper and to write clearly.

CAED-6005 POLICY PROCESS: CAED
3 cr.

The purpose of this course is to provide students with an understanding of how government can influence the progress toward improving social conditions. Students will examine the processes and tensions that characterize 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. This course is typically offered in the fall and spring.

Learning Objectives
- Explain the institutions and various actors in the process of policy formation; how issues get on the policy agenda; types of policies and policy design and the place of policy implementation and evaluation in the policy formation process.
- Explain the ways in which ideas become policies within the Constitutional framework of the U.S., and the tensions and value conflicts that arise and are resolved as proposals or bills are considered and eventually become policies.
- Analyze how their own values affect their views of social problems and proposed policy solutions and the consistency of their views with the best evidence about social problems.

CAED-6010 PRINCIPLES OF COMMUNITY AND ECONOMIC DEVELOPMENT
3 cr.

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 approaches and examine ways in which real communities have tried to produce positive economic outcomes through community development. This course is typically offered in the fall, spring, and summer.

Learning Objectives
• Understand the history and methods of community development and the ability to critique traditional measure of progress and propose and defend alternative measures.
• Compare and contrast different methodological approaches to community development.
• Understand key issues such as leadership and working together in the managing of community development.
• Understand the critical substantive issues facing communities. These would include engaging youth in community development, health, schools, sustainability, and globalization.

CAED-6015 ETHICS AND COMMUNITY LEADERSHIP
3 cr.
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. 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 NY State Commission on Public Integrity. This course is typically offered in the fall, spring and summer.

Learning Objectives
• Describe ethical issues and conflicts relating to various aspects of public service and initiatives that involve the creation of public value.
• Distinguish between moral mandates and legal mandates and describe the relationship between them.
• Develop a defensible position relating to the source of moral authority.
• Develop a defensible position on the moral imperatives relating to relevant ethical issues.

CAED-6030 OVERVIEW OF SOCIAL ENTREPRENEURSHIP
3 cr.
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. This course is typically offered in the fall and summer.

Learning Objectives
• Develop a nuanced argument in support of social entrepreneurship as an important tool in the struggle to address social problems and its significance as a theoretical construct.
• Identify the various sources and paradigms of social entrepreneurship and understand its uniqueness in the creation of value for organizations, individuals and society.
• Identify sources of funding for social entrepreneurship and analyze different sources of funding in relation to its sustainability.
• Analyze various approaches to organize a social entrepreneurial effort.
• Recognize and analyze the ethical implications of social entrepreneurship.

CAED-6040 STAKEHOLDER-SENSITIVE BUSINESS MODELS
3 cr.
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. This course is typically offered in the fall, spring and summer.

Learning Objectives
• Demonstrate an understanding of the relationship between stakeholders and the strategic management process and articulate an approach that places stakeholders at the center of the strategic management process.
• Demonstrate an awareness of the ethical issues relating to stakeholder relationships and the implications for strategic management.
• Formulate strategies that best serve internal and external stakeholders.

CAED-6050 ECONOMICS OF POVERTY AND DISCRIMINATION
3 cr.
This study will examine the nature of poverty in the United States; theories pertaining to the distribution of income and wealth; the connections between various factors with an emphasis on discrimination, and poverty; theories from the social sciences pertaining to the origins of discrimination and benefits of eliminating it, and policy issues related to correcting the imbalance caused by discrimination.

Learning Objectives
• Describe different conceptions of poverty and well-being and their implications for public policy.
• Identify data that relates to and “defines” poverty, identifies those who are impoverished, and trends that suggest whether the U.S. has been successful in dealing with the problem of poverty.
• Develop a model that addresses the source and the extent of U.S. poverty and alternative approaches to it.

CAED-6055 ETHICS AND CORPORATE SOCIAL RESPONSIBILITY
3 cr.
The purpose of this course is to study theories in ethics and apply them to achieve an understanding of moral philosophy with regard to the social responsibility of business and specific problems and issues facing business today. These issues include, among others, the rights and obligations of employers and employees; hiring, firing and discrimination; gathering, concealing and gilding information; issues in dealing with foreign cultures. Students will consider how organizations can be guided toward fulfilling their social responsibilities.

Learning Objectives
• Explain the basic theoretical categories of ethics including Utilitarianism, ethical formalism, rights-related theories, justice theories, egalitarian theories and libertarian theories and the relationships among them.
COURSES

CAED-6060 MACROECONOMICS FOR PUBLIC POLICY
3 cr.
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.

Learning Objectives
- Explain certain macroeconomic principles and their relationship to communities and economic development.
- Compare and contrast economic stabilization tools such as monetary and fiscal policies and explain how they might be used to influence national and local economic development.
- Use economic data to understand the progress of communities and interpret what the data suggests about the direction of policy aimed at economic development and the values that underlie these policies.

CAED-6065 POPULATION LAND USE AND MUNICIPAL FINANCE
3 cr.
In this course, students examine the types and spatial distribution of individual, business and community activity and the ways that communities finance their 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 concepts such as the impact of taxation, equity in taxation and tax shifting). Finally, students will complete a comprehensive community plan.

Learning Objectives
- Explain patterns of spatial distribution between individual, business, and community activity and the fiscal and social impacts of land use.
- Compare and contrast approaches communities use to finance their activities.
- Prepare a community plan based on particular relationships between individual, business, and community activity.

CAED-6070 WORKFORCE DEVELOPMENT POLICY
3 cr.
The course considers the diverse purposes of workforce development policy, offers insights into the complexities of public policy in the U.S. federal system and underscores the important role 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. This course is typically offered in the fall, spring and summer.

Learning Objectives
- Demonstrate the ability to apply various theoretical perspectives in moral philosophy to specific business issues such as the rights and obligations of employers and employees; hiring, firing and discrimination; gathering, concealing and gilding information; issues in dealing with foreign cultures.
- Develop a personal, defensible stance on specific moral issues in business and strategies for including moral issues in the corporate planning process.

CAED-7005 FINAL PROJECT DESIGN: COMMUNITY AND ECONOMIC DEVELOPMENT
3 cr.
In this course, students develop the proposal for research that they will conduct in the final project for their programs of study. In the proposal, students describe the problem or issue upon which the final project will focus and establish a plan to guide the research on the problem or issue including the design for gathering and analyzing data and presenting the findings. Through analyses of case studies and a scholarly review of the literature in the topic of their choice, students will learn how policy-makers interact and the role of the media and social advocates in shaping policy. The final project will take the form of a policy memorandum, which offers an opportunity to explore how theories connect with issues that professionals face. The policy memorandum will demonstrate the student’s technical and formal skills of analysis as well as showing a deeper understanding of the legal principles as well as the role of ethics and economics in the formulation of policy in their chosen field. This course is typically offered in the fall and spring.

Learning Objectives
- Clearly define the public policy problem as it relates to his/her specific degree concentration.
- Frame the research questions and sub-questions; Define what it is that will be measured or observed.
- Examine the relevant literature to determine what others have said and done and identify the gaps in the research.
- Identify preliminary policy solutions.
- Discuss the implications of the research and the need for and protection of human subjects, if any.

CAED-7010 FINAL PROJECT – PROFESSIONAL PROJECT: COMMUNITY AND ECONOMIC DEVELOPMENT
3 cr.
As the concluding study in this Master of Arts 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 will take the form of a policy memorandum. This course is designed to guide the student through the implementation of a policy memorandum. Policy Memorandums are not published in the ProQuest/UMI service. 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. Note: Registration of this course must be done through your mentor. This course is typically offered in the fall, spring and summer. Pre-Requisites: All required core courses, PPOL-6020 and CAED-7005

Learning Objectives
- Identify and frame, for research purposes, an issue or problem related to the student’s specific degree concentration.
- Penetrate, comprehend, and evaluate the scholarship relevant to the student’s research focus.
- Use established research techniques to gather, and interpret data and draw informed conclusions.
• Apply learning in meaningful ways to a policy issue by evaluating existing policy, recommending policy or identifying best practices or applications in specific policy arena.

CAED-7015 FINAL PROJECT – THESIS: COMMUNITY AND ECONOMIC DEVELOPMENT
6 cr.
In the thesis, the student identifies a critical question, idea or issue relevant to his/her program of study and engages in a disciplined, sustained examination of this topic. This is a scholarly piece of work in which the researcher systematically and analytically explores a topic to begin building a theory or theories or to test a hypothesis. The overarching goal is to contribute new, generalizable knowledge to the student's field. Writers of theses make appropriate inferences based on a deep analysis of the chosen topic or question. The academic thesis may be the best choice of final project if the student has plans to continue studies toward a doctorate. All theses are published in the ProQuest/UMI service. Pre-Requisites: All required core courses, PPOL-6020 and CAED-7005 and permission of student advisor.

Learning Objectives
• Present the critical problem or issue under investigation and the researcher's hypothesis regarding an observed policy problem or issue.
• Establish the research techniques required to gather data relevant to the topic, analyze and interpret the data. If applicable, the researcher must insure the protection of human subjects who might be involved in the study following the plan submitted to the College's Institutional Review Board.
• Comprehend, synthesize and critically analyze the literature on the research topic.
• Analyze, interpret and draw qualified, scientifically-supported conclusions consistent with the research conducted.

CURI-6005 INTRODUCTION TO CRITICAL PEDAGOGY
3 cr.
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. This course is typically offered in the fall.

Learning Objectives
• Define and implement critical pedagogy in a classroom or work setting.
• Create a community based project founded on the principles of critical pedagogy.
• Analyze qualitative research including ethnography.

CURI-6010 NEW MEDIA AND NEW LITERACIES
3 cr.
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. This course is typically offered in the fall and spring.

Learning Objectives
• Understand the ways in which evolving fields of new media and new literacies intersect, diverge and impact the way people learn.
• Demonstrate how digital technology influences the process of creating, redesigning, assessing, and validating information.
• Describe different ways knowledge can be organized and distributed and the subsequent social, political, and economic impact of various organizational systems and affiliations.
• Explore the tools used to communicate, collaborate, and participate in new media and new literacies and critically evaluate the affordances of these tools in different social contexts.

CURI-6015 LEADING IN A LEARNING ENVIRONMENT
3 cr.
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. This course is typically offered in the fall and spring.

Learning Objectives
• Articulate various forms of leadership and select strategies that make each successful.
• Initiate programs and policies that optimize learning for all members of educational communities: K-16 students, staff, teachers, administrators, parents/guardians, and community members.
• Collaborate in developing a learning reform model grounded in critical thinking, educational policy, current research and emerging employment and cultural trends.
• Begin to analyze the role of data in leadership and school settings.

CURI-6020 CONTEMPORARY ISSUES IN LEARNING AND TEACHING
3 cr.
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 will research the history, current developments, and predictable future developments of a self-chosen issue also while reflecting on effective teaching and learning strategies in response to the issue. This course is typically offered in the spring.

Learning Objectives
• Demonstrate an understanding of contemporary issues and their effects on learning environments.
• Create effective learning environments in various contexts.
• Demonstrate the ability to act as change agents within their communities.
• 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.
CURI-6025 ADOLESCENT DEVELOPMENT 7-12
3 cr.
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.

Learning Objectives
• Critically analyze principles and theories of how context (e.g., culture, family, community, school) influences adolescent development.
• Understand both normative (expected) achievements of adolescents and individual and group differences in adolescent development.
• Apply research based best practices for teaching and assessment to create a positive and motivating learning environment for all adolescent learners.

CURI-6030 FOUNDATIONS OF LITERACY
3 cr.
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. 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. This course is typically offered in the summer.

Learning Objectives
• Demonstrate an understanding of the historically shared knowledge of the profession and changes over time in the perceptions of the reading and writing process, components, and development.
• Understand how print develops from birth through adolescence, and demonstrate knowledge of the major concepts of literacy specifically focusing on the major components of reading: phonemic awareness, word identification and phonics, vocabulary, background knowledge, fluency, motivation, comprehension and close reading strategies.
• Demonstrate an understanding of the relationship of research and theory to classroom practice in literacy; particularity for students who have historically struggled with reading and written expression.

CURI-6040 RESEARCH METHODS IN EDUCATION
3 cr.
Research Methods in Education introduces students to quantitative and qualitative (and mixed) educational research methods, procedures, best practices. This course fosters critical thinking in terms of evaluating the quality and value of different research methodologies and different kinds of research studies in education. This course discusses the importance of high quality research to best determine solutions to educational problems and issues. Topics include an overview and comparison of qualitative, quantitative, and mixed methods; ethics in educational research with human subjects; the development of a research question, including, an introduction to the components of an annotated bibliography and a literature review; statistical techniques; causation, validity and reliability; and testing and assessments relevant to educational settings. Note: this course is not recommended for first semester students. This course is typically offered in the fall, spring, and summer.

Learning Objectives
• Describe and evaluate the processes of educational research, including the components of quantitative, qualitative, and mixed methods, similarities and differences, and various arguments for the use of each form of research.
• Analyze and critique sample research studies, identifying the key components, methodology, variables, theoretical framework, and ethical issues.
• Propose a topic of interest (based on research done over the course of the semester) and a proposed methodology for evaluating an area of interest using relevant peer reviewed studies.

CURI-6045 LITERACY AND LITERATURE
3 cr.
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. This course is typically offered in the summer.

Learning Objectives
• Identify, evaluate, and utilize a variety of texts and text-types focused on a specific unit of study.
• View literacy broadly to encompass students in-school and out-of-school literacies and where they intersect.
• Positively and constructively provide and evaluate instructional decisions as they relate to literacy.

CURI-6050 LITERACY ASSESSMENT
3 cr.
In this course, students will explore a variety of intervention and assessment models for reading, writing, speaking, listening, and viewing as they apply to birth-grade 12 learners. 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-high school student and use the information to pair students with appropriate instructional materials. The literacy portion of the Common Core State Standards (CCSS), as well as the International Literacy Association (ILA) standards for assessment and evaluation will be examined as they pertain to curriculum, evaluation, and assessment. Course learning outcomes reflect ILA Literacy Standard 3. This course is typically offered in the fall.

Learning Objectives
• Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
• Select appropriate assessment tools to monitor student progress and analyze instructional effectiveness.
• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

CURI-6070 UNDERSTANDING DIVERSE LEARNERS
3 cr.
This course addresses diversity in contemporary schools and settings, 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. By the end of this course, it is expected that students will have expanded their understanding of how to differentiate and how to adapt instruction or communication with diverse populations. Topics that will be addressed in this course include: cultural, ethnic, racial, and socioeconomic diversity, related behaviors, bias and attitudes, exploration of social identity, the history of education on dominated cultural groups, gender equity, gender and sexuality, and community engagement. This course is typically offered in the summer.

Learning Objectives

• Exhibit an understanding of the ways in which children and families from various cultures are affected by and affect schools.
• Create open and tolerant educational environments conducive to student learning.
• Differentiate and adapt instruction or communication with diverse populations.
• Research and write about the importance of diversifying education to reach all learners.

CURI-6075 SOCIAL FOUNDATIONS OF EDUCATION 3 cr.
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. This course is typically offered in the summer.

Learning Objectives

• Demonstrate critical thinking regarding social, political, economic, and historical contexts in which the U.S. educational system exists.
• Construct meanings regarding roles of the K-12 schools and other community institutions in preparing students to become effective citizens in a democratic republic.
• Evaluate the relationship between a school and its surrounding community in regard to meeting diverse students’ learning needs.

CURI-7005 PROJECT DESIGN: M.ED/ TEACHING AND LEARNING 3 cr.
In this course, students will select a topic related to their own educational practice or area of interest in preparation for the M.Ed. capstone course. Ideally, this is a topic that has been a central focus of their M.Ed. studies as articulated in their degree plan. Students will develop the theoretical framework underpinning their selected topic. Students also will develop a thorough literature review of refereed publications in their selected focus area. This course is limited to 10 students. Prerequisite: Students must successfully complete Research Methods with a grade of B or better to register for this course. This course is typically offered in the fall and spring.

Learning Objectives

• Demonstrate proficiency in the key processes involved in constructing a literature review.
• Formulate a detailed topic for the M.Ed. capstone experience grounded in the student’s M.Ed. degree plan and subsequent program of study.
• Demonstrate an understanding of how research, theories, and policies impact professional practice.

CURI-7030 FINAL PROJECT – CAPSTONE PROJECT: M.ED TEACHING AND LEARNING 3 cr.
This concluding course in the M.Ed. allows students to apply contemporary curriculum and learning theories to an educational project that can be implemented upon course completion. Its components include objectives, subject matter, learning experiences and means of evaluation. The culminating project should be situated in a thorough consideration of the changing needs in one’s chosen setting, the current policies with impacts on those needs, and the most relevant research in one’s subject area. Prerequisites: Completion of CURI-6040 Research Methods in Education with a grade of B or better and completion of CURI-7005 Project Design with a grade of B or better. This course is typically offered in the fall.

Learning Objectives

• Demonstrate a depth and breadth of knowledge reflecting program outcomes.
• Support the final project topic with an in-depth review of the literature.
• Compose a final document that addresses the project’s purposes, objectives, needs, setting, content, learning activities, and means of evaluation.
• Present the final project to an audience including, but not limited to, the course instructor and students in the class, employing technology in a proficient and innovative manner.

CURI-7122 RESEARCH DESIGN 3 cr.
This course introduces students to quantitative, qualitative and mixed educational research methods, procedures, and best practices. This course fosters critical thinking in terms of evaluating the quality and value of different research methodologies and different kinds of research studies in education. This course discusses the importance of high quality research to best determine solutions to educational problems and issues. Topics include an overview and comparison of qualitative, quantitative, and mixed methods; ethics in educational research with human subjects; the development of a research question, including, an introduction to the components of an annotated bibliography and a literature review; statistical techniques; causation, validity and reliability; and testing and assessments relevant to educational settings.

Learning Objectives

• Describe and evaluate the processes of educational research, including the components of quantitative, qualitative, and mixed methods, similarities and differences, and various arguments for the use of each form of research (InTASC 6k,10h; NYS Teaching Standards 5.2a, 5.3b).
• Analyze and critique sample research studies, identifying the key components, methodology, variables, theoretical framework, and ethical issues (InTASC 6b; NYS Teaching Standards 6.1a, 7.4b and c).
• Understand the key processes involved in constructing a literature review (InTASC 4j, 4o, 5k, 9a and n, 10h; NYS Teaching Standards 1.1d, 1.1b, 1.2f, 7.3c, 7.4b).
• Demonstrate an understanding of how research, theories, and policies have impacts upon one’s chosen topic (InTASC 4j, 5f, 5k, 9b, m and n, 10h; NYS Teaching Standards 1.1c, V1.2d, VII.4b).
• Complete a draft of an introduction to a literature review, and a literature review (InTASC 10h and t; NYS Teaching Standards VII.3a and c).
EDET-6005 LEARNING WITH EMERGING TECHNOLOGIES: THEORY AND PRACTICE
3 cr.
This course examines and applies the research, theory and practice of using innovative technologies for improving teaching, learning, and communications. Educators and communicators from government and industry can explore education, sociology, and instructional design literature related to technology-supported learning and 21st century skills, developing reports and papers that analyze and then apply this knowledge to their particular interests. Assistive technologies and instructional design considerations for learners with disabilities, as required by the American Disabilities Act, are addressed as well. Participants also will develop various emerging technologies (tutorials provided within the course), practicing and applying learning and design principles in nascent technology efforts geared towards their intended learners. Throughout the course, participants will share their works and ideas with colleagues in a professional, supportive environment; the course concludes with a collaborative project that previews the role of curriculum and assessment using the context of planning for a virtual environment. (Occasional synchronous meetings.) This course is typically offered in the fall and spring.

Learning Objectives
• Understand and define the foundational education and design principles that can elucidate and frame the evolving nature of communication presently possible through emerging technologies.
• Plan creatively for the use of emerging and existing technologies in effective ways to meet their own professional and personal needs.
• Experience the role that technology-facilitated professional support, interactions, and collaborations can play in increasing learning.

EDET-6010 MEDIA LITERACIES IN EMERGING TECHNOLOGIES
3 cr.
This course is designed to explore emerging technologies and 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 using emerging technologies. This course will explore the impact new media and the resulting new literacies have on membership in emerging communities of practice. This course is typically offered in the fall and summer.

Learning Objectives
• Understand the ways in which evolving fields of new media and new literacies intersect, diverge and impact the way people learn and interact.
• Demonstrate how digital technology influences the process of creating, redesigning, assessing, and validating information.
• Integrate multimodal literacy theory into learning design and other contexts.

EDET-6015 INSTRUCTIONAL DESIGN FOR ONLINE LEARNING ENVIRONMENTS
3 cr.
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. This is a required course for the Teaching and Learning with Emerging Technologies advanced certificate. This course is typically offered in the fall and spring.

Learning Objectives
• Demonstrate knowledge of instructional design theory.
• Explore methods for the completion of a prototype online instructional design appropriate to an area of interest or specialization.
• Demonstrate this knowledge in the evaluation of other students work.

EDET-6020 ISSUES AND ETHICS IN THE DIGITAL AGE
3 cr.
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, Jamais 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. This course is typically offered in the fall and spring.

Learning Objectives
• Consider social and ethical issues in technology and learning.
• Analyze and respond to ethical case studies related to technology.
• Use Synthesize research for a literature review on a topic of choice.

EDET-6025 ASSESSING LEARNING IN DIGITAL ENVIRONMENTS
3 cr.
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 course is typically offered in the fall and spring.
Learning Objectives
• Distinguish appropriate from inappropriate item types for measuring a given learning outcome.
• Construct assessment plans utilizing emerging technology appropriate to enhance the process of assessment of learning.
• Create an assessment that meets professional standards.

EDET-6030 ADVANCED DESIGN SEMINAR: PORTFOLIO PROJECT
3 cr.
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. This course is typically offered in the fall and spring.

Learning Objectives
• Analyze the ways in which different learning theories inform the choices that educators make in planning, creating and facilitating learning experiences with new technologies.
• Demonstrate the ability to use technology tools and skills beyond traditional modes of production (products as material artifacts and commodities) to consider them tools of mediation, collaboration, and design development.
• Apply an understanding of emerging technologies to the personally-valued education and social systems that they would like to develop or support from the knowledge, skills, and abilities gained within the MALET program.

EDET-6035 ADVANCED INSTRUCTIONAL DESIGN
3 cr.
This course focuses on the advanced instructional design techniques and related practices necessary to complete an independent online project in collaboration with a subject-matter-expert. The course also will consider approaches to organizing, scaling and administering instructional design with content developers. The culminating project will demonstrate capacities to work with a subject-matter-expert and to provide potential learners with a collaborative learning environment. Instructional design, project planning, accessibility and universal design principles will be covered and applied in the development of a pilot version of the project. In addition, the project will be contextualized within a larger environment of managing multiple instructional design projects. For students without a connection to a subject-matter-expert, opportunities will be provided for projects. This course is typically offered in the spring.

Learning Objectives
• Compare and contrast instructional system design methodologies including: Learning by Design (Backward design), ADDIE, Rapid Instructional Design, AGILE Instructional Design, and Learner Experience Design and select the most appropriate methodology (or combination of methodologies) for use in the course pilot project.
• Research, select and apply appropriate technologies, tools and practices relevant for course development including: accessible and universal design; web and mobile applications, game-based learning; augmented, mixed and virtual reality.
• With a subject-matter-expert, design and complete development of a pilot version of the project in an appropriate environment for peer review, including the evaluation structure.

EDET-6040 PERFORMANCE THEORY
3 cr.
This course engages performance as an object of study, a method of research, and a theoretical paradigm in a range of inter disciplinary 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. This course is typically offered in the summer.

Learning Objectives
• Compare and contrast performance theories with one another.
• Apply these theories to performances.
• Develop stronger academic writing skills and critical thinking skills.

EDET-6045 DIGITAL GAMES, SIMULATIONS, AND LEARNING
3 cr.
Games, simulations, game elements and playful learning provide different ways to think about how, when and what we learn. Students will explore the research and theory in game and simulation based learning as well as the related fields of game design, psychology, instructional design and education. This will include the analysis and evaluation of when games and simulations are most effective for learning and the associated recommended supportive practices. The theory and practice of game design will be introduced and applied in the development and creation of digital game and simulation prototypes for instruction and learning. Students will have the opportunity to pursue individual areas of interest in digital game or simulation development. This course is typically offered in the fall.

Learning Objectives
• Examine and evaluate research that supports the use of games, gamification and simulations for learning.
• Design and construct games for learning that utilize research supported methods and techniques.
• Apply professional game design principles and techniques to build working prototypes and functional games for learning.

EDET-6050 DIGITAL IDENTITY AND VIRTUAL COMMUNITIES
3 cr.
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.

Learning Objectives
• Undertake phenomenological analyses of digital identities in virtual settings.
• Apply ethnographic participant observation research methods to the study of virtual communities and environments.
• Write descriptive ethnographic field notes, and analyze and interpret their research findings.

EDET-6055 DIGITAL MEDIA ARTS AND TECHNOLOGIES
3 cr.
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. This course is typically offered in the fall.

Learning Objectives
• Develop unique aesthetic vision and technical expertise while experimenting with new forms, within the framework of arts-based learning and research.
• Design, implement, build, install, program and/or perform for an audience/viewer/learner within a selected context, whether this is within mixed media installations, virtual worlds, a live simulcast, or other digital distribution systems.
• Demonstrate effective use of social media, web 2.0 tools, and emerging media environments for graduate level course communications and research.

EDET-6060 DIGITAL TOOLS FOR EDUCATION AND TRAINING
3 cr.
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. Students prepare independent projects and share research. This course is typically offered in the spring.

Learning Objectives
• Identify, employ and evaluate digital tools (including web-based, social media, and mobile applications) to advance instructional goals, support.
• Create a collection of appropriate digital teaching and learning tools through research and a supporting rationale.
• Develop learning content and activities 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.

EDET-6065 EMERGING MEDIA AND THE ARTS: THEORY AND PRACTICE
3 cr.
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 typically offered in the spring.

Learning Objectives
• Research, evaluation and demonstration of potential technology and media tools for developing an interactive art performance/installation.
• Research and analysis of assessment methods and/or instruments for evaluating the audience/participant experience in the mediated ‘event’ as well as quality of the mediated event.
• Analysis, comparison and assessment of ISADORA and MAX/JITTER programming or other CMC software for utilization in final presentation.

EDET-6070 INNOVATION: MEETING THE CHALLENGES OF ORGANIZATION OR SYSTEMS INTEGRATION
3 cr.
Despite the need for the adoption of technology interventions in our expanding and global networks, 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. Within this course, students will begin with the study of large-scale, documented organizational and institutional responses to innovation and change and then they will research responses to change within the specific organization for which they have a professional interest. This study will lead to students’ designing
and testing an approach to help them gain the entrance and acceptance of an innovation within the environment of their particular interest. (Occasional synchronous meetings.) This course is typically offered in the fall.

**Learning Objectives**
- Study how large-scale organizations and institutions adapt to and/or resist the need for innovation and change, studying the psychology and sociology of these organizations.
- Determine the organizational and institutional considerations and constraints regarding innovation adoption within an organization or system relevant to the participant.
- Develop a specific outreach and approach to encourage assimilation of a technology or innovation of particular relevance to the participant.

**EDET-6075 ASSISTIVE TECHNOLOGIES AND LEARNING**
3 cr.
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 complete a research project demonstrating their understanding of assistive technology. This course is typically offered in the summer.

**Learning Objectives**
- Examine the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities.
- Investigate types of assistive technologies, functional assessments, resources, ADA compliance, legal issues, and school and workplace responsibilities.
- Apply knowledge of assistive technologies to a particular learning environment.

**EDET-6080 EVALUATION ASSESSMENT AND DATA DRIVEN LEARNING DESIGN**
3 cr.
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 the “big data” driven field of learning analytics and how this may shape the field of educational assessment. This course is typically offered in the summer.

**Learning Objectives**
- Conceptualize and utilize statistical methods employed in educational assessment for Reliability, Validity, Norms and Criteria.
- Evaluate prominent analytics methods and tools and determine appropriate contexts where the methods would be most effective.
- Detail various elements organizational leaders need to consider to roll out an integrated knowledge and learning analytics model in an organizational setting.

**EDET-6085 FIELD RESEARCH IN STEM EDUCATION**
3 cr.
In this study, students will become familiar with scientific and field research, as well as interdisciplinary collaboration in STEM disciplines. They will participate in the generation of new ideas and information through field data analysis. In addition to the field work, students will continue to connect with workshops presented by visiting scientists, shared field experiences, scientific presentations and diverse workshops that focus on environmental themes, like sustainability. Through discussions, students will cover basic field safety procedures, the scientific method, applied statistics, geology of the area and evolutionary biology. These discussions will help to provide the theoretical framework for conducting fieldwork. Technology instrumentation for field studies and STEM curriculum development also will be explored extended from graduate students. The study is co-taught by three instructors: Kevin Woo (Metropolitan New York), Audeliz Matias (Center for Distance Learning) and Nathan Whitley-Grassi (School for Graduate Studies, MALET program and Niagara Frontier). Students will work online with faculty, before and after the onsite meeting.

**Learning Objectives**
- Develop field and laboratory research and analysis skills that are invaluable in environmental and earth systems sciences.
- Become familiar with field/laboratory equipment and the scholarly literature in the areas of research interest.
- Apply advanced analysis techniques to real scientific data.

**EDET-6095 PRACTICUM-VIRTUAL WORLDS I: LEARN CREATE PLAN**
3 cr.
This course provides participants with opportunities to understand the breadth, depth, and applications now available for virtual environments, studying work being done by others and by organizations that are providing software and support to virtual developers. With explicit guidance by tutorials within the course, participants also will develop their own virtual environments using materials of their own creation and materials gathered from the work of other virtual developers (many now available at no cost). Participants will articulate a design framework for the work that they are creating and will consider the activities, curricula, and evaluations, that could suit the purposes for their intended audiences. At the conclusion of the course, participants will determine what they would need to create a pilot of their environment and will consider how they might continue and extend the development work that began within this course. (Periodic synchronous meetings.) This course is typically offered in the spring.

**Learning Objectives**
- Study the rapidly emerging environment of three-dimensional and avatar-based interfaces that are becoming available for academic, business, and institutional purposes.
- Develop their own virtual environment, determining and articulating the design, purpose, curricula and evaluation for this initial environment.
- Plan for possible expanded work with their nascent virtual environment in the future.
**EDET-6100 PRACTICUM-VIRTUAL WORLDS II: EXTEND SHARE PILOT**  
3 cr.
In this second virtual-development course, participants have opportunities either to extend the work begun earlier or grow in a new direction. Participants also pursue an “outward bound” effort, either disseminating their emerging virtual understanding or reaching out to virtual-reality developers communities. As agreed upon with the instructor, participants extend their virtual work to suit their particular interests, for instance: extending their virtual platform, exploring ways to develop and import other three-dimensional objects, designing interactive scripts or pursuing advanced topics. Participants will be encouraged to pilot their emerging island with other visitors, possibly seeking Institutional Review Board approval should the intent be to publish such work. Academic papers developed will address theoretical aspects of design, curriculum, and/or evaluation as appropriate to the participant’s need. Later course work will be adapted by the instructor to the academic and development needs of the individual participant. (Occasional synchronous meetings.) This course is typically offered in the summer.

**Learning Objectives**
- Expand, modify, or begin anew their development of a three-dimensional virtual environment, possibly piloting this environment with the intended audience.
- Extend their reach to other virtual-development organizations or to the larger virtual community.
- Study, research, and report-on academic, scholarly, and theoretical frameworks that could support their conceptual understanding and development of three-dimensional virtual environments.

**EDET-6125 DEVELOPING AN INTEGRATED IMMERSIVE STEM LEARNING ENVIRONMENT**  
3 cr.
In a STEM or STEAM (science, technology, engineering, mathematics, possibly enhanced with an arts perspective) learning environment, within an area of your selection (approved by the instructor), you develop a focused learning environment and supportive technologies on a deep level, delineating a cohesive extended project, educational outreach, or professional-development framework and articulating an education and assessment plan. You will enhance your work by preparing for, and possibly even implementing, partnerships and/or grants related to your efforts. You must have a laptop or desktop computer, a Webcam, and a good Internet connection. Three online synchronous meetings are conducted at pre-announced times throughout the semester. (Required for the advanced certificate in STEM Education and Emerging Technologies.) This course is typically offered in the spring.

**Learning Objectives**
- Understand in-depth content and technology application within a STEM or STEAM area.
- Apply knowledge to the creation of an educationally sound, effective, project, outreach or professional development effort, exploring relevant partnerships and/or grants.
- Learn from shared experiences with peers and the instructor within this socially-networked environment.

**EDET-6130 FACILITATING LEARNING WITH EMERGING TECHNOLOGIES IN BLENDED AND ONLINE ENVIRONMENTS**  
3 cr.
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. This course is typically offered in the summer.

**Learning Objectives**
- Survey current contextual factors impacting new modes of learning across the lifespan, in formal and informal settings.
- Compare learning theories and their impact on curricular and pedagogical decisions.
- Apply design based research to support effective instructional strategies in blended and online environments.
- Demonstrate strategies for integrating various technology resources into learning activities for blended and/or fully online environments.
- Demonstrate knowledge of Universal Design for Learning, ADA compliance, and appropriate tools and approaches that support diverse learners.
- Justify effective evaluation strategies for assessing student understanding and for improving student learning and communication.

**EDET-6135 PRACTICUM IN LEARNING AND EMERGING TECHNOLOGY**  
3 cr.
Advisors and students may arrange a practicum at Empire State College or another site of practice. The practicum requires at least 100 hours of applied work. Practicums may be arranged in instructional technology, educational technology, online teaching assistantships, educational technology management or other related areas. Supervisors and instructors to be determined based on intern's learning needs. Practicums should be arranged at least one term in advance. This course is typically offered in the fall.

**Learning Objectives**
- Examine the role of the Learning and Emerging Technology in supporting teaching and learning in higher education, business or nonprofit environment.
- Develop skills in an area such as teaching online or blended, instructional design or instructional technology as appropriate.
- Apply and develop personal skills in a site of practice.

**EDET-6140 SOCIALLY NETWORKED LEARNING: UNDERSTANDING DESIGNING EVALUATING**  
3 cr.
The rapid advances in communication and learning technologies have opened new arenas for educators and communicators, however, a conceptual framework about the value and design of these new and rich types of interaction needs to be developed. Plus, for effective educational uses, one needs to assess what happens to the learners and learning and to evaluate the overall productivity of the socially networked environment itself. In this course, participants will study the research about various aspects of these emerging social networks, considering the sociology and the psychology of the individuals and interactions. Working then with their own needs, they will frame and design a social network to meet a learning or communication goal for their students or clientele, developing an implementation, assessment and evaluation plan and articulating a theoretical/educational framework to validate their design. (Participants also can choose to work on a project with the instructor.) Two synchronous meetings. This course is typically offered in the fall.

**Learning Objectives**
- Examine the psychology, sociology, and assessment aspects of socially-networked learning as it is emerging in the world today.
- Locate social learning within scenarios relevant to their interest, researching ways these environments could be serving
EDET-6145 STEM EDUCATION ECOLOGY FIELD EXPERIENCE 3 cr.
Engaging in a field research project is an educational opportunity for students with a desire for an enriched learning experience within a particular subject. Students who undertake a field research experience will work collaboratively with the instructors on a scientific problem of their choice. The first 5-weeks of this summer study involves a weekend on-site residency in the Cooperstown area. During the term, students will design a research project, collect data and perform analysis, interpret results and prepare a written scientific paper of the work. Each student will pursue an individual research project under the guidance of one faculty member, yet collaborating with all three faculty. Further, the second 7 weeks of study requires students to create an educational project or curriculum development project based on the research they engage in during this term.

Learning Objectives
• Develop field and laboratory research and analysis skills that are invaluable in environmental and earth systems sciences.
• Become familiar with field/laboratory equipment and the scholarly literature in the areas of research interest.
• Design curriculum incorporating STEM methods and practices.

EDET-6150 STEM TOOLS, DEVICES, AND SIMULATIONS: MEASURING REPRESENTING AND UNDERSTANDING THE WORLD 3 cr.
STEM approaches (science, technology, engineering, mathematics), possibly expanded to include arts (STEAM), create problem-solving environments that are often cross-disciplinary, where technology tools can support, share and accelerate learning and where the arts can add to creativity and innovation. Application areas can range from K12, to higher education, to corporate, to healthcare. You will start by overviewing a variety of STEM / STEAM approaches, tools and projects in multiple disciplines. Then selecting several tools relevant to your learner or client needs, you will design an environment that employs the relevant STEM or STEAM tools and that articulates the conceptual, educational, design, and assessment principles employed. You must have a laptop or desktop computer, a Webcam, and a good Internet connection. Three online synchronous meetings are conducted at pre-announced times; for tools that are not web-based, applicants must supply their own devices. (Required for the advanced certificate in STEM Education and Emerging Technologies). This course is typically offered in the fall.

Learning Objectives
• Understand broadly the breadth and scope of STEM/STEAM tools, devices, and simulations.
• Study and apply your selected tools to an educationally supported, effective, STEM or STEAM environment to meet the goals, objectives, and assessments for your students or clients.
• Learn from shared experiences with peers and the instructor within this socially networked environment.

EDET-7015 PROPOSAL SEMINAR: RESEARCH PROJECT 3 cr.
Students may choose to complete either a research project, capstone project or practicum 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.) Contact your academic advisor to register for this course. This course is typically offered in the fall and spring. Pre-Requisite: All required core courses and EDET-6030

Learning Objectives
• Theoretical understanding of the issues involved in the topic of the Final Project.
• Ability to use careful scholarly material, other appropriate resources, and solid research techniques.
• Ability to undertake serious and sustained independent professional or artistic project.

EDET-7020 FINAL PROJECT – CAPSTONE PROJECT: LEARNING AND EMERGING TECHNOLOGIES 3 cr.
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. Contact your academic advisor to register for this course. This course is typically offered in the fall and spring. Pre-Requisite: All required core courses, EDET-6030 and EDET-7010

Learning Objectives
• Theoretical understanding of the issues involved in the topic of the Final Project.
• Ability to use careful scholarly material, other appropriate resources, and solid research techniques.
• Ability to undertake serious and sustained independent professional or artistic project design.
EDET-7025 FINAL PROJECT – RESEARCH PROJECT: LEARNING AND EMERGING TECHNOLOGIES 3 cr.
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. Contact your academic advisor to register for this course. This course is typically offered in the fall and spring. Pre-Requisite: All required core courses, EDET-6030 and EDET-7015
Learning Objectives
• Theoretical understanding of the issues involved in the topic of the Final Project.
• Ability to use careful scholarly material, other appropriate resources, and solid research techniques.
• Ability to undertake serious and sustained independent research or practicum activity.

EDUC-6005 U.S. SCHOOLS IN SOCIAL CONTEXT 3 cr.
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 State College centers in Western NY (Rochester or Buffalo), Syracuse, Latham, and New York City (Manhattan). This course is typically offered in the fall.
Learning Objectives
• Understand the history and progression of education in the United States from its inception.
• Understand and develop home-school community relationships.
• Recognize how social, economic, racial issues affect school aged children.

EDUC-6010 MIDDLE CHILDHOOD AND ADOLESCENT DEVELOPMENT 3 cr.
This course explores theories/research related to middle child and adolescent development and educational psychology within the contexts of families, cultures, communities and schools. The course will focus on physical, cognitive, social and emotional development; theories of learning and teaching; genetic and environmental factors affecting development; individual differences in abilities and developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching, assessment, and creating a positive and motivating learning environment. MAT students (who are seeking certification) will be required to complete content specific classroom observation hours with a certified teacher for this course. This course is typically offered in the fall.

Learning Objectives
• Critically analyze principles and theories of developmental and educational psychology including, how context (e.g., culture, family, community, school) influences the development of children and adolescents.
• Understand both normative (expected) achievements of children and adolescents from middle childhood to adolescence, as well as individual and group differences in development.
• Apply research based best practices for teaching and assessment to create a positive and motivating learning environment for all students.

EDUC-6015 EXCEPTIONALITIES: INDIVIDUALIZING LEARNING 3 cr.
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 12.5 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. This course is typically offered in the spring.
Learning Objectives
• Understand the historical and legal foundations that provide and protect educational services for students with disabilities and apply knowledge of strategies for effectively integrating recommendations from IEPs into instructional activities and daily routines.
• Understand theories and research related to teaching students with a wide range of special needs and exceptionalities, as well as strategies for developing educational programs and instruction to meet the needs of all students.
• Be able to identify teacher responsibilities and requirements in working with students with disabilities and other special learning needs, including providing supports and interventions through response to intervention (RTI) and positive behavioral interventions and supports (PBIS) to support struggling learners.

EDUC-6020 TEACHING AND LEARNING: ENGLISH 3 cr.
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. The study of teaching methods and preparation of microteaching sessions are related to secondary English language arts instruction. 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, and the cognitive and social aspects of technology mediated learning. This class has four synchronous, face-to-face classes held at local college facilities. This course is typically offered in the spring.
Learning Objectives

• Evaluate curriculum theories for their goals, strengths, and limits; as well as how theories and research in English language arts support and enhance learning for students in grades 7-12.
• Develop dispositions and teaching abilities to provide meaningful English language arts learning opportunities for all learners with diversities including race, ethnicity, social class, and gender.
• Promote their students' construction of connections within English language arts, between English language arts and other subjects, and between themselves and the world beyond the classroom.
• Create a series of lessons, some of which will be used for face-to-face micro-teaching, that are grounded in Common Core, NCTE and ILA standards, inquiry-based, and centered on the grades 7-12 learner.

EDUC-6025 TEACHING AND LEARNING: LOTE 3 cr.
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. The study of teaching methods and microteaching sessions is related to the student's area of certification in middle and high school. 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, and the cognitive and social aspects of technology mediated learning. This class has four synchronous, face-to-face classes held at local college facilities. This course is typically offered in the spring.

Learning Objectives

• Understand how the Common Core Standards relate to LOTE.
• Demonstrate understanding of content-relevant forms of assessment by building assessment plans that fit their unit.
• Create a variety of LOTE assessments.

EDUC-6030 TEACHING AND LEARNING: MATH 3 cr.
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. 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, and the cognitive and social aspects of technology mediated learning. This class has four synchronous, face-to-face classes held at local college facilities. This course is typically offered in the spring.

Learning Objectives

• Apply knowledge of the learning standards to develop an educationally sound instructional unit in mathematics.
• Demonstrate understanding of content-relevant forms of assessment by building assessment plans that fit their unit.
• Integrate technology into their unit plan to enrich content teaching and learning.

EDUC-6035 TEACHING AND LEARNING: SCIENCE 3 cr.
This course prepares students for the rigors of teaching science in the era of reform-based education. This course integrates best practice science education, applied educational psychology, use of data probes and 21st century technologies, inclusion of science literacy; and ongoing interactions with course participants. The course prepares participants to create effective inquiry-based lessons within the NYS Core Curriculum, using understandings gained from textbooks, readings, the Framework for K-12 Science Education and from joining the National Science Teacher Association. Participants also will study how to prepare students for the NYS Regents. Lessons will be submitted within a framework aligned with edTPA. The online portion of the course contains both synchronous and asynchronous components and the regional portion include micro teaching activities. A computer with graphic-capability and high-speed internet and a video-capture device are required; data probes must be purchased. This class has four synchronous, face-to-face classes held at local college facilities. This course is typically offered in the spring.

Learning Objectives

• Create effective lessons and learning segments to ensure that K-12 students understand science concepts, science practices through inquiry, and appropriate scientific technologies.
• Experience lesson implementation through personal video demonstrations and microteaching in regional centers and through observations in K-12 school districts.
• Study the requirements of high-state testing in NYS, reform-based science, and edTPA to prepare themselves and their students for these requirements.

EDUC-6040 TEACHING AND LEARNING: SOCIAL STUDIES 3 cr.
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. The study of teaching methods and preparation of microteaching sessions are related to secondary social studies. 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. This class has four synchronous, face-to-face classes held at local college facilities. This course is typically offered in the spring.

Learning Objectives

• Connect theories with practices, and goals with strategies, toward meeting their students' learning needs.
• Develop knowledge and skills for creating a social studies unit and lessons that reflect inquiry-based, experiential, interactive learning.
• Conduct at least one microteaching based on part of a fully developed lesson.
• Demonstrate skillful use of technology with respect to instruction and organizing data.

EDUC-6045 TEACHING DIVERSE LEARNERS 3 cr.
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 open and safe classroom environments conducive to learning. Students
understand how to adapt instruction to the needs of diverse learners. Topics include: cultural, ethnic, racial and diversity issues in education; socioeconomic diversity; teacher cultural bias, attitudes and related behaviors; exploration of social identity; deculturalization and the history of education on dominated cultural groups; curriculum and instruction for the diverse student; gender equity, gender and sexuality; gender bias, caring teaching skills; classroom management; various culturally responsive teaching methods, and the impact of bullying on academic achievement on targeted populations. Additionally, students will reexamine ways to foster family and school community partnerships. This course includes webinars, online work with some scheduled face-to-face meetings for micro-teachings held at designated ESC locations. This course is typically offered in the summer 8-week session.

Learning Objectives
• Gain an understanding of diversity and multiculturalism through the lens of race, ethnicity, gender, sexuality, and class dynamics associated with diverse learners.
• Develop culturally responsive lesson plans specifically designed for diverse learners and learn about culturally responsive pedagogies.
• Develop and present two micro-teachings that reflect culturally responsive pedagogies.

EDUC-6050 CONTENT AREA STUDY: ENGLISH
3 cr.
This course focuses on literacy and literature in the intermediate and secondary English language arts classroom. A variety of texts and text types will be read and discussed. Different ways of organizing a literature-based curriculum, engaging students, addressing censorship, and reading through different critical lenses will be explored. Reading, writing, speaking, listening, and performing are aspects of literacy students will consider for inclusion in units of study grounded in literature. This course is typically offered in the summer 8-week session.

Learning Objectives
• Students will read widely and deeply literature related to grades 5-12 English language arts and literacy instruction.
• Students will demonstrate an understanding of a variety of genres and text-types to be used in the ELA/literacy classroom. These text types should include, but are not limited to: picture books, young adult literature, current fiction, graphic novels, online/digital texts, and wordless texts.
• Students will demonstrate knowledge of a variety of theories on literacy engagement and how various theories and subsequent practices impact student engagement in grades 5-12 ELA/literacy classes.

EDUC-6055 CONTENT AREA STUDY: SPANISH
3 cr.
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. This course is typically offered in the summer 8-week session.

Learning Objectives
• Develop high quality lesson plans for advanced Spanish content.
• Master advanced grammar techniques in Spanish.
• Become versed in Spanish literature and learn multiple ways of teaching it.

EDUC-6060 CONTENT AREA STUDY: MATH
3 cr.
An array of content area topics in grades 7-12 mathematics will be explored to enable students 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. This course is typically offered in the summer 8-week session.

Learning Objectives
• Analyze and operationalize NCTM and CC standards for teaching grades 7-12 mathematics.
• Develop appropriate sequencing of mathematical learning experiences.

EDUC-6056 CONTENT AREA STUDY: SCIENCE
3 cr.
In this online course, science and STEM teachers and educators begin with an opportunity to deepen their understanding of a concept or application (approved by the instructor) within the standards-area relevant to their educational environment. Their science study is then posted for instructor assessment and peer review. The latter portion of the class consists of a team-developed science project that could be shared with other schools or science organizations. Although the teams develop their own project area, participants are given framing guidelines for the type of projects, the student and teacher resources, and the educational/scientific extensions that can support the project and justify its instructional design. Guidelines also structure and evaluate the participation of individuals and of team members. The intention is that these science projects could be extended to other schools through 21st century technologies (tutorials provided). Both synchronous and asynchronous interactions will be required throughout the course. This course is typically offered in the summer 8-week session.

Learning Objectives
• Understand a science content or application area in greater depth.
• Design a science project or field trip that could be implemented within a classroom, shared with other classes, and possibly serve as an example of “citizen science.”
• Benefit from distance collaboration with fellow participants and extend and employ their 21st century communication skills for the enhancement of science learning and education.

EDUC-6070 Content Area Study: Social Studies
3 cr.
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. This course is typically offered in the summer 8-week session.

Learning Objectives
• Interpret themes and patterns through inquiry-based study of concepts in history or social sciences with intent to connect the past with the present, and the local with the global.
• Design a social studies unit that is experiential, interactive, interdisciplinary, and inquiry-based.
• Critique different approaches for teaching controversial topics.
• Appraise the meaning of social studies education in a multicultural democracy.

EDUC-6100 TEACHING AND CURRICULUM: ENGLISH
3 cr.
This course examines research-based approaches to middle and high school curriculum development in the area of English language arts. Students will consider the relationships between curriculum and classroom management and the relationship between the curriculum
and students’ individual differences and capabilities. Students learn how to use their content 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 ELA classroom. The culminating course assignment is to design a four to six week unit plan that aligns with ELA edTPA, and MAT program outcomes. This course is typically offered in the fall. Pre-Requisite: EDUC-6020

Learning Objectives
- Design and implement units of study grounded in research and standards-based instructional practices for the grades 5-12 learner.
- Demonstrate an understanding of how to create a high quality classroom environment that includes, but is not limited to a variety of texts and text types, recognition of the importance of spaces for whole group, small group, and independent literacy endeavors, the role environmental print plays in the learning process.
- Utilize a variety of informal and formal assessment measures that demonstrate: an understanding of content area pedagogy; individual student learning differences, and the teacher’s ability to use assessment results to inform instruction.
- Demonstrate an understanding of how to use classroom time to the best advantage for all student learning that includes, but is not limited to independent reading; writing in a variety of genres for various audiences using a multiplicity of modalities; and student presentations and performances.

EDUC-6105 TEACHING AND CURRICULUM: LOTE
3 cr.
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 their 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. This course is typically offered in the fall. Pre-Requisite: EDUC-6030

Learning Objectives
- Demonstrate an understanding of how to use classroom time to the best advantage for all student learning that includes, but is not limited to independent reading; writing in a variety of genres for various audiences using a multiplicity of modalities; and student presentations and performances.

EDUC-6115 TEACHING AND CURRICULUM: SCIENCE
3 cr.
This advanced science education course builds upon the participant’s prior learning in Teaching and Learning or instructor-approved equivalent. Extending the best-practice science from earlier coursework with science literacy components, inquiry-based laboratory and lecture activities, use of data probes and spreadsheets, and participation in NSTA, the participants now plan and then implement their lessons in their own classroom, reflecting on student learning and achievement. Planning over monthly and yearly time frames, examination of actual classroom activities with groups and with technologies, and preparation for high-stakes tests is addressed as well. Instructional practices are aligned with the NYS Core Curriculum, taking their strategic focus from the Framework for K-12 Science Education. The reporting and commentary requirements for edTPA are integrated into the course. Within this 100% online course, participants will meet both synchronously and asynchronously. Participants not currently in classrooms will sharing learning practices with those teaching. This course is typically offered in the fall. Pre-Requisite: EDUC-6035

Learning Objectives
- Conduct and assess classroom practices that employee groups of students, that integrate mathematics and 21st century technologies, and that prepare students for both classroom and high-stakes tests using the reporting framework from edTPA.

EDUC-6120 TEACHING AND CURRICULUM: SOCIAL STUDIES
3 cr.
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 their 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. This course is typically offered in the fall. Pre-Requisite: EDUC-6040
Learning Objectives
• Evaluate curriculum theories for their goals, strengths, and limits.
• Develop dispositions and teaching abilities to provide meaningful social studies learning opportunities for all learners with diversities including race, ethnicity, social class, and gender.
• Promote their students' construction of connections within the social studies, between the social studies and other subjects, and between themselves and the world beyond the classroom.
• Create a standards-based unit rich in inquiry-based, experiential, interactive, technology-enhanced learning.

EDUC-6125 LITERACY
3 cr.
This course is designed for classroom teachers working with students in grades 5–12. Various forms of literacy, including, but not limited to reading, writing, speaking, listening, and digital literacy are explored within a NYS learning standards framework. Units include a critical consideration of theoretical perspectives about language acquisition and the wider social context of literacy in U.S. society in the 21st century. Topics include developmental issues in language acquisition; instruction for literacy in multicultural classrooms; teaching English as a second language; and reading and writing difficulties with a specific focus on content comprehension strategies that classroom teachers can use to differentiate instruction. This course is fully online. This course is typically offered in the fall.

Learning Objectives
• Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts that they can in turn use with grades 5-12 students. They will draw on their own prior experience and their interactions with other readers and writers in order to scaffold these skills for their own students. NCTE/ILA standard 3.
• Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. NCTE/ILA standard 5.
• Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts. NCTE/ILA standard 6.
• Conduct an informal case study on an adolescent learner focusing on the learner’s interests by generating ideas and questions, and by posing suggestions that would further the learner’s literacy learning and engagement.
• Gather, evaluate, and synthesize data from a variety of sources (e.g. working with the students, schoolwork, school records if available, talking to the parents) to develop an informal case study to be shared with the course instructor. NCTE/ILA standard 7.

EDUC-6130 LITERACY ACROSS THE CURRICULUM
3 cr.
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. Students will design a community literacy project integrating content area and literacy strategies that address the needs of a variety of stakeholders. This course is fully online. This course is typically offered in the spring.

Learning Objectives
• Utilize 5-12 academic literacy content standards in reading and writing for the improvement of grades 5-12 instruction.
• Demonstrate knowledge of strategies readers use to construct meaning from print and monitor their comprehension.

EDUC-6135 EDTPA SUPPORT
1 cr.
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 commentaries 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. This course is typically offered in the summer 8-week session.

Learning Objectives
• Become more familiar with the EdTPA assessment.
• Break down the specific tasks on the examination.
• Learn specific nuances of their own content area preparation for the assessment.

EDUC-6137 CHILD AND ADOLESCENT DEVELOPMENT
3 cr.
This course will focus on physical, cognitive, social and emotional development of children and adolescents. The course explores theories of development within the contexts of families, cultures, communities and schools. It prepares prospective teachers to understand the needs, abilities and behaviors of children and adolescents. The course content will address theories of learning and teaching; genetic and environmental factors affecting child development; individual differences in abilities and developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching and assessment. Teacher candidates will learn strategies in creating a positive and motivating learning environment in grades 1-12 classrooms. MAT Agriculture Education teacher candidates will be required to complete 10 classroom observation hours with a certified Agricultural Education teacher in a 1-12 grade classroom.

Learning Objectives
• Explain the principles of growth and development. (InTASC #1 and #2, NY Teaching Standards #1, NY Pedagogical Core #4)
• Critically analyze principles and theories of development and how context (e.g., culture, family, community, school) influences the development of children and adolescents. (InTASC #1 and #2, NY Teaching Standards #1, NY Pedagogical Core #4)
• Understand both normative (expected) achievements of children and adolescents as well as individual and group differences in development. (InTASC #1 and #2, NY Teaching Standards #1, NY Pedagogical Core #4)
• Understand adolescence emerging in adulthood during this century. (InTASC #1 and #2, NY Teaching Standards #1, NY Pedagogical Core #4)
• Apply research-based best practices for teaching and assessment to create a positive and motivating learning environment for students in K-12 classrooms. (InTASC #1 and #2, NY Teaching Standards #1 and #2, NY Pedagogical Core #4)
EDUC-7005 MAT RESIDENCY SEMINAR I
6 cr.
This six-credit seminar uses gradual release of responsibility to facilitate collaboration among students, critic teachers, and college faculty. The residency seminar draws on the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to classroom responsibilities specific to the certification area. In this co-teaching model, the critic teacher is always present to provide feedback and support. Observations by college supervisors evaluate residents' progress throughout the semester. One video observation, which requires permission from the administration at the resident's placement, will be reviewed by a content expert in the resident's certification area. The National Board for Professional Teaching Standards' 5 Core Propositions, as well as edTPA form the foundation of this course. This seminar is only open to students in the MAT residency track. Teaching and Curriculum must be successfully completed prior or concurrent to enrollment in Residency Seminar One. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the fall.

Learning Objectives
• Work with students in grades 7-12 in a co-teaching capacity with an accomplished teacher certified in the resident's content area.
• Utilize education theory; state, national, and content area standards; and research-based teaching strategies when planning and implementing instructional practice.
• Demonstrate the ability to plan instruction and assessment, instruct and engage students in learning, assess student learning and analyze teaching in a continual and recursive fashion.

EDUC-7010 EDUCATIONAL EVALUATION
3 cr.
This course focuses on developing skills and a clear understanding of research-based best practices for evaluating student learning and teaching effectiveness. The course emphasizes the use of research-based theories and practices for assessing student learning, developing assessment strategies and analytical skills in order to modify instruction and adapt instructional materials, utilizing best practices for documenting student learning, and using technology to enhance and improve assessment practices. Students who take this course will need to have access to a classroom where an assessment activity can be planned and implemented, and data can be collected and analyzed. This course is typically offered in the spring.

Learning Objectives
• Utilize a variety of assessments that document student learning and understand best practices for using different forms of assessments.
• Utilize technology-enhanced assessments.
• Implement assessment strategies and utilize analytical skills in order to analyze data, modify instruction and adapt instructional materials.

EDUC-7015 MAT RESIDENCY SEMINAR II
3 cr.
The residency experience and seminar develop the student's teaching repertoire related to actual teaching responsibilities in their certification area with a continuation of the co-teaching model. The seminar involves collaboration among students, critic teachers and college faculty. Students will draw on their courses and the work they did in Residency Seminar One to plan and successfully implement a teacher performance assessment. In the second residency semester, students will continue to be observed by college supervisors, as well as by submitting a video of their classroom teaching to a faculty content expert. This seminar is only open to students in the MAT residency track. Successful completion of MAT Residency Seminar One and Teaching and Curriculum are prerequisites for enrollment in MAT Residency Seminar Two. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the spring.

Learning Objectives
• Develop and implement a successful unit of study grounded in state, national, and content area standards.
• Analyze experiences teaching specific learning segments and cite specific evidence from the experiences to explain changes and modifications they would make to the lesson.
• Be familiar with the edTPA assessment rubrics and tasks, and be able to design and develop an edTPA portfolio.

EDUC-7020 RESIDENCY CAPSTONE
3 cr.
This course focuses on the Master of Arts in Teaching (MAT) Residency capstone experience. MAT residency students will write a capstone paper (25 page minimum, APA format) that highlights how they have met MAT program standards as well as the standards set forth by their professional organizations. Successful completion of MAT Residency Seminars One and Two are prerequisites for this course. In order to successfully complete the MAT program, this course must be completed with a grade of B or higher. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the summer 8-week session.

Learning Objectives
• Demonstrate a depth and breadth of what it means to be an accomplished secondary teacher.
• Write a paper that explores in detail the MAT program standard.
• Articulate an understanding of his or her professional identity as a teacher.

EDUC-7025 INTENSIFIED MENTORED TEACHING I
6 cr.
This intensified mentored teaching experience develops the student's teaching repertoire and ability to analyze and modify teaching strategies in relation to their 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 aspects of the edTPA portfolio. Eight observations occur (six in person and two via video, video permissions must be secured). Areas studied include classroom organization, classroom management, teaching, assessment, school safety. Five synchronous meetings are required that will take place in an online space to be determined by the course instructor. In addition to the courses listed under prerequisites: students need to successfully complete Teaching and Learning in their content area, hold an approved teaching placement that is guaranteed to last the school year, and successfully complete all of the requirements for Transitional B teacher certification in order to take this course. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the fall.

Learning Objectives
• Develop and assess their teaching practices in classroom organization; student management; content area, standards-based instruction; and formative and summative assessments.
• Utilize education theory; state, national, and content area standards; and research-based teaching strategies when planning and implementing instructional practice.
• Demonstrate the ability to plan instruction and assessment, instruct and engage students in learning, assess student learning and analyze teaching in a continual and recursive fashion as it pertains to accomplished teaching and eTTPA.

EDUC-7030 INTENSIFIED MENTORED TEACHING II
3 cr.
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 focus on completing the eTTPA portfolio. Seven mentored teaching observations also are required, two of which are required to be video-taped. Students enrolled in this course will be continuing with their Intensified Mentored Teaching One teaching placement. Transitional B certification is required 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. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the spring.

Learning Objectives
- Develop and assess their teaching practices in classroom organization; student management; content area, standards-based instruction; and formative and summative assessments. Utilize education theory; state, national, and content area standards; and research-based teaching strategies when planning and implementing instructional practice.
- Demonstrate the ability to plan instruction and assessment, instruct and engage students in learning, assess student learning and analyze teaching in a continual and recursive fashion, as it pertains to accomplished teaching and eTTPA.

EDUC-7040 MENTORED OBSERVATIONS
1 cr.
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. This course is typically offered in the fall, spring and summer 8-week terms.

Learning Objectives
- Reflect on their teaching practice.
- Continue adding strategies to their teaching repertoire.
- Improve instruction based on critical feedback.

EDUC-7045 MENTORED TEACHING I
3 cr.
Mentored Teaching I is the first in a four-course sequence of Mentored Teaching courses. Mentored Teaching I is situated in the first-year teacher’s classroom and supports classroom practice during new teacher induction. Mentored Teaching requires five observations conducted by supervising MAT faculty. One of the five observations is a video, which will be reviewed by a content expert in the student’s certification area. Mentored Teaching I provides support and guidance to the beginning teacher in establishing classroom expectations, setting attainable teaching and learning goals, developing effective classroom management skills, creating a student-centered learning environment, and developing reflective habits of mind. In addition to the core assignments associated with each classroom observation, course instructors may require additional instructor-designated assignments and activities. Students enrolled in this course should have successfully completed Teaching and Learning in their content area, have an approved teaching placement and hold Transitional B certification. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the fall, spring and summer 8-week terms.

Learning Objectives
- Establish clear, consistent classroom expectations and teaching and learning goals that are reflected in detailed, standards-based lesson plans.
- Develop effective classroom management skills.
- Develop a reflective habit of mind and learn to become a reflective practitioner.

EDUC-7050 MENTORED TEACHING II
3 cr.
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 eTTPA and the MAT capstone experience. 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. There will be 5 classroom observations, one being a video observation that will be evaluated by an expert in the student’s certification area. Students must hold an approved teaching placement and Transitional B certification in order to take this course. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the fall, spring and summer 8-week terms.

Learning Objectives
- Establish clear, consistent classroom expectations and teaching and learning goals.
- Develop effective classroom management skills.
- Demonstrate a reflective habit of mind as a reflective practitioner.

EDUC-7055 MENTORED TEACHING III
3 cr.
This is the third course in the four-course mentored teaching sequence. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought, and continue their work on the MAT capstone experience and eTTPA. The seminar involves collaboration among students, mentor teachers and MAT faculty. In the third in-service term, mentoring and supervision of teaching, as well as the seminar emphasize reflective practice. In addition to reflective practice, this course addresses 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 and New York State Transitional B certification in order to take this course. Successful completion of Mentored Teaching One and Two are prerequisites to enrollment in Mentored Teaching Three. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the fall, spring and summer 8-week terms.
Learning Objectives
- Demonstrate effectiveness in the areas of: teaching, curriculum development and revision, assessment, literacy, classroom management and technology in the classroom.
- Demonstrate the behaviors and skills of a reflective practitioner.
- Effectively collaborate with colleagues, students, and MAT faculty in order to improve teaching effectiveness and classroom practices.

EDUC-7060 MENTORED TEACHING CAPSTONE
3 cr.
This course focuses on the Master of Arts in Teaching (MAT) capstone experience. MAT Transitional B students will write a capstone paper (25-35 page minimum, APA format) that highlights how they have met the MAT program standards as well as the standards set forth by their professional organizations. Students must be enrolled in the MAT program and hold an approved teaching position to register for this course. The course includes classroom and video observations where the student must demonstrate proficiency in all areas on the observation rubric. Successful completion (grade B or higher) of Mentored Teaching One, Two and Three; or Intensified Mentored Teaching One and Two are prerequisites to taking this capstone course. In order to successfully complete the MAT program, this course must be completed with a grade of B or higher. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the spring and summer 8-week terms.

Learning Objectives
- Demonstrate a depth and breadth of what it means to be an accomplished secondary teacher.
- Write a paper that explores in detail the MAT program standards.
- Articulate an understanding of his or her professional identity as a teacher.

FSMA-6010 QUANTITATIVE METHODS IN FINANCE
3 cr.
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 course is typically offered in the fall, spring and summer 8-week terms.

Learning Objectives
- Understand the rationale and logic of regression technique as a tool to assess the relationship between variables of different types.
- Specify and estimate various forms of linear and nonlinear regression models using statistical software.
- Interpret the various regression estimates generated, as well as to perform inferential analysis from these estimates.

FSMA-6025 ADVANCED QUANTITATIVE METHODS IN FINANCE
3 cr.
This course builds on the concepts covered in Quantitative Methods in Finance, and introduces more advanced quantitative methods that are applicable in various areas of finance; applied concepts and methodologies of both univariate and multivariate long term financial data processes. In addition, topics and financial data applications related to stationary processes, co-integration analysis, ARCH and GARCH models, and simulation methods also are covered. This course is typically offered in the fall. Pre-Requisite: FSMA-6010

Learning Objectives
- Discuss time series models application in finance and economics with data characteristics.
- Explain difference equations solving methods.
- Estimate, test and forecast time series (univariate and multivariate; linear and nonlinear models).
- Measure, model and forecast volatility and correlations.
- Test co-integration, apply error-correction models, and identify and estimate autoregressive distributed lags (ADLs).
- Perform and evaluate forecasts based on time series with trends determination and decomposition.
- Interpret and test hypotheses concerning economic data.
- Combine multiple univariate forecasts so as to reduce overall forecast error variance.
• Apply time series volatility models (ARCH/GARCH).
• Use Monte Carlo and bootstrapping simulation techniques.

**FSMA-6035 FINANCIAL RISK MANAGEMENT**
**3 cr.**
The course focuses essentially on methods and processes of assessing a firm’s financial vulnerability. It covers the technical tools used in risk analysis, examines the information integration process, and how measures of risk relate to strategic and tactical business decisions. This course is typically offered in the spring.

**Learning Objectives**
• Demonstrate comprehensive knowledge and understanding of concepts and principles of financial risk management.
• Demonstrate and apply principles of risk and return for hedging financial risk.
• Demonstrate and apply models to analyze volatility, Value at Risk, and various risk measures.

**FSMA-6040 MERGERS AND ACQUISITIONS**
**3 cr.**
The primary objective of this course is to give students experience in valuing firms. While the primary focus of the course is on mergers and acquisitions, the course also will cover topics such as initial public offerings, leveraged buyouts, spin-offs, and divestitures. This course is typically offered in the fall.

**Learning Objectives**
• Demonstrate comprehensive knowledge and understanding of the concepts and principles of Mergers and Acquisitions.
• Demonstrate and apply the rationale and economics of mergers and acquisitions.
• Demonstrate and apply financial cash flow models to identify and analyze prospective targets for mergers and acquisitions.

**FSMA-6045 MONEY, BANKING AND FINANCIAL INSTITUTIONS**
**3 cr.**
This course explores monetary and banking theory. It covers monetary system and financial system, the banking structure and an introduction to international finance with focus on monetary practices, theory and policy. The course puts an emphasis on an analysis of the nature and functions of money, banking operations and other financial institutions, with an overview of the banking system and the structure of the Federal Reserve System. Students also examine the monetary policy as related to the macroeconomic policies, economic activity and international financial activities. Topics covered include: the creation of money, interest rates, inflation, reserves, the time value of money, risk return relationships, informational asymmetries and asymmetries, financial transparency, bank performance analysis. This course is typically offered in the spring.

**Learning Objectives**
• Understand the importance of money market, banking system and money creation in the economy with the role of the central bank; Interpret complexities associated with interest rates, reserves, the time value of money, inflation, risk/return relationships.
• Assess macroeconomic policies and their impact on national and international financial markets and take informed positions on various policy initiatives.
• Evaluate the impact of informational asymmetries, financial transparency, insurance and investment schemes, stock and bond markets, trade of futures and options on the economic situation with reference to the regulatory and supervisory framework.
• Understand, interpret and use financial statements for managerial decision making in banking organizations.
• Evaluate financial performance of a bank with specific ratio analysis, with peer comparisons and strategic positioning assessment.

**FSMA-6050 FINANCIAL ANALYSIS AND CONTROL**
**3 cr.**
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. This course is typically offered in the fall and summer 8-week terms.

**Learning Objectives**
• Use financial analysis concepts and methods to help prepare business cases or funds approval requests.
• 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.
• Have a better understanding of capital planning and capital asset selection: How to make the right capital investment decisions.
• Use the concepts discussed for preparing financial plans and budgets: Principles that can be used to create accurate budgets.

**FSMA-6055 FINANCIAL INSTRUMENTS AND DERIVATIVES**
**3 cr.**
The course introduces students to financial instruments such as options, futures, swaps and other derivative securities; the course examines institutional aspects of the markets; theories of pricing; discusses simple as well as more complex trading strategies such as arbitrage, hedging and spread; finally the course also discusses the application of these strategies for asset and risk management. This course is typically offered in the spring.

**Learning Objectives**
• Understand and analyze markets of underlying instruments.
• Explain types and properties of various derivatives.
• Discuss regulations and mechanics of derivatives markets and related industries, and the role of arbitrage.
• Discuss the implications of interest rates and volatility for derivatives markets.
• Explain the determinants, and the mechanism of forward and futures prices, and option pricing and implied volatility calculation.
• Apply derivatives valuation models into pricing of corporate securities and credit derivatives.
• Apply hedging strategies with derivatives in investment and corporate financial management.

**FSMA-6060 STRATEGIC COST ANALYSIS**
**3 cr.**
This course focuses on the analysis and reporting of the cost of obtaining resources and their consumption in a fashion that is explicitly directed at strategic management. It provides managers with critical analytical skills needed to survive in a highly competitive environment. Its main emphasis is on strategically manage the cost to strengthen a business competitive position and increase its value and profitability. The key elements to be studied are cost structure, value chain analysis, strategic cost management, and analysis of cost drivers in support of strategic and operational decisions. Generally, the course is about using accounting-based strategies to control costs, improve performance, justify project outcomes, and create value for the organization. Course material relies on concepts studied in financial and managerial accounting courses, and shows how managers can leverage cost analysis.
to better influence the outcomes of product/project development and/or management. It covers both, manufacturing and not-for-profit organizations.

**Learning Objectives**
- Recognize various cost management initiatives and cost relationship among activities driven by value chain.
- Identify and analyze cost drivers to contain the cost and maximize business value by creating budget parameters and strategic competitive advantages.
- Design cost management information system that meet businesses' needs at each life cycle of its operations and growth.
- Be familiar and build basic skills in utilizing cost management software to analyze available information and to establish benchmarking tools.

**FSMA-6065 PORTFOLIO MANAGEMENT**
*3 cr.*
The purpose of the course is to examine techniques of managing portfolios (constructing, monitoring, rebalancing, and evaluating) of various asset classes. It addresses efficient risk/return allocations, stock selection, market timing recommendations to meet different investors' objectives. Additionally, students will engage in addressing possible portfolio hedging techniques relevant for different risks.

**Learning Objectives**
- Understanding portfolio theories and their implications for portfolio construction and management.
- Applying equity and bond portfolio management strategies and portfolio performance evaluation methods.
- Managing portfolios to meet various investment objectives.

**FSMA-6070 REAL ESTATE FINANCE**
*3 cr.*
The course discusses approaches to the evaluation of real estate investment opportunities, the identification of the real estate investor's goals, discusses the economic, legal, fiscal and physical environment, and their consideration in the decision making process. The course also discusses real estate financing techniques and the secondary market for real estate financial assets including mortgage-backed securities and mortgage-backed finance.

**Learning Objectives**
- Research, understand and analyze various real estate markets (including cyclical).
- Explore concepts, financial models and instruments used in the field of real estate.
- Discuss underlying economic factors that affect the value of different properties.
- Explain types of financing and mortgage rates with relevant underlying factors.
- Analyze borrowing costs, mortgages, financing and refinancing models.
- Structure alternative real estate financing and investment vehicles.
- Understand the risks and rewards associated with investing in and financing both residential and commercial real estate.

**FSMA-6075 REAL ESTATE LAW AND TAXATION**
*3 cr.*
The course supplements the real estate track with examination of legal contains of the real estate ownership and transactions affecting the real estate market. It also explores the implication of the regulatory framework of the real estate market, governmental involvement in the real estate market and liability issues related to the real estate investment and development.

**Learning Objectives**
- Understand the nature and classifications of real estate with associated real estate interests, legal risks, and the extend of the protection of property rights.
- Interpret implications associated with real estate ownership based on the legal principles.
- Understand and monitor the process of transferring title to real estate.
- Evaluate the impact of real estate development and management on the economic development.
- Recognize regulatory and tax aspects of real estate ownership, financing, and transfer.
- Consider the ethical perspective involved in real estate issues and evaluate conduct for legal compliance, fairness and honesty.

**FSMA-6080 INTERNATIONAL ACCOUNTING**
*3 cr.*
The course introduces students to the differences between accounting principles and standards across the world and their impact on decision-making process for multinational corporations and cross-border deals. This is considered essential knowledge for all professional accountants and global managers for better penetration into the world that is dominated by global businesses' competitiveness and cross-border investing and resources needs. It focuses on the enforcement status of various rules and standards and how they shape the analysis and presentation of financial data used for global managerial decisions. It emphasizes the understanding of internal and external financial communications and economics and legal mandates in various countries. In addition, the course introduces students to the international dimensions of accounting, financial reporting and financial control, foreign financial transactions and translations of financial statements, and hedging techniques. More specifically, it discusses various comparative accounting systems, international accounting convergence, and expands to the notions related to international financial reporting standards IFRS, corporate governance, international auditing, reporting and disclosure practices spanning over both developed and emerging market countries. This course is required for the certificate in Global Finance and Investment. This course is typically offered in the spring.

**Pre-Requisite:** MGMT-6010 if not waived.

**Learning Objectives**
- Analyze the impact of environmental, economic, cultural, and legal influences on accounting disclosure and financial reporting of multinational corporations MNC and utilize the appropriate techniques to hedge financial and business risks.
- Read the financial statement of MNC and identify the differences in financial measurement standards adopted by various countries and challenges they raise when making cross-border financial and managerial decisions.
- Examine the international financial accounting standards and role played by various authoritative professional bodies relevant to corporate governance, cross-border transactions and financial statements translation, financial risk management, control and planning for obtaining capital, and the impact of various international taxation systems on managerial decisions.
- Be cognizant of influential differences in exercising the appropriate professional judgement in cross-border's deals.

**FSMA-6085 BEHAVIORAL FINANCE**
*3 cr.*
The course focuses on the key psychological barriers to value-maximizing behaviors along with options available for managers to mitigate these barriers. It covers the theory and practice of behavioral finance, including a history of financial bubbles, failures, financial market anomalies, and the role of heuristics (“cognitive shortcuts”) and biases that drive human behavior. Other topics in this course include prospect theory, common investment mistakes, the role of randomness in finance, and practical applications of behavioral finance. The goal is to help students learn how to benefit the analysis and understanding of financial markets by using additional tools of finance.
**Learning Objectives**
- Understand the history of bubbles, failures and irrationality in financial markets.
- Learn and understand the role of heuristics, psychological traps, and personal biases that can cause irrational financial decisions and unanticipated consequences.
- Examine the effects of behavioral factors in financial markets.
- Discuss the validity of the Efficient Market Theory.
- Explore concepts and tools in the behavioral finance field.
- Learn to make better investment decisions.

**FSMA-6090 FINANCIAL ENGINEERING**
3 cr.
The course objective is to review and practice the main financial pricing models and optimizing techniques used in financial modeling impractical business settings. Considerations will be given to stochastic factors, various probability predictions functions and calibration challenges. The course is highly quantitative and engages students with advanced software for simulations and programming. Students will scrutinize the applicability and limitations of the models and techniques for incorporating them into an integrated framework. It will cover the full cycle of modeling, analysis, decision and ex-post evaluation (testing).

**Learning Objectives**
- Demonstrate the comprehensive knowledge and understanding of fundamental concepts and principles of mathematical finance.
- Demonstrate the basic knowledge of mathematical modeling and programming concepts.
- Apply mathematical models and simulation to solve for complex real world financial engineering problems.

**FSMA-6095 INTERNATIONAL FINANCIAL LAW AND REGULATION**
3 cr.
The aim of this course is to cover and address topics such as flow of capital in international financial markets, regulatory characteristics of international banking and securities markets, types of financial market transactions, techniques and instruments, banking and securities transactions, securitization and derivatives. This course is typically offered in the fall, spring and summer 8-week terms.

**Learning Objectives**
- Analyze the broader governance of international financial markets.
- Assess the role of regulatory bodies (e.g., the G-20/Financial Stability Board, Basel Committee on Banking Supervision, International Organization of Securities Commissions, the International Monetary Fund).
- Define the role of private actors (e.g., exchanges, clearing and settlement mechanisms, and self-regulatory and trade associations).

**FSMA-7015 STRATEGIES OF FINANCIAL MANAGEMENT**
3 cr.
This capstone course builds on the foundations developed earlier in the pre-requisite Financial Management course. It seeks to integrate the best practices and strategies in the world of Corporate Finance. Through critical analysis of financial case studies in this course, the students are expected to develop deeper understanding of best practices in financial management by engaging them with the real world application of financial models. The pertinent financial topics include, long-term investment and financing decisions, cost of capital 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, risk management and hedging, and firm valuation. Through structured analysis of financial case studies, the student will improve their skills set in financial management, vital towards professional performance and future career development. This course is typically offered in the fall, spring and summer 8-week terms. Pre-Requisite: MGMT-6005

**Learning Objectives**
- Demonstrate disciplinary knowledge of finance theory and various empirical models.
- Apply critical and strategic thinking in analyzing finance problems faced by firms in the real world of corporate finance.
- Develop a perspective and understanding of globalization and interdependencies of major stakeholders in the world of international financial management.

**FSMA-7020 GLOBAL FINANCIAL STRATEGY**
3 cr.
Global financial strategies enhance business finance to operate in a global platform, make optimal investment decisions, perform valuation under financial distress, and to make value-added strategic decisions for the enterprise. Applications include large-scale investment projects, brand launches, venture capital investments, IPOs, mergers, diversification decisions, RandD, expansion or resource allocation, and international joint ventures. As a capstone, the course will integrate skills required to make coherent decisions about interrelated strategic issues while designing a global financial strategy of MNEs and assessing proposals such as overseas subsidiary investment. This course is required for the certificate in Global Finance and Investment. This course is typically offered in the fall and spring.

**Learning Objectives**
- Assess risk and evaluate corporate efficiency management in the global environment.
- Evaluate and design short-term (WC) and long-term financing strategy of a global firm.
- Design and discuss global investment strategy in the MNE.

**HCLM-6005 MASTERING LEADERSHIP IN HEALTHCARE ORGANIZATIONS**
3 cr.
The healthcare system is in a state of substantial change and the need for transformational and transactional skills to meet the challenges for effective organizational transitions is explored in this course. But what is the right balance between management and leadership? The Competing Values Framework (CVF) is employed as the theoretical model for explaining and identifying how tensions between transactional and transformational leadership may be reconciled. The concept of “master leader” represents an integration of the roles and functions associated with preserving order, stability, and control on the one hand, and constructing a vision, directing change, and inspiring a workforce on the other. Master leaders possess the capability, flexibility, and dexterity to implement a broad range of communication options to achieve organizational goals. This course provides an extensive review of the landscape of change confronting healthcare leaders and the implications for leadership roles. It identifies communication orientations and message construction strategies associated with the responsibilities of the master leader in healthcare organizations. This course is typically offered in the fall and spring.

**Learning Objectives**
- Develop an understanding about the increasingly complex, interdependent, and multidimensional skill requirements for leading healthcare organizations.
- Understand how to integrate of the roles and functions associated with preserving order, stability, and control on the one hand, and constructing a vision, directing change, and inspiring a workforce on the other.
- Execute communication strategies by employing skills associated with collaboration, interpersonal relationships, cross-functional synergy, teamwork, motivation, and cohesion.
• Articulate the necessities for building a culture of reliability and responding to regulatory requirements.
• Gain skills for engineering partnerships with community resources to strengthen their organizations’ capacity for achieving high levels of patient satisfaction and improved clinical outcomes.

HCLM-6010 ANALYSIS OF HEALTHCARE MARKETS AND HEALTH POLICY
3 cr.
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. This course is typically offered in the fall and spring.

Learning Objectives
• Gain a broad understanding of healthcare markets, including how they are segmented and interconnected and why and how stakeholder formations occur.
• Articulate the role of incentives and disincentives, as well as regulatory, political, legal, and economic influences on healthcare markets.
• Gain critical skills associated with analyzing health policy and its influence healthcare market development.
• Explain factors in healthcare markets that impact policy, decision making, government reform, and healthcare economics.
• Assess, evaluate, and manage complex market-based factors as well as anticipate and plan for the impact of healthcare policies on their organizations.

HCLM-6015 HEALTH INFORMATION MANAGEMENT AND INFORMATICS
3 cr.
As health care costs continue to spiral upward, healthcare institutions are under enormous pressure to create cost efficient systems without risking quality of care. Health informatics technologies provide considerable promises for achieving this multifaceted goal through managing information, reducing costs/enhancing revenue, and facilitating total quality management, continuous quality improvement programs, optimal clinical patient care, and improved patient outcomes. In this course, students will be introduced to the concepts and practices of health informatics; as such, the course will prepare students to understand, manage, and integrate medical and administrative information, technologies, and systems in organizations. Topics include: a) an introduction to information systems and specifically to the health informatics field; b) major applications and commercial vendors; c) decision support methods and technologies; d) systems analysis, design, implementation, and evaluation of healthcare information systems; and e) new opportunities and emerging trends. This course is typically offered in the fall.

Learning Objectives
• Explain how IS can increase organization-wide efficiencies.
• Identify emerging technologies of relevance to healthcare organizations.
• Distinguish the various types of healthcare information needs, including knowledge, data, sources, and standards.
• Analyze obstacles and success factors for implementing and integrating information and decision technologies in healthcare.
• Understand the role and appreciate the value of information technologies in revolutionizing healthcare delivery, administration, education, and research.
• Gain an understanding of the relationships among strategic integration, strategic thinking, and strategic planning with respect to the deployment of health information systems.
• Gain an appreciation for valuing social responsibility as it relates to their organizations and consumers.

HCLM-6020 HEALTHCARE ECONOMICS
3 cr.
This course is designed to provide an understanding of the complex economic forces, dynamics and challenges of healthcare, an industry in a continuous state of flux. Specifically, this course applies microeconomic theory to analyze the healthcare market from the perspectives of those who demand and supply healthcare. 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. healthcare 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. This course is typically offered in the spring.

Learning Objectives
• Understand the health care financing system and the challenges of managing risk.
• Identify and apply critical factors involving health care demand, forecasting, and pricing as these relate to their healthcare organizations.
• Explain the role of government in the healthcare industry, with special emphasis on its regulatory role, and how it influences the economic nature of the industry.

HCLM-6025 HEALTHCARE FINANCIAL MANAGEMENT
3 cr.
Students taking this course will be able to make sound decisions that promote the financial well-being of a health care organization. The course covers essential concepts underlying the preparation and measurement of financial data, measurement of business operations, business valuation, financial reporting, forecasting, cost allocation and pricing, and service and product cost. It also includes examination of special reports for executive review and decisions including financial ratio management and financial condition analysis. It then progresses to the evaluation of principles governing the healthcare industry and rules and regulations in collecting, preparing and presenting financial data for healthcare providers. As students learn to use the accounting and financial reporting aspects of healthcare organizations, they also learn about the financial decisions relevant for operating budgets, capital budgets and working capital management. Issues involving long-term financing and investment as well as risk and return analysis and management, debt and equity financing, managing capital structure and cost of capital, cash flow analysis and capital projects appraisal also are covered in this course. This course is typically offered in the spring and summer 8-week term.

Learning Objectives
• Understand, interpret and use financial statements for managerial decision-making in healthcare organizations.
COURSES

HCLM-6035 HEALTHCARE ACCOUNTING
3 cr.
This course is aimed at providing healthcare industry leaders and executives with the essential tools for setting performance goals and measurement metrics to recapitulate and grow in a vast competitive industry that is sustained by high productivity and cost containment strategies. The main focus is on designing and conducting cost-effectiveness analysis in medicine and healthcare fields. It provides students with the opportunity to learn accounting principles applied in healthcare industry with all of its sectors to prepare useful information for financial and operational decision-making. Among topics covered are various healthcare payment systems and measurement, pricing models, operating and capital investments, assets management, facility programming and space management, risk-based contracting with third party payers, recognition of revenues related to various services, strategic decision and opportunity for growth, healthcare services integration versus independence, advanced cost management techniques such as total quality management (TQM); just-in-time (JIT); activity-based-costing (ABC) and process re-engineering (PR). This course is typically offered in the spring.

Learning Objectives
• Assess financial performance of healthcare organizations with break-even analysis, ratio analysis, Du Pont analysis, and variance analysis.
• Assess and compare SBUs in health care organizations with application of cost allocation methods, capitiation, and pay for performance and risk management tools.
• Evaluate, compare, and select capital projects in healthcare organizations with application of the relevant appraisal methods and with understanding the cost of capital concept.
• Prepare budgets and financial forecasts for healthcare organizations with critical assessment of assumptions.
• Optimally manage working capital in healthcare organizations with consideration of reimbursements methods.
• Effectively manage capital structure of healthcare organizations with understanding of leverage and tax implications, as well as applications of various long-term financing instruments.

HCLM-6040 COMPETENCIES FOR HEALTHCARE ETHICS
3 cr.
Healthcare leaders understand that their facility is often judged by how they respond ethically to the issues and conflicts that regularly occur in the delivery of healthcare services. A healthcare facility’s mission and values are an integral component of its commitment to provide patient-centered care. Every institution that wishes to thrive in today’s highly competitive healthcare market must find a way to incorporate ethical principles into its operation and management. Successful healthcare leaders recognize that the surest way to ensure stability and growth of their organization is to integrate ethical principles into the culture and climate of their organization. This course is designed to provide students with the knowledge, tools, and skills to more effectively address bioethical dilemmas and other institutional tensions that arise in healthcare organizations. This course explores, through real-life case studies, the key role that ethics plays in every area of the healthcare system. This course is typically offered every other fall.

Learning Objectives
• Develop a better understanding of the types of ethical issues and conflicts that healthcare managers are exposed to in healthcare, including the barriers that exist to making ethical decisions.
• Use ethical tools to formulate strategies to address ethical dilemmas and other institutional tensions that arise in healthcare organizations.
• Employ the tools needed to develop and implement an ethical decision-making framework in their workplace and a better understanding of the techniques necessary to cultivate a positive, ethical, working environment.
• Apply the American College of Healthcare Executives (ACHE) competencies for healthcare leaders to relevant healthcare management skills, including leadership, communication and relationship management, knowledge of the health environment, and business skills and knowledge.
• Understand the important role that the healthcare ethics consultation (HCEC) performs in assisting the clinical staff to facilitate the resolution of ethical conflicts in the provision of quality medical services.

HCLM-6045 CASE STUDIES IN BIOETHICS
3 cr.
Bioethical conflicts in patient care present some of the most complex and challenging issues for healthcare managers and clinicians. The topics included in the course are cutting-edge issues, such as how to allocate limited healthcare resources, and whether to perform certain tests, procedures, and treatments at the beginning of
life, which often involve emotional and heart-wrenching decisions. Successful healthcare leaders and organizations must be adept at identifying these ethical issues and deftly navigating through often conflicting principles and viewpoints in order to attempt to reach an appropriate and, where possible, consensus-based decision. This course is designed to provide students with a solid understanding of core bioethical principles, and to enable them to utilize their knowledge and skill in applying these ethical principles to real-life situations that arise in healthcare. This course is typically offered every other spring.

**Learning Objectives**

- Better understand the various ethical principles and ethical theories that are the underpinnings of the field of bioethics.
- Appreciate various types of ethical issues and conflicts that healthcare managers are exposed to, including the barriers that exist to making ethical decisions.
- Use knowledge and tools to appreciate how a bioethicist might apply the various principles and theories in clinical practice.
- Better understand of the types of criteria and value judgments that occur in medical decision-making and that can lead to the rendering of ethical evaluations and opinions.

**HCLM-6050 HEALTHCARE LEGAL AND REGULATORY AFFAIRS**

3 cr.

The law permeates every aspect of healthcare. A strong healthcare leader recognizes that he or she must feel competent in understanding how law affects the management and operation of a healthcare facility. Successful leaders in healthcare acknowledge that the surest way to ensure the stability and growth of their organization is not only to comply with legal requirements, but to also proactively identify potential legal problems and risks and undertake timely and appropriate interventions. This course utilizes real-life problems in order to provide students with a firm understanding of the nature of the legal process and the legal issues that are most likely to arise in managing a healthcare facility or department, or in supervising and engaging in clinical care. The topics included in the course cover some of the most interesting and challenging areas that arise in healthcare; however, students do not need to have any background in law to take and appreciate this course. This course is typically offered in the summer 8-week term.

**Learning Objectives**

- Understand the legal process, including the respective roles that each branch of government plays in the regulation of healthcare, the operation of healthcare facilities, and the delivery of access to quality patient care.
- Appreciate the interplay and tensions between the federal government and state and local governments, and between government and the private sector, with respect to the regulation and operation of healthcare facilities and the delivery of healthcare services.
- Understand the various healthcare laws and regulations that apply to the ownership and structure of healthcare organizations, protecting the privacy of healthcare information and records, preventing or limiting fraud and abuse in the healthcare industry, and providing quality care to patients in general and in emergency situations.
- Employ skills to proactively identify and address tort liability risk exposure, and to construct mechanisms and processes to limit such risk.
- Understand and appreciate many of the changes being made by the Affordable Care Act to the structure and operation of the healthcare system, and then apply that core knowledge to real-life legal problems that healthcare managers encounter.

**HCLM-6055 HEALTHCARE MARKETING SERVICES**

3 cr.

Healthcare 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. This course is typically offered in the fall.

**Learning Objectives**

- Employ knowledge and skills that will help them to understand and evaluate marketing strategies for health care organizations.
- Identify factors in the internal and external health care environments, stakeholders, and critical competencies for effective strategic marketing for healthcare organizations.
- Explain and apply skills and methods that help a healthcare manager develop and manage complex marketing strategies for healthcare systems and be able to assess the impact of healthcare policies on his/her organization.

**HCLM-6060 HEALTHCARE QUALITY CONTROL AND COMPLIANCE RISK MANAGEMENT**

3 cr.

This course introduces students to the unique theoretical, practical and regulatory concepts of quality control and compliance management in the healthcare industry. It focuses on tools and techniques used for quality improvement and patient safety in compliance with external quality mandates. The course explores various quality assessment measures and tools for improving healthcare services with practical real-life cases and recorded episodes for improving and sustaining a quality control system. Among various topics covered are managing the use of healthcare 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 for healthcare, and applying the concepts of organizing for quality, healthcare quality organizations, compliance laws, policies and procedures for various healthcare organizations.

**Learning Objectives**

- Demonstrate an understanding of the characteristics of quality management theory and application in healthcare industry and their dimensions in measurement, assessment, and improvement.
- Identify factors that prompt healthcare organizations to adopt quality practice, and recognizing external and internal forces that influence quality management activities, and organizing for quality use of healthcare resources.
- Apply structural, process, and outcome measures to evaluate quality, steps involved in developing performance measures in various healthcare practices and explain how performance measures...
are used for assessment purpose and the purpose of systematic approach to improving performance and maintain continuous improvement.

• Explain main features of forming improvement and quality compliance team including written standards of conduct, effective education and training, evaluation techniques, internal reporting process, and disciplinary mechanism and ethical conduct.

HCLM-6065 HIGH PERFORMANCE LEADERSHIP

3 cr.

The rapid change in healthcare and the increasing complexity and size of healthcare organizations require high performance leaders. This course will examine important current issues that will affect healthcare for years to come. Particular areas of focus include (1) leading an organization 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. The 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. This course is typically offered in the fall.

Learning Objectives

• Identify the changes needed in their organization, formulate a plan for change, identify important stakeholders, and anticipate barriers to implementation.
• Use evidence based data to evaluate organizational activity and understand how to use data to measure changes implemented.
• Understand the use of advanced statistical models with respect to improving outcomes and promoting an environment of ongoing quality improvement.
• Recognize inappropriate use of statistics in management.

HCLM-6070 HUMAN RESOURCES COMPETENCIES IN HEALTHCARE

3 cr.

The strategic role of HR is important in complex healthcare organizations in light of the need for improved healthcare delivery models. This course stresses the principles and techniques used in the attraction, retention and evaluation of employees in healthcare organizations. It focuses on the technical, legislative, and strategic issues associated with the effective management of human resources. Using the SHRM Competency Model, the course facilitates the knowledge of concepts, theories and practices of human resources management and provides insights into practices used by various healthcare organizations to deal with challenges in the workplace. Students will learn how HR practices are deployed in an industry characterized by: uncertainty and flux; a highly diverse labor market; realignment of organizational systems; technological advancements which influence the management of information, human capital, and clinical activity; shifts toward systemic integration; and the adoption of best practice models which place an increasing emphasis on quality of outcomes. Major discussion will include strategic human resources management and emerging issues in health care human resources management. Through readings, research, analysis, discussion and assignments, students will acquire skills and develop an in-depth understanding of HR practices and strategic roles in healthcare organizations. This course is typically offered in the summer 8-week term.

Learning Objectives

• Gain knowledge and skills that will help them to understand, evaluate and manage complex healthcare systems.
• Understand and articulate the changing nature of healthcare jobs in relation to patient-centered care and the effectiveness of healthcare organizations.
• Discuss strategic importance of employee relations practices.
• Explain the connection between human resource competencies and performance of healthcare organizations.
• Gain insight into HR practices healthcare organizations have deployed to address strategic challenges in the operating environment.

HCLM-6075 MANAGING HEALTHCARE SYSTEMS

3 cr.

This course introduces students to the foundation, evolution, direction, and core characteristics of healthcare systems and organizations in the United States. Students will gain knowledge and skills to help them to understand, evaluate, and manage complex healthcare organizations. The course focuses on the ramifications and implications of the health services system on interactions among stakeholders in the system in the United States. There is an emphasis on the dynamics of change as well as on policy and management effectiveness in the system. In so doing, we examine the roles of payers, consumers, and suppliers of healthcare. Through extensive readings, internet-based resources, case studies, and active online discussion, students learn about how the evolving nature of healthcare systems influences stakeholder interests and agenda as well as the critical competencies for the effective management of healthcare organizations. This course is typically offered in the fall, spring and summer 8-week term.

Learning Objectives

• Gain knowledge and skills that will help them to understand, evaluate and manage complex health care organizations.
• Identify factors in the internal and external healthcare environments, including the interplay among key stakeholders, that influence the management of healthcare organizations.
• Articulate and employ skills and methods that help a healthcare manager assess, evaluate, and manage complex healthcare systems and be able to assess the impact of healthcare policies on his/her organization.

HCLM-6080 HEALTH POLICY AND MANAGEMENT

3 cr.

Health Policy and Management focuses on the analytical tools necessary to evaluate the economics of healthcare policy and implementation. Through readings, discussions and written assignments, students will develop an 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 healthcare formulation and implementation. In introducing students to the basics of the evolution and organization of the healthcare system in the United States, the course will address important – and often contentious – issues. We will learn the different skills and methods that help a healthcare manager assess, evaluate, and manage complex healthcare organizations and be able to assess the impact of healthcare policies on his/her organization. This course is typically offered in the fall, spring, and summer 8-week term.

Learning Objectives

• Analyze the efficacy of healthcare policies and the access to and quality of healthcare that their organizations provide.
• Understand the emerging processes and events involved in the healthcare financing payment options.
• Employ skills in the application of current healthcare policies and rules needed to provide effective healthcare management.
• Understand the different stakeholders in healthcare policy formulation and the problems and solutions involved in implementation of new healthcare policy.
• Analyze and discuss case studies to become familiar with actual managerial processes.
Learning Objectives
• Understand the healthcare environment of the Unites States and its relationships with global healthcare policy.

HCLM-6085 GOVERNANCE AND TRUSTEESHIP
3 cr.
The governing board of a healthcare organization holds an extraordinary responsibility for establishing the organization's strategic direction and organizing a management structure designed to execute the strategy and align it with the community's healthcare needs. This course focuses on the purpose and key functions of a healthcare 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. This course is typically offered every other spring.

Learning Objectives
• Provide an overview of hospital governance and identify principles of governance.
• Identify factors, which influence and contribute to effective leadership.
• Describe the knowledge and skill requirements for service on the board of a healthcare organization.
• Explain the moral and ethical responsibilities and standards of trustees.
• Present policy governance structures.
• Recognize the obligations of boards to patients and stakeholders, both internal and external to the institution.
• Apply principles of governance through analyses of case studies.
• Adapt principles of governance to their organizations.

HCLM-7005 STRATEGIC CORPORATE COMMUNICATION AND INTERPROFESSIONAL COLLABORATION
3 cr.
This course examines the role of communication and inter-professional collaboration in the healthcare industry. Communication is defined as the process of creating shared meaning. Thus, communication effectiveness is central to collaboration. As we explore, the delivery of healthcare is fundamentally linked to the quality of inter-professional and collaborative relations. Moreover, there are multiple tiers on which to explore communication in healthcare, from the most basic interpersonal realm when any of us participates in a healthcare situation, to communication among all who work and manage in healthcare organizations, and through mass communication which is pervasive and shapes our beliefs about what healthcare is and how healthcare policy should be formulated. This course will explore this network of topics, beginning with the broad landscape of how our healthcare delivery system is constructed and where it is headed. The first part of the course will be devoted to developing a foundation of understanding of the healthcare industry. As the semester progresses, we apply communication concepts to our understanding of the healthcare industry. Special emphasis will be devoted to the role of the manager in communicating strategically in healthcare contexts. This course is typically offered in the fall, spring and summer 8-week term.

Learning Objectives
• Examine the role of inter-professional collaboration in developing communication skills, and finding the most effective and efficient ways to employ inter-professional collaboration to further the goal of strategic communication.
• Understand the history of the healthcare system in the United States and its relationship to the current state of healthcare delivery.
• Identify major issues related to healthcare reform, both current and prospective, and develop a basic understanding of healthcare policy choices confronting the nation.
• Identify key stakeholders with respect to the healthcare industry; examine their relationships and their roles relative to healthcare reform.
• Adapt a model of interpersonal communication to healthcare situations and understand how this model is influenced by an array of cultural, social, economic, ethical, and technological factors.
• Define and explore critical communication and organizational factors that influence the work performed in corporate organizations, with particular emphasis on healthcare organizations.
• Develop an awareness of and analyze how mass communication can be utilized strategically to impact corporate campaigns, with particular emphasis on healthcare messages used in health campaigns.

HCLM-7010 EVIDENCE-BASED DECISION MAKING IN HEALTHCARE ORGANIZATIONS
3 cr.
This course is the first in a two-part capstone sequence. The field of healthcare is shifting rather rapidly to an evidence-based paradigm. As such, strategic decisions are increasingly grounded in models of provability. Emerging healthcare leaders are required to demonstrate the workability of their decisions through heightened aptitude for forecasting outcomes and measuring results. In this course, students will develop competencies in framing and investigating healthcare management decisions as they initiate the development of a “Master Project” or strategic plan. Students will articulate issues of strategic value as they learn how to use critical evidence to map healthcare problems and develop solutions for their organizations (or an organization of their choice). In this first part of the capstone sequence, students will organize the framework for a final project, which will integrate concepts, principles, and methodologies learned in coursework throughout the program. This course is typically offered in the fall and spring.

Learning Objectives
• Develop an understanding of the importance of evidence-based decision making in healthcare.
• Identify evidence for healthcare practices and decision processes.
• Formulate healthcare decisions problems and analyze them based on evidence.
• Value the principles and process of the systematic review of health related evidence.

HCLM-7015 STRATEGIC EXECUTIVE LEADERSHIP FOR HEALTHCARE ORGANIZATIONS
3 cr.
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 healthcare 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 healthcare organization’s core competencies to ensure sustainability. This course is typically offered in the fall and spring. Pre-Requisite: HCLM-7010 Evidence-based Decision Making
INFT-6050 MOBILE SYSTEMS DEVELOPMENT
3 cr.
The course provides an in-depth coverage of benefits and challenges of mobile system planning, design, development, and management. Students will learn how to design a mobile business system that motivates business innovation and delights their users, that can be deployed on multiple mobile platforms. This course is typically offered in the spring.

Learning Objectives
• Understand mobile: the new generation of information technology.
• Understand mobile development lifecycle.
• Explain mobile application development.
• Explain mobile enterprise—beyond the mobile end-point.

INFT-6055 COMPUTER FORENSICS
3 cr.
Identifying, preserving and extracting electronic evidence. Students learn how to examine and recover data from operating systems, core forensic procedures for any operating or file system, understanding technical issues in acquiring computer evidence and how to conduct forensically sound examinations to preserve evidence for admission and use in legal proceedings. This course is typically offered in the spring.

Learning Objectives
• Understand the digital forensics profession and investigations, knowledgeable about the investigator’s office and laboratory.
• Explain how to examine and recover data from operating systems and file systems.
• Perform digital forensics analysis and validation, working with Windows and other operating Systems.
• Comply with IT industrial society’s rules to perform report writing for high-tech Investigations.

INFT-6060 CYBER SECURITY
3 cr.
Student will learn how to implement a new security plan or evaluate an existing one. Students will learn the key characteristics of an effective information systems security officer (ISSO), and paints a comprehensive portrait of an ISSO’s duties, their challenges, and working environments, from handling new technologies and threats, to performing information security duties in a national security environment. This course is typically offered in the spring.

Learning Objectives
• Understand the past and present cyber-information world environment, and global business and management environment.
• Understand today’s threats in the cyber vapo- “War Stories” from the front lines.
• Describe how to establishing a metrics management system, and annual reevaluation and future plans.
• Explain high—technology crimes investigative support.
• Address the cyber security officer and privacy, ethical, and liability issues.

INFT-6122 ESSENTIALS OF INFORMATION TECHNOLOGY
3 cr.
This first course in information technology develops foundational skills in computer system and basic computer programming. Students will learn Introduction to computer information technology and basic programming: Architecture of digital computers, design of algorithms for solving various problems, and basic skills in computer programming. Algorithm design, flow charting, and debugging; elements of good programming style. Course may be instructed in any programming language. This course is typically offered in the fall and spring.

Learning Objectives
• Understand the impact of technology on global and national issues.
• Describe devices that make up a computer system.
• Explain how the Internet works and how it is used for collaboration, communication, commerce, and entertainment purpose.
• Describe the basic ways to access, use software, and identify the main types of productivity and business software.

INFT-6127 INFORMATION TECHNOLOGY IN ORGANIZATIONS
3 cr.
In this course, students will learn about the foundations of effectively managing and utilizing information in a business environment. The course will help them gain knowledge and skills to be able to take active roles in making IS decisions. Students also will gain a clear
selecting the best available solutions and countermeasures. Finally, and identify exploitable weaknesses. Then they will switch to defense, detecting intrusions, and more. Students start by mastering the field's best practices for authenticating users, preventing malicious code attacks, countermeasures, and computing environments. The introduces operating systems, networks, and data. Reflecting rapidly evolving trends of all aspects of computer security, including users, software, devices, and trends. The course contents include complete, timely coverage of all the developments, including architecture, process, people, organization, and technology. Students will learn about the conceptual foundations and key elements of IT security and look at its various implementations from physical security to application development security in this course. They will gain a clear understanding of how to recognize and address today's IT security vulnerabilities in different platforms from cloud-based to mobile through effective management strategies. The course also will teach students how to develop information governance policies and procedures for companies to help them safeguard their information while conducting their operations. This course is typically offered in the fall.

Learning Objectives
• Understand The Information Systems Strategy Triangle and Strategic Use of Information Resources.
• Use Organizational Strategy and Information Systems.
• Explain Digital Systems and the Design of Work.
• Summarize Information Systems and Business Transformation.

INFT-6132 ADVANCED NETWORKING AND TELECOMMUNICATIONS 3 cr.
Students will learn the principles and details of the technology associated with computer networks and telecommunications. Emphasizing the importance of telecommunication in the current business environment, by effectively blending theory and implementation, the course will focus on designing networks appropriate for solving business needs. This course is typically offered in the fall.

Learning Objectives
• Understand networking devices data Links and link interfaces.
• Analyze local area networks and networks of LANs, Wide-area routing and internetworking.
• Acquire multicast routing and protocols, wireless wide area networks and LTE Technology.

INFT-6137 ENTERPRISE SYSTEMS ARCHITECTURE 3 cr.
The course offers broad systems perspective that provides a holistic approach to systems architecture. The course covers the latest in new and emerging technologies. All instructional contents are designed to give students the appropriate level and coverage of technical topics needed for ongoing professional success. The learning material are in simple terms to provide a holistic approach to both hardware and software. This course is typically offered in the spring.

Learning Objectives
• Understand Systems Architecture and data representation.
• Address processor technology and architecture and data storage technology.
• Conduct system integration and performance application development.
• Integrate Internet and Distributed Application Services.

INFT-6142 COMPUTER SYSTEMS SECURITY 3 cr.
The course covers today's newest technologies, attacks, standards, and trends. The course contents include complete, timely coverage of all aspects of computer security, including users, software, devices, operating systems, networks, and data. Reflecting rapidly evolving attacks, countermeasures, and computing environments. The introduces best practices for authenticating users, preventing malicious code execution, using encryption, protecting privacy, implementing firewalls, detecting intrusions, and more. Students start by mastering the field's basic terms, principles, and concepts. Next, they apply these basics in diverse situations and environments, learning to "think like an attacker" and identify exploitable weaknesses. Then they will switch to defense, selecting the best available solutions and countermeasures. Finally, students will go beyond technology to understand crucial management issues in protecting infrastructure and data. This course is typically offered in the spring.

Learning Objectives
• Understand The Information Systems Strategy Triangle and Strategic Use of Information Resources.
• Use Organizational Strategy and Information Systems.
• Explain Digital Systems and the Design of Work.
• Summarize Information Systems and Business Transformation.

INFT-6147 ENTERPRISE INFORMATION SECURITY 3 cr.
Students will learn about the conceptual foundations and key elements of IT security and look at its various implementations from physical security to application development security in this course. They will gain a clear understanding of how to recognize and address today's IT security vulnerabilities in different platforms from cloud-based to mobile through effective management strategies. The course also will teach students how to develop information governance policies and procedures for companies to help them safeguard their information while conducting their operations. This course is typically offered in the fall.

Learning Objectives
• Understand fundamentals of secure proxies, proxy deployment strategies and challenges.
• Explain proxy policy engines and policy enforcements.
• Write policies and perform retrospective analysis.

INFT-6152 ENTERPRISE WEB SYSTEMS 3 cr.
The course provides the knowledge and skills you need to know to for scale products and services for any requirement. This course contents covers new technologies, strategies, and lessons, as well as new case studies from the real world IT practice. The impact on scalability, including architecture, process, people, organization, and technology. Students will learn updated strategies for structuring organizations to maximize agility and scalability. Using this guide's tools and advice, students can systematically clear away obstacles to scalability – and achieve unprecedented IT and business performance. This course is typically offered in the fall.

Learning Objectives
• Explain why scalability problems start with organizations and people, not technology.
• Describe scaling processes for hyper-growth environments.
• Explain architecting scalability: proprietary models for clarifying needs and making choices.
• Be conversant with emerging technologies and challenges: data cost, datacenter planning, cloud evolution, and customer-aligned monitoring.

INFT-6157 DATA AND APPLICATION SECURITY 3 cr.
The course provides an in-depth coverage of all the developments, issues, challenges and directions in securing data and applications. It focuses on threats to data and applications security including access control violations, integrity violations, unauthorized intrusions and sabotage. Students will learn how to choose a security strategy and how to apply it. This course is typically offered in the fall.

Learning Objectives
• Understand data management technologies and information security.
• Use design principles in multilevel relational data models.
• Explain security impact on database functions.
• Explain integrate security constraint.
• Address processing for inference control security considerations in multitenant environment using transparent data encryption.
INFT-7005 CYBER SECURITY INTEGRATION STRATEGIES
3 cr.
The new emphasis on physical security resulting from the terrorist threat has forced many cyber security professionals to struggle to maintain their organization's focus on protecting information assets. In order to command attention, they need to emphasize the broader role of cyber security in the strategy of their companies. Until now, however, most books about strategy and planning have focused on the production side of the business, rather than operations. The required readings in this course will integrate the importance of sound security policy with the strategic goals of an organization. It provides IT professionals and management with insight into the issues surrounding the goals of protecting valuable information assets. The text reiterates that an effective cyber security program relies on more than policies or hardware and software, instead it hinges on having a mindset that security is a core part of the business and not just an afterthought. This course is typically offered in the fall.

Learning Objectives
- Describe the introduction to strategic cyber security, and explain the life cycle of security managers.
- Describe the role of chief security officer or chief information security officer.
- Understand cyber security and risk management.
- Explain security monitoring: advanced security management, comprehend auditing and testing a strategic control process.

INFT-7010 WEB SYSTEMS INTEGRATION STRATEGIES
3 cr.
Students will develop strategies for the successful adoption of an enterprise 3.0 paradigm and the technical solutions that best apply in specific situations. Students will find clear guidelines for using Web 3.0 technologies and standards in a productive way to align with business goals, increase efficiency, and provide measurable bottom line growth. Foster collaboration and accelerate information dissemination with blogs and wikis Implement strategies to achieve business intelligence, analytics, and semantic web goals. This course is typically offered in the fall.

Learning Objectives
- Understand the power of crowds: varieties for collaboration.
- Describe social networking, discriminate connectedness, and describe mashup: a behavior and a technology.
- Explain the APIs: interfaces and ecosystems.
- Use Web 3.0 in the enterprise.

LABR-6010 WORK AND LABOR STUDIES
3 cr.
Describe the purpose of the course and identify topics to be studied within 150 words. This is a required course available for matriculated Labor Policy students only. The purpose of this course is to introduce students to the study of labor and policy. First, it will introduce students to some of the fundamental characteristics of the American working class and unions. Secondly, it will introduce students to a variety of labor problems that have arisen in the past twenty years due to the global economy, new technology and other developments. Thirdly, the course will develop the students' skills in writing at the graduate level, in doing academic book reviews, and in doing policy analyses. This course is residency based. This course is typically offered in the fall and spring.

Learning Objectives
- Identify key issues and themes in the historical development of work and labor in the United States.
- Discuss the development and role of workers' organizations and movements.
- Be conversant with emerging trends in work and employment in the United States.

LABR-6015 HISTORY OF LABOR AND POLICY
3 cr.
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 typically offered in the fall, spring and summer 8-week term.

Learning Objectives
- Describe key themes in the history of labor policy in the United States.
- Discuss the historical impact of race, class, and gender on labor policy.
- Identify the historic role of the state, capital, and labor in shaping labor policy.

LABR-6020 CURRENT ISSUES FACING LABOR
3 cr.
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 healthcare 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. This course is typically offered in the fall and spring.

Learning Objectives
- Understand emerging trends in labor and employment in the United States.
- Describe how policy can be used to address challenges facing labor.
- Explain the roles of labor, the state, and capital in responding to current labor issues.
LABR-6025 LABOR-MANAGEMENT RELATIONS
3 cr.
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. This course is typically offered in the fall, spring and summer 8-week term.
Learning Objectives
• Describe the meaning and process of collective bargaining.
• Explain how management and unions participate in the bargaining process.
• Identify emerging trends in labor-management relations.

LABR-6030 SOCIOLOGY OF WORK:
HUMAN RESOURCES
3 cr.
The course will provide the student with an overview of some of the main topics associated with the social organization of work. We will begin by exploring the historical foundations of the contemporary workplace and draw on the theories of Karl Marx, Max Weber, Frederick Taylor and Harry Braverman, who will provide a conceptual understanding of workplace relations. In the second part of the study, we will look at the question of social class and how this structures one’s opportunities in the workplace and outside it. We also will explore the question of the global economy, types of work and the routinization of work. In the third part of the course, we will then turn our attention to exploring contemporary research on the workplace as it affects family life, and think about the ways in which inequality is perpetuated through contemporary arrangements of paid and unpaid labor, as well as more generally, the question of balancing work and family life. A 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. This course is typically offered in the fall and spring.
Learning Objectives
• Describe theory that relates to the sociology of work (Weber, Marx, etc.).
• Discuss the role of class and gender in shaping work.
• Understand evolving trends in global work.

LABR-6035 LABOR ARBITRATION
3 cr.
This course is relevant to both the public and the private sector. We will consider the principles and parameters of arbitration and the guiding principles, which govern arbitration decisions. We will examine both investigation for, and preparation and presentation of arbitration cases. We also will consider arbitration as it relates to the resolution of disputes concerning matters of interest, as well as matters of right.
Learning Objectives
• Describe the arbitration process.
• Identify key issues relating to discipline and dismissal.
• Be able to read an arbitration decision and understand the underlying issues and the rationale for the decision found therein.

LABR-6040 LABOR LAW
3 cr.
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 typically offered in the summer 8-week term.
Learning Objectives
• Understand key labor and employment legislation including the Taylor Law and National Labor Relations Act.
• Describe the rights and obligations of workers and employers.
• Identify current and emerging trends in labor and employment law.

LABR-6045 PUBLIC SECTOR LABOR LAW
3 cr.
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.
Learning Objectives
• Understand key public sector labor legislation such as the Taylor Law.
• Describe the different roles of the states and federal government in shaping labor law.
• Identify how public sector labor law differs from private sector labor law.

LABR-6050 COLLECTIVE BARGAINING
IN THE PUBLIC SECTOR
3 cr.
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. This course is typically offered in the fall and spring.
Learning Objectives
• Understand the role of government as an employer.
• Conversant with unique aspects of labor-management relations in the public sector.
• Identify key differences between public and private sector bargaining.

LABR-6055 PROMOTING LEARNING
ORGANIZATIONS THROUGH ADULT
DEVELOPMENT AND TRAINING
3 cr.
This course is designed for those interested in the area of training from a union, business or educational perspective. The focus will be on both the individual adult and on organizational issues of promoting and managing a learning organization through the training, career development and education functions. The course will help students to understand theories of adult development and adult learning and the implications for designing educational programs and plans for participants. Current theory and principles of practice of learning organizations will be reviewed. Depending on the needs of the students enrolled, the focus of the contract can be directed more toward understanding the individual or the organizational perspective. In addition to the readings and writing assignments, students will be expected to complete an investigative project analyzing an organizational approach to training design and evaluation.
Learning Objectives
• Describe current and emerging trends in workplace learning.
• Identify the roles of different stakeholders in workplace learning.
• Be conversant with related theory.
LABR-6060 POLICY FORMATION IN UNIONS 3 cr.
For the past decade, unions have faced difficult times: declining memberships, corporate re-structuring, demands for concessions, hostile government policies, failures of labor law, open union busting, foreign competition, new technology, and growing numbers of women, minority, and part-time workers. The purpose of this course is to examine some of the recent problems faced by union policy makers and some of the new policies that they are developing to deal with these problems. This course is typically offered in the summer 8-week term.

Learning Objectives
• Describe how unions formulate internal and external policy.
• Identify different groups within union that shape policy.
• Explain how the state and capital affect labor’s policy choices.

LABR-6065 CONTEMPORARY ISSUES IN PUBLIC PERSONNEL MANAGEMENT 3 cr.
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. This course is typically offered in the summer 8-week term.

Learning Objectives
• Be conversant with emerging trends in public sector personnel management.
• Understand unique aspects of personnel management in the public sector.
• Be able to describe how public policy making shapes public sector personnel management.

LABR-6070 THEORIES OF THE LABOR MOVEMENT 3 cr.
In this course, we will examine a wide variety of theories that attempt to explain why labor unions have arisen, why they form the way 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. This course is typically offered in the summer 8-week term.

Learning Objectives
• Identify and describe key labor movement theories.
• Contrast the merits of different theories.
• Identify preliminary policy solutions.

LABR-6075 GLOBALIZATION 3 cr.
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 economies and global investing, especially the current expansion of foreign investment within the United States. This course is typically offered in the summer 8-week term.

Learning Objectives
• Define what it is that will be measured or observed.
• Identify how theory relates to the activities of different workers movements over time.

LABR-7005 FINAL PROJECT DESIGN: WORK AND LABOR POLICY 3 cr.
In this course, students develop the proposal for research that they will conduct in the final project for their programs of study. In the proposal, students describe the problem or issue upon which the final project will focus and establish a plan to guide the research on the problem or issue including the design for gathering and analyzing data and presenting the findings. Through an analyses of case studies and a scholarly review of the literature in the topic of their choice, students will learn how policy-makers interact and the role of the media and social advocates in shaping policy. The final project will take the form of a policy memorandum, which offers an opportunity to explore how theories connect with issues that professionals face. The policy memorandum will demonstrate the student’s technical and formal skills of analysis as well as showing a deeper understanding of the legal principles as well as the role of ethics and economics in the formulation of policy in their chosen field. This course is typically offered in the fall and spring.

Learning Objectives
• Identify preliminary policy solutions.
• Define what it is that will be measured or observed.
• Identify how theory relates to the activities of different workers movements over time.

LABR-7010 FINAL PROJECT – PROFESSIONAL PROJECT: WORK AND LABOR POLICY 3 cr.
As the concluding study in this Master of Arts 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 will take the form of a policy memorandum. This course is designed to guide the student through the implementation of a policy memorandum. Policy Memorandums are not published in the ProQuest/UMI service. In order to enroll in this course you must have earned full credit in Final Project Design PPOL-7005, i.e., a grade of B or better. Note: Registration of this course must be done through your mentor. This course is typically offered in the fall and spring.

Learning Objectives
• Identify preliminary policy solutions.
• Define what it is that will be measured or observed.
• Identify how theory relates to the activities of different workers movements over time.

LABR-7015 FINAL PROJECT – THESIS: WORK AND LABOR POLICY 3 cr.
As the concluding study in the masters’ program, students will complete a culminating independent research project in the form of an academic thesis, in which they engage in a sustained examination of a critical question or issue related to their program. In a thesis, the student is expected to make a contribution to the current body of knowledge in a scholarly field. To do that, students may conduct an original investigation or develop an original interpretation of existing research and/or literature. 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 can be either theoretical or empirical. Writers of theses make appropriate inferences based on a deep analysis of the chosen topic or question. The thesis is the best choice of final project for students with plans to continue their studies toward a doctorate. Completion of the thesis...
requires an oral defense. All theses are published in the ProQuest/UMI service. This course is typically offered in the fall and spring. Pre-Requisite: LABR-7005 and permission of the advisor.

**Learning Objectives**
- Frame the research objective or problem including the delineation of the hypotheses, purposes and/or questions as appropriate.
- Demonstrate a nuanced comprehension of a complex body of knowledge at the forefront of their field of study.
- Exhibit creativity and originality in applying knowledge to a research question or problem.
- Use established inquiry techniques in creating and interpreting new knowledge.
- Demonstrate clarity and precision of writing and conducting an oral defense.

**LACS-6005 SEMINAR IN LIBERAL STUDIES**
*3 cr.*
This is a required course available for matriculated MALS 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. This course is typically offered in the fall and spring.

**Learning Objectives**
- Think critically and communicate ideas clearly.
- Demonstrate skills of close/critical reading of academic literature and theory across appropriate disciplines.
- Identify readership and make effective choices concerning argumentation and voice.
- Demonstrate graduate level writing abilities.

**LACS-6010 PERSPECTIVES ON INTERDISCIPLINARY STUDY**
*3 cr.*
In this residency-based course, students will examine the concept of interdisciplinarity and establish the theoretical frameworks for their educational plans in the MALS program. Their work will culminate in the development of a degree program plan and rationale essay, presenting a coherent program of courses that lead to a tentative final project focus. The students' activities, supported by their advisors, will enable them to articulate broadly the theoretical and methodological approaches that may be relevant to their respective fields of inquiry; understand research and critical methodology/ies in a field; select and develop skills in appropriate methodologies; and understand what it means to make a substantive knowledge claim in a field. This course is typically offered in the fall and spring. Pre-Requisite: LACS-6020 OR LACS-6025 OR LACS-6030 OR LACS-6035 AND LACS-6005 Co-Requisite: LACS-6015 or by permission of program coordinator. Note: This is a pass/fail only course.

**Learning Objectives**
- Review and clarify the nature of liberal studies and interdisciplinarity.
- Relate the concepts of liberal studies and interdisciplinarity to the student’s area of interest.
- Articulate personal and educational goals.
- Develop a program supported by a narrative rationale aimed at meeting these goals.

**LACS-6015 LITERATURE REVIEW**
*3 cr.*
In this course, the student will begin to lay the foundation for future work in his or her area of interest through the examination of an individualized topic relevant to the student’s focus in the MALS program by means of completing a literature review. The literature review is a critically organized interpretation of secondary criticism on a specific topic; it is not a research paper nor is it an annotated bibliography. The literature review course will help the student develop relevant research, writing and analytic skills in order to define the topic; research and identify relevant sources and journals in the chosen field; identify key thinkers, debates, and the theoretical framework of a topic; develop appropriate methodological and writing skills; follow proper citation form; and develop a critical point of view. It is an important demonstration of graduate level writing and analytic ability that will be reviewed, along with the degree plan developed in Perspectives, by a MALS Program Review Committee before the student proceeds to the next stage of the program. This course is typically offered in the fall and spring. Pre-Requisite: LACS-6005

**Learning Objectives**
- Develop relevant research, writing and analytic skills in order to define the topic.
- Research and identify relevant sources and journals in the chosen field.
- Identify key thinkers, debates, and the theoretical framework of a topic.
- Develop appropriate methodological and writing skills; follow proper citation form.

**LACS-6020 MODELS OF CRITICAL INQUIRY: ART, AESTHETICS, AND THE BODY**
*3 cr.*
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 MA Liberal Studies students only. There is a residency requirement with this course. Co-Requisite: LACS-6005 or by permission of program coordinator. This course is typically offered in the fall and spring.

**Learning Objectives**
- Understand and apply concepts of paradigms and paradigm shifts.
- Analyze the logical structures and rhetorical frameworks of thesis-driven papers.
- Demonstrate the ability to make and support a substantive knowledge claim in one’s field.
- Locate and utilize relevant academic literature.

**LACS-6025 MODELS OF CRITICAL INQUIRY: LANDSCAPES OF LEARNING**
*3 cr.*
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. Co-Requisite: LACS-6005 or by permission of program coordinator.

**Learning Objectives**
- Understand and apply concepts of paradigms and paradigm shifts.
- Analyze the logical structures and rhetorical frameworks of thesis-driven papers.
- Demonstrate the ability to make and support a substantive knowledge claim in one’s field.
- Locate and utilize relevant academic literature.
LACS-6027 MODELS OF CRITICAL INQUIRY: HOW WE KNOW
3 cr.
This track of Models of Critical Inquiry will examine questions of epistemology and knowledge through the question of “how do we know?” We will be looking at three broad areas of knowledge production and dissemination: science, story, and art. The course will examine how each of these areas functions as a way through which we know, engage, and understand the world. This is a required course and is available to matriculated MA Liberal Studies students only. There is a residency requirement with this course. This course is typically offered in the fall and spring.

Learning Objectives
- Understand and apply concepts of paradigms and paradigm shifts.
- Demonstrate the ability to make and support a substantive knowledge claim in one’s field.
- Analyze primary resources in the context of secondary sources.

LACS-6030 MODELS OF CRITICAL INQUIRY: RELATIONSHIPS TO THE PAST – HISTORY AND CULTURE
3 cr.
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 MA Liberal Studies students only. There is a residency requirement with this course. Co-Requisite: LACS-6005 or by permission of program coordinator. This course is typically offered in the fall and spring.

Learning Objectives
- Understand and apply concepts of paradigms and paradigm shifts.
- Analyze the logical structures and rhetorical frameworks of thesis-driven papers.
- Demonstrate the ability to make and support a substantive knowledge claim in one's field.
- Locate and utilize relevant academic literature.

LACS-6045 HERITAGE PRESERVATION: CONTEMPORARY ISSUES
3 cr.
The goal of the course is to become acquainted with current cultural, policy, and philosophical aspects viewed across several types of museums and festivals, focusing on their role in society and the nature of decisions involved in selection, stakeholders, audiences and publics, and presentation. Students write two critical essays from directed readings and complete a project that involves visits or work with one or more museums on a focused theme.

Learning Objectives
- Identify, explain, and utilize theories of museums and museum practice.
- Assess the effectiveness of museums and historical displays for their various stakeholders (audiences, publics, and practitioners).
- Identify, analyze, and assess modes of representation and issues of historiography engaged by public history museums and related venues.

LACS-6050 SEMINAR IN AMERICAN STUDIES
3 cr.
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).

Learning Objectives
- Develop an understanding of the field of American Studies and become familiar with the major contributors to that field.
- Develop a historical, cultural and theoretical understanding of shifts in the field of American Studies.
• Demonstrate an appreciation of issues of diversity in American Studies in relation to race, gender, ethnicity, nationality and American identity.

**LACS-6055 AMERICAN STUDIES: THEORIES AND METHODS**

3 cr.
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 its 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. This is a required course of the American Studies advanced certificate. This course is typically offered in the fall.

**Learning Objectives**
• Develop an understanding of the field of American Studies and become familiar with the major contributors to that field.
• Develop a historical, cultural and theoretical understanding of shifts in the field of American Studies.
• Demonstrate an appreciation of issues of diversity in American Studies in relation to race, gender, ethnicity, nationality and American identity.

**LACS-6060 BRITISH WOMEN WRITERS**

3 cr.
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. This course satisfies one 3-credit elective requirement of the Women and Gender Studies advanced certificate. This course is typically offered in the spring.

**Learning Objectives**
• Demonstrate a knowledge of literary, historical, and cultural issues pertaining to 19th and 20th century British women writers.
• Demonstrate graduate level analysis, writing, and proper use of MLA or CMS citation form.
• Apply literary, feminist, gender, and cultural theory to the interpretation of texts.

**LACS-6065 FICTION WRITING**

3 cr.
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. This course is typically offered in the fall.

**Learning Objectives**
• Create and revise work samples that reflect key elements of fiction writing.
• Analyze different techniques of storytelling.
• Critique peer work samples by providing constructive feedback.

**LACS-6070 CREATIVE NONFICTION WRITING**

3 cr.
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 lists 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).

**Learning Objectives**
• Compare approaches to fiction and nonfiction writing.
• Create work samples that reflect elements of creative nonfiction.
• Critique peer work samples.

**LACS-6075 CULTURAL AND VISUAL STUDIES**

1 cr.
The objectives of this course are to acquaint students with the history and approaches that have characterized cultural criticism. Critical studies in this course form an intersection of types, including both cultural studies generally and critical social theory in particular, but with most attention devoted to forms of criticism borrowed broadly from a selection of theories in literature, philosophy, arts, and anthropology. The first two credits are based on common required readings. Third and fourth credits could be earned by choosing from options suggested by the mentor or proposed by the student, eventually narrowing the focus with the mentor’s input and guidance, for a final term project on a topic well integrated with the rest of the student’s overall program goals.

**Learning Objectives**
• Demonstrate close/critical reading of the assigned academic literature.
• Recognize the professional ethics and responsibilities of a scholar of material and visual culture studies.
• Make and support a significant historical argument using material and visual culture sources and methods.

**LACS-6080 CULTURAL THEORY OF DANCE**

3 cr.
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.

**Learning Objectives**
• Articulate differences between modern, postmodern and contemporary dance.
• Apply elements of theory, criticism, and philosophies of dance.
• Analyze various choreographic works.
LACS-6085 CULTURE AND DISEASE
3 cr.
What is the role of cultural beliefs and practices in human beings’ understandings of themselves and their worlds of illness and health? How do cultural/subcultural understandings affect individuals’ experience of illnesses, and others’ view of these? Where do these converge and diverge? Finally, what are the effects of such interactions on those who suffer and those who view and/or care for them? The study begins with students’ self-analysis of their own orientation to the study and identification of learning goals. Then students become oriented to the influences of socio-cultural interpretations of self and others’ understandings of dis-ease by close reading, analysis and synthesis of texts selected and chosen. Engagement with the subject matter will be demonstrated through written, possible discussions, and research project/paper. The study culminates in a reflective analysis of students’ own learning, focusing on personal, educational and lifelong learning goals. This guided independent study is conducted at a distance with email and phone communication. This course is typically offered in the summer 8-week term.

Learning Objectives
• Identify the intimate or micro (self or interpersonal) aspects of macro cultural beliefs about health and illness among those who are ill and those who view or treat them.
• Analyze the effects of others’ views of illness and health upon the person experiencing an illness.
• Identify causes of micro and macro conflicts or collisions of cultural beliefs about illness and health between those who are ill and those providing their care.
• Identify and apply remedies to resolve cultural conflicts between ill persons and their care providers that interfere with successful care/treatment.

LACS-6090 CULTURE OF THE JAZZ AGE
3 cr.
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. This course satisfies one 3-credit elective requirement of the American Studies advanced certificate. This course is typically offered in the fall.

Learning Objectives
• Demonstrate a knowledge of literary, historical, and cultural issues pertaining to America in the 1920s.
• Demonstrate graduate level analysis, writing, and proper use of MLA or CMS citation form.
• Apply literary and cultural theory to the interpretation of texts.

LACS-6095 SEMINAR IN WOMEN’S AND GENDER STUDIES
3 cr.
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. This course is typically offered in the fall and spring.

Learning Objectives
• Develop a historical perspective on the major movements and developments in feminist thought.
• Develop an awareness of issues of diversity in women’s and gender studies pertaining to issues of race, class, gender, sexuality, and national origin.
• Gain familiarity with different theories of feminist thought as they relate to the topics of the course.

LACS-6100 DIAGNOSING DESIRE: GENDER AND MEDICINE IN U.S. HISTORY
3 cr.
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. This course satisfies one 3-credit elective requirement of the American Studies or the Women’s and Gender Studies advanced certificates. This course is typically offered in the spring.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of women, medicine and history.

LACS-6105 EXHIBITION: PLANNING AND INTERPRETATION
3 cr.
Exhibitions serve as vehicles for the interpretation and presentation of historic objects and images. Whether it is hosted by a traditional museum, an online collection, or a governmental office, an exhibition offers a material version of history that is often far more accessible than a scholarly article or monograph. That accessibility makes exhibitions especially valuable to public historians. Building on the theory and practice learned in Museums and Public History, this class will ask students to work within a history museum (or equivalent collection) to produce an exhibition. This course is required for the Public History advanced certificate program. This course is typically offered in the fall and spring.

Learning Objectives
• Identify and assess various exhibitionary methods and techniques and then to use those techniques to create an exhibit.
• Demonstrate an understanding of the work of a specific history museum and of the historical roots of a specific issue around which the student’s exhibition is built.
• Analyze the effectiveness of the exhibit.
LACS-6110 EXPLORING JUNG’S ARCHETYPES
3 cr.
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.

Learning Objectives
• Summarize Jung’s overview of mind, identifying such critical elements as the collective unconscious, the personal unconscious, active imagination, anima and animus, etc.
• Explain Jung’s theory of archetypes, identifying examples of major archetypes.
• Apply Jung’s archetypal theory to a contemporary situation revealing hidden meanings overlooked or ignored.

LACS-6115 FEMINIST THEORY
3 cr.
This interdisciplinary course explores a selection of issues central to feminist theory, such as ideologies of woman and man, sexual politics, the political economy of patriarchy, the construction of knowledge, and the intersections of gender and sexuality, race, ethnicity, dis/ability, age, nationality, class, queer theory, and other aspects of social identity. We will examine the various strategies of feminist theorists and debates within the field of feminist scholarship. We will develop a strong theoretical base for the analysis of ideology, culture, and texts in order to take action as critical thinkers, and we will apply feminist theory to our daily lives. This course can be taken as one of the core courses in the Women’s and Gender Studies Advanced Certificate. This course is typically offered in the spring.

Learning Objectives
• Demonstrate an advanced knowledge of a selection of interdisciplinary feminist theories, and theorists.
• Apply feminist theory to particular texts.
• Demonstrate graduate level writing and analytic ability and follow proper citation form.

LACS-6120 CONSUMER PSYCHOLOGY
3 cr.
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.

Learning Objectives
• Demonstrate an understanding of the nature of contemporary consumer lifestyles.
• Compare variations in consumer response to consumption.
• Analyze psychological aspects of materialism and self-identity.

LACS-6122 19TH CENTURY U.S. CULTURE AND SOCIETY
3 cr.
This course is divided into two parts. In the first part the student will read and respond to several monographs that lay out the larger themes of 19th century U.S. culture and society – the rise of labor; changes in the economy; race and slavery; territorial expansion; changes in the home; and industrialization. We will engage works by scholars such as Ronald Takaki, Nell Painter, David Roediger, Leo Marx, or Stephanie Coontz. In the second half of the study, the student will in consultation with the instructor, develop a research bibliography and produce a polished historical essay on a topic of their own choosing using the first readings as background and contextualization. This study is geared towards public historians, history teachers, historical novelists, and students who are interested in deepening their understanding of American society and culture through historical study.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of 19th society, culture, and history.

LACS-6125 GENDER AND CULTURE
3 cr.
The cultural and biological categories of sex, gender, and sexuality shape our lives in profound and intimate ways, defining how we know and inhabit our bodies, how we relate to and interact with other people in our societies, even how we understand what it means to be human. We will explore how gender and culture relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, urban or rural life, etc. Evaluating how social scientific theories and understandings of gender and sexuality have changed during the twentieth century, this course will equip students to view gender and sexuality not merely as “natural” or inherent traits but instead as complex and contested fields of expression and representation that are bound up in broader relations of power including notions of race, ethnicity, religion, and class. Throughout the course an emphasis will be placed on exploring other cultures and societies as a way of better understanding and critiquing our own.

Learning Objectives
• Explore connections between gender, culture and other categories of social identity and difference.
• Evaluate changes in theories and understandings of gender and sexuality.
• Critique own positionality relative to other cultures and societies.

LACS-6127 MEDICINE AND CULTURAL DIVERSITY
3 cr.
This course will build on concerns introduced in the first study. We will aim to develop practitioners’ awareness of cultural diversity factors in medicine nationally and internationally, as well as how the legacies of U.S. medicine may still complicate relationships between physicians and patients. Through an examination of historical and contemporary issues, this study seeks to foster an awareness and sensitivity to issues of diversity – locally, nationally, and globally. From the use of slaves as medical test subjects in the U.S. to international issues of surrogacy, this course seeks to explore the complex and sometimes contradictory role that medicine has had as it has shaped and been shaped by social attitudes and politics.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of medicine, race, gender, and sexuality.
LACS-6130 GENDER RACE AND NATION
3 cr.
This course will examine the interconnected nature of the ideology of the nation state and its reliance on systems of power based on naturalized hierarchies of gender and race. Students will read the work of such theorists and historians as Anne McClintock, Ann Laura Stoler, and Margo Canaday 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” in the context of colonial power, the politics of the nation-state, and globalization. This course satisfies one 3-credit elective requirement in the Women's and Gender Studies advanced certificate. This course is typically offered in the spring.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of gender, race and the nation state.

LACS-6132 ORIGINS OF INEQUALITY: ISSUES OF RACE AND IMMIGRATION IN THE U.S.
3 cr.
Geographically based dramatic differences in educational opportunities in the U.S. are no surprise to anyone. We have come to accept these differences as natural and inevitable. However, these differences have a historical and political basis. This study is intended to offer students a historical approach to understanding the roots of educational inequality in the 20th and 21st century United States. The study will begin with general readings exploring immigration and racial issues in U.S. history. The second part of the study will apply these general issues to their specific expression in education. The end of the study will ask the student to reflect on how these issues affect their own district and home.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of education, race and residency.

LACS-6135 GLOBAL FEMINIST MOVEMENTS
3 cr.
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 will 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. This course can be taken as a 3-credit elective in the Women's and Gender Studies Certificate.

Learning Objectives
• Identify links between global feminist theory, the process of “globalization,” and global social movement theory; and the relationship between various nonstate actors: nongovernmental organizations, networks and social movements.
• Make connections between theories and concepts and global feminist movement actions.
• Examine, explain and critique the role of the United Nations in defining and fostering global feminist movements.

LACS-6137 POLITICAL ECOLOGY
3 cr.
Climate and the environment are no longer just natural or biological issues, they also are now political and social issues. We have passed the point in the world’s natural system where the cessation of human activity would return the world to a previous natural balanced ecology. We are now firmly in the Anthropocene. A period of geological time that is marked by humanity as the main influence on climate and ecology. Terrestrially there are no practically untouched places left in the world. Even Mount Everest is now facing critical issues around trash, waste, and even a serious sewage problem. Any solution to our climate troubles will not just be technical or come through personal action. The climate is now more than ever a political problem and an economic problem. The readings in this study are intended to provide a history and background to the growing crisis and enable students to view the future with a clearer handle on its causes in the past and present.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of politics, society and the environment.

LACS-6140 NARRATIVE COUNSELING
3 cr.
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 practices 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.

Learning Objectives
• Understand different dimensions of counseling, with a focus on the perspective of narrative counseling.
• Analyze the historical, philosophical and ideological aspects of the use of narrative techniques in counseling.
• Explore possible applications of this perspective in various contexts (personal, academic, professional).

LACS-6145 LANGUAGE AND CULTURE
3 cr.
Language and Culture is a course designed to help students become familiar with the theory and research related to issues such as the ways in which language behavior reflects diverse cultural patterns; the role of language in the processes through which children and adolescents become members of particular groups in society; and the relationship between class, race, gender. In some terms, this study is offered in collaboration with an international partner university group to enhance cross-cultural perspective.

Learning Objectives
• Demonstrated understanding of the history of ideas, which grapple with the complex relationship between language and culture.
• Gained new insights into processes of social reproduction and cultural/linguistic change.
• Demonstrated ability to draw cross-cultural comparisons and analysis.

LACS-6147 THE MEDICAL ARTS 3 cr.
This course will serve as an introduction to the field of medical humanities, investigating the history, culture, and politics of Western medicine. We will examine the role of medicine in Western art and literature, such as the heroic dissection paintings of Rembrandt and popular TV shows like “The Knick.” We will look at how humanities based approaches can enrich our understanding of how medicine has interacted with and influenced other social forces – for instance, class politics in the Rembrandt paintings, or immigration politics in the U.S., based on ideas of medical and social hygiene – as well medicine's continuing influence on national and global politics, society, and culture. Above all, this course will develop an understanding of the broader social influences on medicine, and in turn analyze its power to shape society.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of medicine, art, and culture.

LACS-6150 IMMIGRANT LITERATURE 3 cr.
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, Irish, Italian, Asian, African, Latino, and Dominican immigrants. Writers may include Anzia Yezierska, Saul Bellow, W.E.B. DuBois, Sandra Cisneros, Julia Alvarez, Maxine Hong Kingston, Amy Tan, and Frank McCourt. This course satisfies one 3-credit elective requirement of the American Studies advanced certificate. This course is typically offered in the spring.

Learning Objectives
• Demonstrate a knowledge of literary, historical, and cultural issues pertaining to immigrant literature in late 19th and 20th century America.
• Demonstrate an awareness of issues of diversity pertaining to gender, sexuality, race, class, and national origin.
• Improve techniques of literary analysis focusing on elements of character, setting, plot, style, point of view, tone, as well as cultural and historical context.
• Demonstrate graduate level analytic and writing ability through reading responses and the final paper.

LACS-6152 THE POLITICS OF ECONOMICS OF CLASS 3 cr.
This study is intended to provide a background in the figures who have thought critically about the way the world has come to be structured. The study will begin with a general survey of economic philosophers and move on to study the individual works of specific thinkers over time. We will move through dissident economists and economic sociologists such as Marx, Veblen, Polanyi, Selma James, and come to the present with David Harvey, Naomi Klein, and Robert Brenner. All of these thinkers help us to see and question the economic order that is so often portrayed as natural and inevitable in our current social language but is in actuality a system created by specific historical forces and politics. This study is intended to help students interested in both history and current affairs find alternate models through which to view and approach political and economic issues.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of society, politics, class, and economy.

LACS-6155 LITERARY THEORY 3 cr.
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.

Learning Objectives
• Demonstrate an understanding of major movements in modern Literary Theory.
• Demonstrate the ability to apply literary theory to particular literary texts.
• Develop graduate level reading, writing, and analytic ability and proper use of MLA citation form.

LACS-6160 LITERATURE OF NEW YORK 3 cr.
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 cultural context of New York and to theories of urban studies, gender studies, and multiculturalism. Possible writers include Washington Irving, Walt Whitman, Herman Melville, Edith Wharton, Henry James, Langston Hughes, Nella Larsen, Anzia Yezierska, F. Scott Fitzgerald, Dorothy Parker, Audre Lorde, Diane di Prima, Don DeLillo, and Jay McInerney. Students are encouraged to visit related sights such as Irving’s Sunnyside estate in Tarrytown, Sugar Hill in Harlem, the garment district of the lower East side of Manhattan, the Brooklyn Bridge, the Museum of the City of New York, the Tenement Museum, or Ellis Island. This course is typically offered in the fall.

Learning Objectives
• Gain an understanding of the literature of New York in its literary, cultural, and historic context.
• Apply literary and cultural theory to the assigned texts.
• Develop graduate level reading, writing, and analytic ability and demonstrate proper use of MLA citation form.

LACS-6162 QUEER AT WORK 3 cr.
While the Supreme Court has made marriage equality the law of the land, workplace equality lags far behind. Queer couples might be able to marry in 50 states, but in 28 states, said couples can be legally fired from their workplace due to their sexual orientation. Fighting for federal employment protection looks to be an even harder road than the fight for marriage. This study looks at the lives and struggles of LGBTQ people in their workplaces and unions, with an emphasis on historical and contemporary issues.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of sexuality, labor, and the workplace.
LACS-6165 AFRICAN-AMERICAN LITERATURE 3 cr.
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 World 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. This course satisfies one 3-credit elective requirement of the American Studies advanced certificate.

Learning Objectives
• Demonstrate a knowledge of literary, historical, and cultural issues pertaining to African-American literature.
• Demonstrate graduate level analysis, writing, and proper use of MLA or CMS citation form.
• Apply literary and cultural theory to the interpretation of texts.

LACS-6170 AMERICAN ART HISTORY 3 cr.
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. This course satisfies one 3-credit elective requirement of the American Studies advanced certificate.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Demonstrate an appreciation of issues of diversity in American Studies and American Studies.

LACS-6175 AMERICAN CULTURE AND THE COLD WAR 3 cr.
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. This course satisfies one 3-credit elective requirement in the American Studies advanced certificate. This course is typically offered in the fall.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of American culture, politics, and society in the context of the Cold War period in American history.

LACS-6180 AMERICAN HISTORY, CULTURE, AND THE ARTS 3 cr.
This study will examine U.S. history since the Civil War through an investigation of U.S. arts and culture. Students will read books and essays that link U.S. history to specific aspects of U.S. art and culture, as a way to examine the construction of American society. This study 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 U.S. identity and aspects of race, gender, and ethnicity, as Americans have embraced or reacted against the currents of modernism and modern social transformation. In addition to reading a selection of books and critical essays, students will watch films, listen to music, and view art, which will be available during meetings, online, or at local libraries and video stores. This course satisfies one 3-credit elective requirement in the American Studies advanced certificate.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of culture, art, and society in U.S. history.

LACS-6185 AMERICAN MATERIAL CULTURE 3 cr.
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 patters, 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. This course satisfies one 3-credit elective requirement of the American Studies advanced certificate.

Learning Objectives
• Develop an understanding of the fields of American Studies and Material Culture Studies and become familiar with the major contributors to that field.
• Develop a historical, cultural and theoretical understanding of shifts in the field of American Studies and Material Culture Studies.
• Demonstrate an appreciation of issues of diversity in American Studies and Material Culture Studies in relation to race, gender, ethnicity, nationality and American identity.

LACS-6190 AMERICAN MODERNISM 3 cr.
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. This course satisfies one 3-credit elective requirement in the American Studies advanced certificate.

Learning Objectives
• Demonstrate close/critical reading of the assigned academic literature.
• Analyze primary resources in the context of secondary sources.
• Make and support an argument related to the intersections of art, culture, politics, and society in the modern period of U.S. history.

LACS-6195 AMERICAN WOMEN WRITERS 3 cr.
This study 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 issues of race, ethnicity, class and sexuality 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 Charlotte Perkins Gilman, Kate Chopin, Edith Wharton, Zora Neale Hurston, Toni Morrison, Sandra Cisneros, Maxine Hong Kingston, and Audre Lorde. This course satisfies one 3-credit elective requirement of the American Studies and the Women and Gender Studies advanced certificates. This course is typically offered in the summer 8-week term.

**Learning Objectives**
- Demonstrate a knowledge of literary, historical, and cultural issues pertaining to American women writers of the late 19th and 20th centuries.
- Demonstrate an awareness of issues of diversity pertaining to gender, sexuality, race, class, and national origin.
- Improve techniques of literary analysis focusing on elements of character, setting, plot, style, point of view, tone, as well as cultural and historical context.
- Introduction to literary and cultural theory, including feminist theory, gender theory, psychoanalytic theory, postmodernism, postcolonialism, new historicism, and poststructuralism as applied to the analysis of various works of fiction.
- Introduction to various genres of literature, including the short story, novel, and memoir.
- Demonstrate graduate level analytic, research, and writing ability through responses to the readings and a final research paper.

**LACS-6200 NARRATIVE IN HUMAN EXPERIENCE** 3 cr.
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 intertwining 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. This course is typically offered in the fall.

**Learning Objectives**
- Analyze how the concept of self is expressed through narrative.
- Explore possible applications of the narrative perspective in different contexts (personal, academic, professional).

**LACS-6205 NARRATIVE RESEARCH** 3 cr.

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.

**Learning Objectives**
- Understand the perspective and methodology of narrative research.
- Explore applications of this perspective in various research contexts.

**LACS-6210 NATIVE AMERICAN AND U.S. CULTURE** 3 cr.

This 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. This course satisfies one 3-credit elective requirement of the American Studies advanced certificate.

**Learning Objectives**
- Analyze tribal sovereignty and complex intergovernmental interactions.
- Compare Native American worldviews and cultural expression.

**LACS-6215 ORAL HISTORY: THEORY AND METHODS** 3 cr.

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. This course is typically offered in the spring.

**Learning Objectives**
- Demonstrate close/critical reading of the assigned academic literature.
- Recognize the professional ethics and responsibilities of a practicing oral historian.
- Make and support a significant historical argument using oral history sources and methods.

**LACS-6220 ORAL TRADITION: HISTORY AND NARRATIVE** 3 cr.

For most people, it comes as a considerable surprise that writing and texts, the stuff and matter of the modern educational enterprise comprise relatively recent inventions in the overall span of the our species history, the last week of December were we to put them on an annual calendar as John Miles Foley suggests. The rise of studies outside the mainstream of Euro-centric male dominance in the last half century of historical studies has occurred in no small part due to the understanding that oral traditions have been held the history for by far the largest numbers of people of our globe: African, Native American, Pacific peoples, African American, Hispanic, women, and so on, while studies in narrative traditions, lately in writing, have shown a strong oral foundation, even for classics like the Homeric epics and the Bible. Exploring oral history and traditional narrative along with the performance – for orality presumes performance – will provide the substance of this course.
Learning Objectives
- Demonstrate close/critical reading of the assigned academic literature.
- Recognize the professional ethics and responsibilities of a practicing historian using oral tradition.
- Make and support a significant historical argument using traditional oral sources and historical methods.

LACS-6225 PERFORMANCE HISTORY: THE TWENTIETH CENTURY
3 cr.
This course investigates key figures and movements in twentieth-century performance, aesthetics, and culture. The course develops chronologically beginning in the late nineteenth-century, addressing alternative strategies to realism including Symbolism, Expressionism, Futurism, Surrealism, and Constructivism. Our exploration of modernist and postmodernist performance through the twentieth-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.

Learning Objectives
- Compare key figures and movements in twentieth-century performance, aesthetics, and culture.
- Analyze contested definitions and theories of performance.

LACS-6230 MODERN GENDER AND SEXUALITY THROUGH SCIENCE FICTION LITERATURE
3 cr.
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. This course satisfies one 3-credit elective requirement in the Women's and Gender Studies advanced certificate. This course is typically offered in the spring.

Learning Objectives
- Demonstrate close/critical reading of the assigned academic literature.
- Analyze primary resources in the context of secondary sources.
- Make and support an argument related to the intersections of science fiction literature and representations of gender and sexuality.

LACS-6235 POSITIVE PSYCHOLOGY
3 cr.
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. Students will choose an individualized topic to explore in a final research paper.

Learning Objectives
- Analyze psychological theories and research on happiness as related to money and materialism.
- Research topics in psychology and happiness in context.

LACS-6240 PRESERVATION POLICY AND LAW
3 cr.
This 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. This is a required course of the Heritage Preservation advanced certificate.

Learning Objectives
- Identify and explain various U.S. and international laws related to preservation.
- Demonstrate an ability to nominate a property for inclusion on the National Register of Historic Places through thorough research and documentation of a property’s historic significance.
- Analyze the effectiveness of preservation laws through careful consideration and analysis of the properties preserved and/or repatriated through those laws.

LACS-6245 PRESERVATION MATERIAL AND HISTORY
3 cr.
This 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. This is a required course of the Heritage Preservation advanced certificate.

Learning Objectives
- Demonstrate familiarity with the history and theory of historic preservation, including the manner in which laws, public policies, and cultural attitudes shape how we preserve or do not preserve the built environment.
- Describe and analyze the preservation work undertaken at a variety of historic preservation sites, national parks, and national historic landmarks.
- Develop and utilize an awareness and knowledge of preservation vocabulary, collections care and ethical treatment for heritage preservation materials, major causes of deterioration of heritage preservation materials, collection assessment and evaluation strategies, resources on the preservation of heritage preservation collections, components of a comprehensive preservation plan, disaster planning for heritage preservation materials, and sustaining digital collections.

LACS-6250 COMMUNITY PERFORMANCE
3 cr.
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 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.

Learning Objectives
- Develop an understanding of the history, theory, and practice of community-based collaborative performance.
- Analyze political and ethical dimensions of community performance as a catalyst for social and cultural change.

LACS-6255 PSYCHOLOGY OF CONSUMPTION
3 cr.
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.

Learning Objectives
- Analyze psychological theories related to consumption and identity.
- Research related topic of own choice.

LACS-6260 QUEER NATION: SEXUALITY, GENDER, AND THE U.S. STATE
3 cr.
The student will read and respond to works that engage particularly the roles of sexuality and gender in the building of U.S. national identity and state production. The student will respond to a number of historical texts and examine queer historical issues and controversies. The student will be expected to apply these historical lessons to a current sociopolitical issue such as marriage, health, adoption, or bathroom access. By focusing on the specific key issues of sexuality and gender in the rise of the modern U.S. state 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 society and develop the skills of a practicing historian. Additionally, by applying history and queer theory to issues in the present, the student will gain an appreciation for the roles of sexuality and gender in current politics and policy. This course satisfies one 3-credit elective requirement in the Women’s and Gender Studies advanced certificates.

Learning Objectives
- Demonstrate close/critical reading of the assigned academic literature.
- Analyze primary resources in the context of secondary sources.
- Make and support an argument related to the intersections of race and gender in U.S. history.

LACS-6270 RACE AND GENDER IN U.S. HISTORY SINCE THE CIVIL WAR
3 cr.
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. This course satisfies one 3-credit elective requirement in the American Studies advanced certificate.

Learning Objectives
- Demonstrate close/critical reading of the assigned academic literature.
- Analyze primary resources in the context of secondary sources.
- Make and support an argument related to the intersections of race and gender in U.S. history.

LACS-6275 RACE AND REPRESENTATION IN U.S. HISTORY
3 cr.
This study is a historical and cultural examination of race and how it came to be codified and organized through cultural representation in U.S. culture, politics, and society. We will start in the 19th century with issues of cultural representation of African Americans through minstrelsy. We will move on to investigate representations of Asian Americans and Native Americans in the 19th and 20th centuries. We will end with the movement of immigrant groups toward mainstream white identity. This study will look at history, and approach literature and art as cultural artifacts and historical evidence in the model of scholars in the field of American Studies. This study is one of the possible electives in the American Studies advanced certificate program and provides useful content for students interested in the cultural or social history of the U.S. This course is typically offered in the spring.

Learning Objectives
- Demonstrate close/critical reading of the assigned academic literature.
- Analyze primary resources in the context of secondary sources.
- Make and support an argument related to the intersections of race and the politics of representation in U.S. history.

LACS-6280 READINGS IN MATERIAL AND VISUAL CULTURE STUDIES
3 cr.
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.

Learning Objectives
- Demonstrate close/critical reading of the assigned academic literature.
- Recognize the professional ethics and responsibilities of a scholar of material and visual culture studies.
- Make and support a significant historical argument using material and visual culture sources and methods.
**LACS-6285 REVOLUTIONARY LEARNING: EDUCATION CULTURE AND ECOLOGY**  
3 cr.  
Many discerning citizens are becoming increasingly aware that essential work toward ecological sustainability and social justice should be grounded in an understanding of how cultural beliefs and practices frame the world in which we live. They also recognize that cultural institutions, such as formal education, represent a critically important place where cultural beliefs and practices are transmitted to new generations of citizens. This course examines the underlying assumptions that drive curricula of modern educational systems and explores both the process (how we learn) and content (what we learn) of education. How do we teach and learn culturally and ecologically? What constitutes ecological and cultural ways of knowing? How can ecological principles inform curriculum content as well as the process of teaching and learning? How can we move beyond just having ecological ideas to nurturing ecological identities and ecological selves? How do we become, as Arne Naess urges us to do, a member in the council of all beings? This course will draw on domestic and international examples of exemplary models of ecologically sound and social justice oriented educational philosophies and practices.

**Learning Objectives**  
- Analyze different cultural ways of knowing and learning in various contexts.  
- Demonstrate an understanding of ecological identity and how it is expressed in learning models.  
- Compare models of exemplary practices of alternative learning environments.

**LACS-6290 DEMOCRACY AND EDUCATION**  
3 cr.  
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.

**Learning Objectives**  
- Consider the nature of democratic forms of social and political organization.  
- Explore the implications of different theories of democracy on educational practice.  
- Analyze the application of democratic practices through teaching, learning and educational program design.

**LACS-6295 AMERICAN QUEER SEXUALITIES: U.S. HISTORY SINCE THE CIVIL WAR**  
3 cr.  
This study is a historical and cultural examination of queer sexualities in U.S. history and society. We will start in the late 19th century, when new patterns of industrial and urban life enabled new forms of community and sexual subcultures in the U.S., and continue through the 20th century and the rise of new organizations and sexual rights movements. This study will look at history, and approach literature and art as cultural artifacts and historical evidence in the model of scholars in the field of American Studies. This study is one of the possible electives in both the American Studies and Women’s and Gender Studies certificates, and provides useful content for students interested in art, culture or the history of the U.S. in the 20th century. This course satisfies one 3-credit elective requirement in the American Studies or the Women’s and Gender Studies advanced certificates. This course is typically offered in the fall.

**Learning Objectives**  
- Demonstrate close/critical reading of the assigned academic literature.  
- Analyze primary resources in the context of secondary sources.  
- Make and support an argument related to the intersections of gender and sexuality in U.S. history and society.

**LACS-6300 AN INTERDISCIPLINARY STUDY OF MEDIA EFFECTS**  
3 cr.  
This course will include current readings on how media impacts our lives, our cultural perceptions and sense of identity. Some attention is given to the psychology of celebrity and fandom as a basis for common reading and discussion. Students research, write and present on a topic of their choice, using theoretical frameworks from a discipline such as communications, psychology or sociology - as introduced in common readings.

**Learning Objectives**  
- Compare different disciplinary theories related to media studies.  
- Analyze the psychology of celebrity and fandom.  
- Research a topic of choice connected with the effect of media on individuals or groups.

**LACS-6305 THE GLOBAL REFUGEE CRISIS: CASES AND CONTROVERSIES**  
3 cr.  
This study will focus on intersectional identities and the changing nature [as well as the ongoing themes] in regard to bias and prejudice in the 21st century in global refugee policy [as determined at UN] and U.S. refugee policy [as determined by Congress and U.S. immigration law]. Various historic cases will be examined, to provide historical context and perspective on current global refugee cases, and contemporary humanitarian initiatives and public policy debates. This course examines themes such as gendered and racialized features of humanitarian relief; educational provision in resettlement host countries; special needs to support health and wellness of displaced populations.

**Learning Objectives**  
- Analyze historical framing of humanitarian relief policy and provision for refugees.  
- Compare case studies of contemporary refugee relief activities.  
- Research and report on related topic/thematic issue of choice.

**LACS-6310 THE SOCIALLY CONSTRUCTED BODY**  
3 cr.  
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.

**Learning Objectives**  
- Analyze theories and cultural expressions of how the human body is represented, experienced and used.  
- Engage in critical discussions of texts, cases and personal experiences.
LACS-6315 THINGS OF VALUE: TOPICS IN MATERIAL CULTURE  
3 cr.  
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 e-mail with the course instructor or on the supporting Web site with class members. 

Learning Objectives  
• Explore theories and methods in the study of material culture.  
• Interpret cultural objects in historical and physical context.  
• Analyze related topic of choice using investigative tools introduced in study.

LACS-6320 PSYCHOLOGY OF ART AND CREATIVITY  
3 cr.  
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. This course is typically offered in the fall. 

Learning Objectives  
• Define the Psychology of Art, identifying origin and major aspects (aesthetics, creativity, development, psychoneurology, etc.)  
• Critically analyze readings on psychology of art, applying theoretical perspectives.  
• Articulate how a piece of art reflects psychological understanding of art process and products.

LACS-6325 ARCHIVAL THEORY AND PRACTICE  
3 cr.  
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 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. This course is required for the Advanced Certificate in Public History. This course is typically offered in the fall and spring. 

Learning Objectives  
• Identify, use, and assess various theories and practices used within archives and manuscript collections.  
• Assess the usefulness of various archives for public historians and explain the relationship between various archives and their communities.  
• Evaluate and build upon existing archival policies and procedures.

LACS-6330 WOMEN AND HUMOR  
3 cr.  
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 Mimi 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. This course satisfies one 3-credit elective requirement of the American Studies and the Women and Gender Studies advanced certificates. This course is typically offered in the fall. 

Learning Objectives  
• Identity theories and methods of women's humor.  
• Apply analysis of women's humor to assigned texts.  
• Demonstrate graduate level reading, writing, and analytic abilities and demonstrate proper use of MLA citation form. 

LACS-6335 SOCIAL SCIENCE RESEARCH  
3 cr.  
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. 

Learning Objectives  
• Understand steps in the research process.  
• Craft relevant purpose statements and research questions for sample project(s).  
• Compare research designs and procedures for quantitative, qualitative and mixed methods studies.  
• Collect and organize various types of data for sample project(s).  
• Analyze and interpret data.

LACS-6400 TOPICS IN INTERDISCIPLINARY STUDIES  
3 cr.  
Topics in Interdisciplinary Studies is an umbrella enrollment for matriculated MALS students. Students will arrange this study with an individual mentor and plan the readings, assignments, and evaluation procedures with that faculty member. It reflects an individualized, co-designed study that fits within each student’s degree program plan, and is typically conducted as a tutorial. Regardless of chosen subject area, it is key that the student pursue the topic in a multidisciplinary or interdisciplinary method which is at the heart of the program. Students will be evaluated through their writing, participation online (if applicable) and discussion with the mentor. 

Learning Objectives  
• Demonstrate ability to conceptualize and use disciplinary and interdisciplinary frameworks appropriately.  
• Apply relevant interdisciplinary themes to one’s own states interest, issue or problem.  
• Make and support a substantive claim in one’s field.

LACS-6405 TOPICS IN LIBERAL STUDIES  
3 cr.  
Topics in Liberal Studies is an umbrella enrollment for matriculated MALS students. Students will arrange this study with an individual mentor and plan the readings, assignments, and evaluation procedures with that faculty member. It reflects an individualized, co-designed study that fits within each student’s degree program plan, and is
typically conducted as a tutorial. Regardless of chosen subject area, it is key that the student pursue the topic in a multidisciplinary or interdisciplinary method which is at the heart of the program. Students will be evaluated through their writing, participation online (if applicable) and discussion with the mentor.

Learning Objectives
- Demonstrate ability to conceptualize and use disciplinary and interdisciplinary frameworks appropriately.
- Apply relevant interdisciplinary themes to one's own states interest, issue or problem.
- Make and support a substantive claim in one's field.

LACS-7005 PUBLIC HISTORY INTERNSHIP
3 cr.
The Public History Internship is the final course in both the Advanced Certificates in Public History and Heritage Preservation. Upon completing the other courses within those certificates, students find a public history and/or heritage preservation site at which they may put their theoretical and methodological knowledge to work. The internship site must be approved by the Coordinator of the certificates and by the college's Career Services Office. This course is typically offered in the summer 8-week term.

Learning Objectives
- Demonstrate an ability to apply public history and/or heritage preservation theory and method to work in the field.
- Explain, in a written report, the work undertaken during the term and the relationship of that work to the certificates' previous course work.
- Assess the connections between archives, museums, historical associations, and other public historians within the local community.

LACS-7010 TOPICS IN METHODOLOGY
3 cr.
This study is available for matriculated MALS students only. In this study, students articulate a research method and/or critical perspective to be used in their final project. The course is individualized to ensure competence in the methodological or analytic approach involved. An accepted final project proposal is one of the outcomes of this project.

Pre-Requisite: LACS-6010, LACS-6015

Learning Objectives
- Effectively choose and use a methodological approach related to one's stated interest/problem/issue/project.
- Locate and utilize relevant academic literature to support the proposed project.
- Write a final project proposal that identifies one's own potential contribution to the scholarly conversation.
- Demonstrate the ability to make and support a substantive knowledge claim in one's field.
- Demonstrate competency in all methods used for one's project, including ethical procedures, if required.

LACS-7015 FINAL PROJECT: LIBERAL STUDIES
3 cr.
This is the capstone course in the MA in Liberal Studies program. Please contact your academic advisor to discuss your project. Once you have an approved Final Project Proposal, you will be eligible to register. The academic advisor will initiate the registration process for this capstone course. This course is typically offered in the fall and spring.

Pre-Requisite: All required core courses and LACS-7010

Learning Objectives
- Demonstrate a nuanced comprehension of a complex body of knowledge at the forefront of his/her field of study.
- Integrate creativity and originality in applying knowledge to a research question or problem.
- Apply established inquiry techniques in creating, analyzing and interpreting new knowledge.

MGMT-6000 APPLIED BUSINESS STATISTICS
3 cr.
This course focuses on the use and application of various statistical techniques and models that will assist students in making business decisions. It will help students to learn how to summarize, analyze and critically evaluate and interpret real-world data. The course covers descriptive and inferential statistics including measures of central tendency, variability, and shape, probability, sampling distributions, confidence intervals, hypothesis testing, regression analysis, and time series analysis. Business applications are used to illustrate these concepts. This course is typically offered in the fall, spring and summer 8-week term.

Learning Objectives
- Understand the basic concepts of descriptive and inferential statistics.
- Analyze and interpret financial ratios and comparing each ratio to an industry average.
- Assess the competitiveness of an organization within its industry, using financial ratios.
- Use the tools associated with the time value of money, to assess the value of financial instruments such as stocks and bonds, the value of the organization, as well as capital budgeting decision making processes.
- Use the concept of risk-return relationship in capital markets to estimate the cost of debt and equity capital, as well as to assess long term capital decision making processes, in both domestic and international environments.

MGMT-6005 FINANCIAL MANAGEMENT
3 cr.
The course addresses three main areas. First, it focuses on how firms assess their performance over time and against an industry benchmark. In addition, it reviews ways of how companies are organized and deal within the financial markets. It also looks at the time value of money and examines the ways of identifying, assessing risk and return, and valuing the bonds and securities. Second, it studies firm's cost of capital, basis of capital budgeting, effects of cash flows and associated risks. Furthermore, it discusses the capital structure formation, concepts and theories. The third area of the course addresses the diagnostics of working capital, financial planning and forecasting techniques, and finally the financial management of multinational corporations. This course is typically offered in the fall and spring.

Learning Objectives
- Effectively choose and use a methodological approach related to one's stated interest/problem/issue/project.
- Apply established inquiry techniques in creating, analyzing and interpreting new knowledge.
- Analyze and interpret financial ratios and comparing each ratio to an industry average.
- Assess the competitiveness of an organization within its industry, using financial ratios.
transactions, but also to present and prepare financial reports needed by an organization’s stakeholders to assess its performance. This course is typically offered in the fall, spring and summer 8-week term.

**Learning Objectives**
- Make accurate use of appropriate tools for the recording of regular transactions, but also to present and prepare financial reports needed by an organization’s stakeholders to assess its performance. This course is typically offered in the fall, spring and summer 8-week term.

**Learning Objectives**
- Make accurate use of appropriate tools for the recording of regular transactions, but also to present and prepare financial reports needed by an organization’s stakeholders to assess its performance. This course is typically offered in the fall, spring and summer 8-week term.

**MGMT-6015 PRINCIPLES OF ECONOMICS**
3 cr.
The main purpose of this core course is to provide introductory microeconomic and macroeconomic principles to students entering into the MBA program, with the objective to achieve an understanding of the economic principles, role of markets, government, and other participatory institutions, as well as to help develop problem-solving analytical skills towards decision making within a firm. This course is typically offered in the fall, spring and summer 8-week term.

**Learning Objectives**
- Analyze and understand how consumer demand and production supply interact in various market structures to determine price and quantity of goods and services.
- Analyze and understand major characteristics of different market structures and the behavior of the firm.
- Analyze and understand how aggregate demand and aggregate supply interact.
- Analyze and understand roles of fiscal and monetary policy, and the operation of an economy.

**MGMT-6020 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR**
3 cr.
Success in leading people and managing performance demands an understanding of how workgroups operate and what motivates employees, as well as a candid assessment of your own personality and style. Topics covered focus on aspects of culture, interpersonal behavior, personality, motivation, leadership, teamwork, power and influence, conflict management, ethics and organizational congruence. Within these broad categories, we will examine specific theories and models that have been used to describe and predict behavior in organizations, as well as examples of successful and unsuccessful behavior in organizations. This course is typically offered in the fall and spring.

**Learning Objectives**
- Use theories, concepts and categories from organizational effectiveness, change and development, management and organizational leadership to explain how contextual factors influence the choice of different leadership roles and competencies. Gender diversity and corporate performance, cultural transformation, ethics and integrity also are covered in this course.
- Recognize various leadership roles and communication methods essential for increasing personal and organizational effectiveness.
- Evaluate the ethical conditions necessary for effective leadership in managing diverse units and organizations in global environments.

**MGMT-6025 STRATEGIC PERSPECTIVES OF GLOBAL MANAGEMENT**
3 cr.
Strategic Perspectives of Global Management is one of the two introductory courses in the MBA program and focuses on expanding one’s perspectives – strategic, geographic, cultural and ethical. The goal is to enhance our appreciation of the richness of the multinational environments in which many businesses find themselves today. While global environments offer additional dimensions along which executives can add value, it also imposes additional constraints. For example, a supply chain manager faces vastly greater opportunities for value-adding locational investments in global environments, but must navigate complex and varied political and legal issues varying from one locale to another; best treated as constraints on their optimizing efforts. Further, many ethical executives who depend on statutory authorities to level the playing field while requiring ethical behavior of all players at home, find that they must make potentially costly ethical decisions about how and when they will treat their employees, their suppliers, and foreign environments better than those environments demand of them either de jure, de facto or both. Thus, global management often requires an additional layer of ethical reasoning that goes beyond domestic executive decision making. The goal of SPGM is thus to broaden the perspectives of first year MBA students by providing practice with a variety of strategic, geographic and ethical tools in varied case applications involving global business practice. This course is typically offered in the fall, spring and summer 8-week term.

**Learning Objectives**
- Describe critical milestones in the development of competitive strategy as an academic discipline and, separately, as a professional practice.
- Outline how managers should cope with concepts that are seemingly critical but whose applications have no objective, discernible metrics, countering the bias of focusing on the measurable instead of the important.
- Apply the logic of a related diversification and the far more tenuous logic of an unrelated diversification.
- Analyze specific supply chain strategies including cost efficiency, product differentiation/quality control, and stock market valuation optimization strategies.
- Apply various aspects of geography, such as distance, culture, law, and economic differences to competition in international markets.
- Master the basic tools of ethical reasoning sufficient to design a case for the distribution of burdens in addressing tragedies of offshore supply chain optimizations such as toxic sweatshops.
- Work through ethical arguments and interweave with pragmatic arguments limited by current international law, business policy, and social norms.

**MGMT-6030 MANAGEMENT INFORMATION SYSTEMS**
3 cr.
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. This course is typically offered in the fall, spring and summer 15-week term.

**Learning Objectives**
- Understand the fundamentals of various information system technologies and how they can be applied to improve business performance.
- Communicate concepts in information system technology clearly and concisely through their writing such that people without detailed knowledge of the technology can understand how it can be successfully applied in a business setting.
• Use frequently used software such as electronic spreadsheets, database management systems, and web technology to improve their skills in the applications of these technologies in business organizations.

MGMT-6035 GLOBAL E-COMMERCE STRATEGIES 3 cr.
This course provides the conceptual foundation for e-commerce and e-business at the global context. 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 the literature on ethics and society, focusing on concepts such as intellectual property, privacy, information rights and rights management, governance, public health, and the welfare. This course is typically offered in the spring.

Learning Objectives
• Understand global e-commerce revenue models and web server basics.
• Understand finding and evaluating Web-hosting services and the basic functions of online payment systems.
• Plan for e-commerce strategies for developing electronic commerce web sites and managing electronic commerce implementations.

MGMT-6040 HIGH PERFORMANCE MANAGEMENT 3 cr.
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. This course is typically offered in the fall, spring and summer 8-week term.

Learning Objectives
• Demonstrate an understanding of what it takes to become a high performance manager.
• Demonstrate an ability to apply the roles outlined in the competing values framework within an organizational and managerial context.
• Demonstrate an ability to identify and analyze the characteristics of teams, and the implications for effective organizational leadership within the context of a successful business presentation.
• Integrate high performance management characteristics with values, leadership principles and ethical boundaries.

MGMT-6045 GLOBAL LEADERSHIP COMPETENCIES 3 cr.
This course provides an intellectual and experiential forum for developing the interpersonal and intercultural communication and interaction skills necessary for successful development or implementation of international assignments. While learning to identify cultural aspects of verbal and nonverbal behavior of persons from different cultures and themselves, students will come to recognize cultural differences that can cause difficulties in management situations. Other important topics include analyzing the working of multi-cultural teams, dimensions of cross-cultural negotiations and competencies of cosmopolitan leaders. This course is typically offered in the fall.

Learning Objectives
• Demonstrate understanding of the complexities associated with managing in a global environment and have the sensitivity and cultural competence skills for supporting organizational goals.
• Apply leadership competencies to accomplish international business goals.
• Use ethical concepts and tools to make sound decisions in global operations.
• Communicate effectively in cross-cultural settings.

MGMT-6050 OPERATIONS MANAGEMENT 3 cr.
This course provides an overview of the most important operational issues that manufacturers and service providers should consider when producing goods or delivering services. It also provides the concepts, tools, and methods that managers use to deal with operational problems in the global environment. Through this course, students will develop the ability to apply quantitative and analytical management tools and techniques in business decision making. Topics include operations strategy, project management, process strategy and analysis, quality and performance management, capacity and constraint management, lean systems, supply chain and inventory management, forecasting, operations planning and scheduling, and resource planning. This course is typically offered in the fall and spring. Pre-Requirement: MGMT-6000 if not waived

Learning Objectives
• Understand the role of operations management in the overall business strategy of the firm.
• Understand the interdependence of the operations management with other key functional areas of the firm.
• Identify and evaluate a range of tools appropriate for analysis of operating systems of the firm.
• Identify and evaluate comparative approaches to operations management in a global context.
• Apply operations management quantitative tools and techniques in decision-making in both manufacturing and service environments.

MGMT-6055 GLOBAL SUPPLY CHAIN MANAGEMENT 3 cr.
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. This course is typically offered in the spring.

Learning Objectives
• Develop an understanding of major tradeoffs and risks involved in managing operations and supply chains in global environments.
• Understand the tools and strategies used to design and manage operations and supply chains across an organization in the global context.
• Understand the importance of flow of materials, information and resources in global supply chain context.
• To understand the importance of purchasing and procurement in context of global supply chain management.
• To evaluate and understand the importance of customer relationship management, revenue management and risks, and vulnerabilities associated with various supply chain designs.
MGMT-6060 MANAGERIAL ECONOMICS
3 cr.
The purpose of this core course is to engage students in a problem-solving analytical approach to understand how concepts and fundamental economic theory can be applied to decision making within a firm. The main goal of this course is to make students, in today's contemporary environment, aware that an understanding of the economic forces at a national and global level, through a dynamic interplay of firms, consumers, and investors wherein market forces play a central role in the production, valuation, and allocation of scarce resources, including goods, services, and financial capital, that are vital towards strategic managerial decision-making. This course is typically offered in the fall and spring. Pre-Requisite: MGMT-6015

Learning Objectives
• Demonstrate disciplinary knowledge of the complexities and outreach of global economics and finance.
• Apply critical and strategic thinking in analyzing economic problems faced in the arena of business and arriving at rational solution scenarios.
• Develop a global understanding of permeation of economics and finance and interdependencies in pursuit of welfare maximization.

MGMT-6065 ECONOMICS FOR GLOBAL MANAGERS
3 cr.
The purpose of this course is to engage students with the challenges of international economics in the modern age of technology and globalization. The course seeks to provide procedures and tools to evaluate impact of these forces on markets, prices and the operations for global managers. Topics include comparative advantage, terms of trade, macroeconomic indicators, theories of trade, gains from trade, tariffs and trade regulation, industrial policies, policies for economic development, regional integration, multinational corporations, capital and labor mobility, balance of payments, exchange rate systems, and current events. This course is typically offered in the fall. Pre-Requisite: MGMT-6015 if not waived

Learning Objectives
• Demonstrate disciplinary knowledge of the complexities and outreach of global economics and finance.
• Apply critical and strategic thinking in analyzing problems faced in the arena of international economics and arriving at rational solution scenarios.
• Develop a perspective and understanding of permeation of globalization and interdependencies within international economics of major stakeholders with the world having become a global village.

MGMT-6070 STRATEGIC MARKETING MANAGEMENT
3 cr.
Marketing Management examines marketing from a variety of perspectives: students learn advanced marketing principles, apply them to a variety of situations, and expand their awareness of the complexities of a marketing perspective. The course includes some consideration of ethical issues; introduces organizational issues that influence the effectiveness of a firm’s marketing strategy; the relationship between the marketing strategy and the organization's strategic plan, and global implications of the dimensions of decision making for marketing managers. This course is typically offered in the fall and spring. Pre-Requisites: MGMT-6025 Strategic Perspectives of Global Management and MGMT-6005 Financial Management

Learning Objectives
• Disciplinary Knowledge: Students will demonstrate the ability to apply core marketing management knowledge to facilitate sound managerial decision-making.

MGMT-6075 INTERNATIONAL FINANCIAL MANAGEMENT
3 cr.
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. This course is typically offered in the spring. Pre-Requisite: MGMT-6010 if not waived

Learning Objectives
• Demonstrate disciplinary knowledge of the complexities and outreach of global economics and finance.
• Apply critical and strategic thinking in analyzing problems faced in the arena of international finance and arriving at rational solution scenarios.
• Develop a perspective and understanding of permeation of globalization and interdependencies of major stakeholders with the world having become a global village.

MGMT-6080 CONSUMER BEHAVIOR: A GLOBAL MARKETING PERSPECTIVE
3 cr.
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. Research and Position Papers will be used to apply these concepts to strategy development and subsequent marketing programs. Ethical and legal implications on strategy and the marketing mix will be emphasized. This course is typically offered in the summer 8-week term.

Learning Objectives
• Identify the buying behavior of market segments and how these buying behaviors influence the marketing mix.
• Demonstrate an understanding of cultural influences on consumer behavior.
• Create graduate level written papers that support hypotheses about consumer behavior and its influence on brand strategy.
MGMT-6085 INTERNATIONAL BUSINESS COMMUNICATION
3 cr.
This course 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.

Learning Objectives
• Understand and use principles, analytical tools, and theories of international business communication.
• Describe how contextual factors affect international communication functions.
• Apply concepts and practice skills of communication and management that may be useful in improving the effectiveness of international business communication.
• Analyze critically the strengths and weaknesses of an international communication system and make recommendations about how to reinforce the strengths and remedy the weaknesses of these systems.
• Identify several future growth and challenge areas for international business communication.

MGMT-6090 INTERNATIONAL BUSINESS LAW
3 cr.
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 is typically offered in the summer 8-week term.

Learning Objectives
• Compare and contrast global, international, and U.S. trade law.
• Analyze the GATT law, the World Trade Organization, NAFTA, E.U. trade rules and regulations, unfair trade, and laws governing access to foreign markets and exports.
• Discuss legal issues relating to global environmental, host-country tax, corporate, employment, privatization and currency risk.

MGMT-6095 E-COMMERCE AND E-BUSINESS TECHNOLOGIES
3 cr.
This course covers emerging online technologies and trends and their influence on the electronic commerce marketplace. The course emphasizes the three major driving forces behind e-commerce: business development and strategy, technological innovations, and social controversies and impacts. Students will learn an in-depth introduction to the field of e-commerce and various revenue models including cloud computing models and delivery methods, and how to market on the Web. Next, the course covers up-to-date coverage of the key topics in e-commerce today, from privacy and piracy, to government surveillance, cyberwar, social and ethical issues, local and mobile marketing, Internet sales taxes, intellectual property. Finally, students learn how to plan for electronic commerce. This course is typically offered in the fall.

Learning Objectives
• Understand the fundamentals of various E-Commerce technologies and how they can be applied to improve business performance globally.
• Communicate concepts in E-Commerce Strategies clearly and concisely through your writing.
• Identify objectives and link those business objectives to business strategies and learn about website development strategies and how to manage the implementation of an electronic commerce initiative.

MGMT-6100 INNOVATION AND GLOBAL COMMERCIALIZATION
3 cr.
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 partner 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. Finally, the course looks at the complexity of new product development and commercialization, and the role of marketing programs on the successful commercialization of new products. This course is typically offered in the summer 8-week term.

Learning Objectives
• Disciplinary Knowledge: by the end of this course students will be able to demonstrate the role of marketing programs in successful commercialization of new products and an in-depth understanding of important marketing principles and theoretical concepts.
• Strategic and Critical thinking: by the end of this course students will be able to evaluate the different routes to successful innovation within the organization and how to balance radical versus incremental innovation; and internally developed versus acquired technologies.
• Leadership: by the end of this course students will be able to demonstrate the ability to use human capital to create a learning organization; students will show the ability to utilize human capital as a strategy to improve organizational effectiveness for successful innovation.
• Global Understanding: by the end of the term the student will demonstrate an understanding of how to commercialize new products across global markets.

MGMT-6105 LEADERSHIP IN PUBLIC AND NONPROFIT ORGANIZATIONS
3 cr.
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 nonprofit 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 typically offered in the fall.

Learning Objectives
• Describe and explain leadership theories and demonstrate the ability to formulate a personal view of leadership that integrates key leadership concepts.
• Demonstrate an understanding of the particular leadership challenges facing the public and nonprofit sectors and the ability to incorporate this learning into a strategic initiative that addresses one or more of these challenges.
• Demonstrate the ability to engage in an independent research project that requires a sophisticated and nuanced understanding of a particular leadership issue.
MGMT-6110 LEGAL ASPECTS OF ENTREPRENEURSHIP
3 cr.
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. The increasingly emerging areas of Cyberlaw and Environmental Law also will be studied. This course is typically offered in the summer 8-week term.
Learning Objectives
- Analyze the legal environment within which the entrepreneur must operate and evolve.
- Define and evaluate the legalities revolving around starting a business, the benefits of incorporating versus limited liability partnerships, and/or sole proprietorship.

MGMT-6115 TOOLS AND PROCESSES IN PROJECT MANAGEMENT
3 cr.
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 cost, and allocate resources using MS Project, and communicate project information using electronic and e-collaborative tools. Pre-requisite or Co-requisite: Management Information Systems or by Permission of Instructor (POI). Course Materials Fee: Graduate Studies is pleased to be able to provide affordable, temporary licenses of the required software (MS Project) for this course for a small fee, which will be charged at the time of registration. Please note, this software is designed to run on Microsoft operating systems. This course is typically offered in the spring.
Learning Objectives
- Understand project management process groups and explain criteria for a useful project selection/screening mode.
- Understand project planning and scheduling in relation to team building, risk and scheduling management.
- Understand project cost estimation, execution, control, and closeout and how critical chain methodology resolves project resource conflicts.

MGMT-6120 MANAGERIAL PERSPECTIVES OF PROJECT MANAGEMENT
3 cr.
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 ten project management knowledge areas: project integration; scope; time; cost; quality; human resource; communications; risk; procurement; and stakeholders’ 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). Course Materials Fee: Graduate Studies is pleased to be able to provide affordable, temporary licenses of the required software (MS Project) for this course for a small fee, which will be charged at the time of registration. Please note, this software is designed to run on Microsoft operating systems. This course is typically offered in the fall.
Learning Objectives
- Define and discuss different methodologies of Modern Project Management; analyze organizational culture, structure and strategy; define and evaluate the business needs, project selection and project integration.
- Analyze and manage project dimensions such as project scope, time and costs; develop project plan and to schedule available resources and project activities; evaluate and plan project quality and risk management.
- Demonstrate and apply appropriate leadership techniques such as performance measurement and progress evaluation; demonstrate accurate approaches to stakeholder’s communications, portfolio management, project audit and closure.

MGMT-6122 CORPORATE COMMUNICATION AND MARKETING STRATEGY
3 cr.
This course explores corporate communication and marketing as closely related strategic areas of great concern to management and as an academic field of study. It also shows the increasingly close-relationship between the reputation management function of Corporate Communication and the Marketing of brand and customer experience, as both are heavily dependent on a rapidly changing media environment that is approached differently. This environment also is illuminated to provide students with basic news literacy. What was once a theoretical model is now the dashboard for increasingly automated (or “programmatic”) corporate responses to consumers. This trend is accelerated by machine learning technology and lucrative millennial market segments that prefer fast self-service smartphone applications to actual human interaction. This automation process is anticipated to have a tremendous impact across Human Resource functions triggering ethical issues. This course is typically offered in the fall and spring.
Learning Objectives
- Understand how changing media landscape impacts public perception, the role of journalists and the definition of what is news.
- Understand how one uses principles and theories of corporate communication to advance corporate interests, and manage both stakeholders image and reputation.
- Describe how contextual factors affect corporate communication functions.
- Understand the skill sets that drive marketing and communications success and how they differ from one another.
- Analyze critically the strengths and weaknesses of a strategic communication system and make recommendations about how to reinforce the strengths and remedy the weaknesses of these systems.
MGMT-6125 MANAGING HUMAN CAPITAL
3 cr.
Beginning with an overview of HR roles in addressing the strategic needs of an organization, students explore topics that include workforce planning and talent management, thinking strategically about staffing and selection issues, developing internal talent through training, development and education, succession planning, employment testing, successful employment interviewing, and organizational entry and socialization (on-boarding) processes. This course is typically offered in the fall.

Learning Objectives
• Assess how the basic approaches to HR practices relate to corporate strategy.
• Evaluate the advantages of integrating HR planning with strategic planning.
• Develop human capital objectives that are linked to organizational strategy and goals.
• Assess the advantages and disadvantages of training and development evaluation criteria.
• Differentiate between new employee orientation and organizational entry and socialization of new employees.
• Understand and apply major HR principles, concepts and techniques in work situations.

MGMT-6127 ENTREPRENEURIAL FINANCE
3 cr.
The purpose of this course is to impart key financial management skills for entrepreneurship and innovation management through a systematic study of key analytical tools necessary for entrepreneurs to start and manage a successful venture. The course discusses development of a business plan, financial requirements of small businesses, projects, through angel investors and venture capital and debt, investment and risk evaluation of project ventures, valuation of project ventures, and raising capital through IPOs and exit strategies for strategic financial management of a business venture. Students in this course should have completed an undergraduate course in Financial Accounting or MGMT-6010.

Learning Objectives
• Gain a solid practical understanding of entrepreneurial finance.
• Use finance and accounting theory, techniques, and procedures.
• Analyze financial management problems of small businesses.

MGMT-6135 PERFORMANCE MANAGEMENT AND TOTAL REWARDS
3 cr.
Performance management and total rewards provides a value proposition to both the organization and its employees by offering a learning mode 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 improving organizational effectiveness. The course 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 a thorough examination of employee relations and labor relations, employment law and challenges associated with managing a diverse workforce. Managing individual and organizational change, facilitating resistance and anchoring change within the system to sustain organizational performance also will be addressed. This course is typically offered in the spring.

Learning Objectives
• Develop criteria for effective performance management systems.
• Plan, develop and evaluate compensation and benefits programs.
• Propose various aspects of a total rewards system based on the organization's culture and goals.
• Analyze factors that contribute to change management.
• Differentiate between labor and employee relations.
• Examine diversity issues in the workplace and ways to best manage a diverse workforce.
• Assess key employment laws and employee and labor relations activities that impact HRM processes.

MGMT-6155 STRATEGIES FOR MARKETING RESEARCH
3 cr.
This three-credit elective in marketing research will examine the research process as it relates to the specific problems faced in the marketing arena. The study 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 methodology of market research. By the end of this course, the student will be able to analyze data from a marketing research case study and make relevant brand decisions based on this data. 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 typically offered in the spring.

Learning Objectives
• Disciplinary Knowledge: Students will be able to design the marketing research process including problem formulation, research design, data collection, interpretation of data, and presentation of findings in order to secure and manage critical information to provide the basis for marketing decisions.
• Strategic Thinking and Decision Making: Students will be able to demonstrate an in-depth understanding of important marketing research principles and theoretical and quantitative concepts as they apply to data gathering and analysis to solve problems facing the marketing manager.
• Ethical and Critical Reasoning: Students will be able to exercise judgment with respect to complex problems, balancing problematic uncertainty, computational messiness, organizational and financial constraints, and the distortions coming from multiple sources to make sound and ethical marketing decisions.

MGMT-6160 STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGANIZATIONS
3 cr.
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 typically offered in the fall.

Learning Objectives
• Explain the potential value of strategic planning for nonprofit and governmental organizations.
• Explain the ways that nonprofit and governmental organizations are different from for-profit organizations and demonstrate their ability to apply this understanding to the strategic planning process.
• Explain and connect the concepts of vision and mission in a model designed to maximize the organization's public value.
• Identify the problems and issues that contemporary nonprofit and governmental organizations face in surviving and accomplishing their mandates and their missions and how these might be addressed through strategic plans.
• Demonstrate, through discussions and written assignments, the relationships between and among the elements of the strategic management process from initiating the planning process to the formulation of the plan to the implementation of the plan.

MGMT-6165 SYSTEM DESIGN AND INFORMATION MANAGEMENT
3 cr.
This course covers the foundations, concepts, tools, and techniques involved in system analysis, design, implementation, and maintenance of enterprise computer applications. Topics include systems’ life cycle concepts; tools and techniques to manage information systems projects; introduction to the management of system investigation and analysis; determining system requirements using process, logic, and data modeling; conceptual and detailed design of system key components; criteria for optimum hardware selection; systems implementation and maintenance. Further, the course addresses information management, data warehouse and data mart utilization, information security and data quality concepts, and how to leverage data and modern business intelligence to deliver RIO for a business. This course is typically offered in the fall.

Learning Objectives
• Identify, initiate and plan systems development projects.
• Determine system requirements, structure system process and databases.
• Design information management strategies for making smart decisions based on company data and business analytics, including data warehouses and data marts appliances.
• Master data virtualization, analyze and evaluate data quality and information security.
• Discuss e-collaboration, cloud and mobile computing and data delivery services, information flow and organizational change management.

MGMT-6175 WOMEN IN MANAGEMENT
3 cr.
This course is aimed at examining how perspectives and perceptions of male and female managers affect the workplace. This course will examine gender inequality and stereotypical biases in organizations, career options and upward mobility, work-life integration issues, inclusion and social networks, mentoring, sponsorship of women and career options and upward mobility, work-life integration issues, and policies that can facilitate these issues.

Learning Objectives
• Identify cultural barriers that inhibit women’s mobility and promotion in organizations.
• Examine work-life integration issues and organizational structures and policies that can facilitate these issues.
• Develop sensitivity skills essential for understanding institutional barriers and individual differences.
• Assess communal and agentic qualities and coping strategies associated with discrimination.
• Explore issues and review theories (e.g., incongruence) that relate to gender leadership.

MGMT-6180 WOMEN LEADERS IN GLOBAL ORGANIZATIONS
3 cr.
This course covers topics such as dual careers, cultural norms, home country management, expatriate development, and standards for foreign assignments. The course explores the fundamental issues and institutional barriers which block women’s access to international assignments that are essential for promotion to senior management positions. Students examine managerial practices, norms and selection criteria that must be reviewed and/or replaced through an overall reform to organizational policies and cultural values. Students also will explore the unique challenges and competencies needed to succeed in multinational corporations.

Learning Objectives
• Assess the cultural competence and intercultural communication skills essential for effective leadership in global environments.
• Acquire an appreciation for the competing tensions within organizations and the ability to apply appropriate knowledge and intercultural skills to balance internal and external global organizational environments.
• Develop skills to evaluate conditions and challenges faced by women preparing for global management assignments.
• Apply cultural intelligence skills for effective accomplishment of organizational goals.
• Evaluate diversity and cross-cultural management issues in the workplace.

MGMT-6185 MANAGERIAL DECISION MAKING
3 cr.
This course treats a range of quantitative and qualitative topics that treat special problems in decision making and judgment in the work lives of managers and executives. These topics include: the decision theoretic structure of decisions involving uncertainty, the use and interpretation of imperfect information, the treatment of outcomes when the decision maker is not risk neutral; cognitive and social biases of many types and how to anticipate and treat them in the decision making process, how to best de-bias ourselves, including fostering the reflectivity that is needed to root out deep biases we have long and closely held; the importance of empathy as we seek to understand others, including their own biases; the integration of formal and informal, quantitative and qualitative, insights and tools into general and strategic problem solving. Readings are numerous and varied, and range from academic to popular treatments of good and bad decisions in business and elsewhere, and an even broader range of treatments and topics in bias and judgment.

Learning Objectives
• Enhance their capacity to logically structure complex decisions.
• Enhance their capacity to detect and root out biases that distort their decisions and the decisions of those around them – the tool kit needed is enormous here.
• Enhance their judgment and skill in balancing formal and informal, quantitative and qualitative considerations in complex problems.

MGMT-6200 BUSINESS ETHICS AND COMPLIANCE
3 cr.
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 through effective compliance programs. Case studies will focus on the ethical and legal dimensions of corporate social responsibility.

Learning Objectives
• Gain knowledge of the ethical issues that arise in various business contexts and their relationship to compliance.
• Learn about the moral, legal, social, and economic environments within which those problems occur.
• Develop familiarity with the ethical concepts that are relevant for resolving those problems and develop the necessary reasoning and analytical skills for doing so.
• Apply ethical and CSR concepts for effectively achieving compliance.
MGMT-6205 BUSINESS SUSTAINABILITY
3 cr.
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.

Learning Objectives
• Develop the capacity to see ethical conduct as having both an expressive and a(normative) component (on oneself and on others) in the complex business environment. 
• Enhance their ability to articulate their reasons for how they make decisions and act in complex business environments.
• Enhance their capacity to short circuit ideology and opinion and employ formal models of ethical argument.
• Evaluate the culture and practices of particular business functions (e.g. marketing, finance) with respect to the complex environmental issues in the global marketplace.

MGMT-6210 ETHICS IN THE GLOBAL ENVIRONMENT
3 cr.
This course in Ethics treats a range of ethical topics, including the self-serving notion of Corporate Social Responsibility that multinational managers face on an ongoing basis in their work, building on the tools of ethical reasoning that allow managers to get beyond opinion and ideology and instead evaluate and deduce the correct ethical course of action. As much of ethical reasoning is contextual, a wide variety of situations are treated, often with competing ethical interests at stake. Students are expected to employ formal and informal methods of reasoning to evaluate ethical problems and actions of executives and others in a variety of case studies, often having to show how one balances competing tensions on the ethical conduct of managers of such firms. Examples include assessments of the conduct of a pharmaceutical firm that gives away AIDS drugs in desperately poor parts of the world, of a firm that illegally pays ransom money to save the lives of kidnapped employees, an energy company whose financial manipulations end up costing thousands of people their retirement savings, the employment of "faith" as both a guide and a constraint (on oneself and on others) in business, as well as public relations scandals and how to conduct oneself ethically in the midst of them.

Learning Objectives
• Enhance their capacity to short circuit ideology and opinion and develop instead careful modes of ethical reasoning, mastering and employing formal models of ethics situated in business contexts.
• Enhance their capacity to critique traditional arguments for simple models of ethical conduct and replace them with more complex models of ethical argument.
• Enhance their ability to articulate their reasons for how they treat and balance competing tensions on the ethical conduct of multinational firms and their managers.
• Develop the capacity to see ethical conduct as having both universal content as well as situational demands.

MGMT-6215 FAILURE AND CRISIS
3 cr.
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.

Learning Objectives
• Disciplinary Knowledge: By the end of the course, students will be able to design marketing programs for organizations who compete in the global market place.
• Strategic Thinking and decision making: By the end of the course, students will be able to evaluate the effectiveness of different marketing strategies and differentiate between global, multinational, international, and transnational strategies for a sustained competitive advantage.
• Global Understanding: By the end of the course students will be able to understand how to differentiate between customer segments within and across nations and how to compete when faced with the complexity of cultural influences.

MGMT-7010 GLOBAL STRATEGIC MANAGEMENT AND LEADERSHIP
3 cr.
This course provides an in-depth analysis of global leadership and strategic global management. In an integrative capstone project, students will apply the leadership and management skills they have gained throughout the program to formulate and implement successful strategic moves in the competitive global environment. A key focus of the project 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; International Human Resource Management; Motivation and Leadership; and Ethical and Social Responsibility in the Global Context. This course is typically offered in the spring.

Learning Objectives
• Demonstrate the ability to integrate and apply theoretical and practical knowledge in international accounting, international finance, international marketing, global operations, and global economics to strategic business problems.
• Demonstrate evidence of critical thinking skills including differentiating between strategic, tactical, and operational goals and plan.
• Demonstrate the ability to apply leadership skills in diverse global environments.
• Evaluate ethical and social responsibilities in global business environments, recognize ethical problems, and apply standards of ethical business behavior in global decision making.
• Demonstrate an understanding of the opportunities and challenges of business management in a global environment and develop cultural sensitivity and competence skills to support organizational goals and objectives.
• Compose clear, consistent, and effective written forms of communication as well as prepare and make effective business presentations.

MGMT-7030 MARKETING ANALYTICS AND BRAND MANAGEMENT
3 cr.
This course was designed to provide an overview of the tools used to make strategic marketing decisions about the firm’s brand and its customers. Graduate students with a background in basic research methods will find this course helpful for identifying ways to analyze data in order to make strategic marketing and resource allocation decisions. The course does not substitute for a basic course in marketing but focuses more on quantitative data analysis and its impact on the competitiveness of the firm. Students apply advanced statistics such as cluster analysis and conjoint analysis using big data for marketing decisions and brand management. Case study method and discussions will be used to evaluate competencies in these areas. This course is the capstone course in the Marketing Analytics and Brand Management Certificate. This course is typically offered in the spring. Pre-Requisite: MGMT-6155

Learning Objectives
• Critical and Strategic Thinking: Demonstrate how information technology and application of data affects marketing decision making and brand equity.
• Disciplinary Knowledge: Analyze data sets to make sound marketing decisions that affect the organizations sustainable competitive advantage.
• Leadership: Demonstrate leadership competencies in managing resources to support the brand and make ethical decisions about the allocation of these resources.
• Ethical Decision Making: Apply quantitative and qualitative decision support tools to business decision making.
• Ethical Decision Making: Identify and analyze ethical implications of business decisions and how these decisions affect various stakeholders.

MGMT-7035 STRATEGIC APPLICATION OF INNOVATION AND PLANNING
3 cr.
This course covers the critical skills for strategic leadership, strategy development, including environmental scanning, competitive assessment, entrepreneurial vision and communication, and management of human capital. The study enables students to understand and apply the basic concepts of a learning organization as a component of business strategic decision-making process. By the end of this course, the student will be fluent with the ideas and language of applying innovation and strategic planning for sustainability; and essential management skills such as leading innovation teams and building communication strategies from a stakeholder perspective to facilitate the process of technology transfer and strategic planning. This course is typically offered in the fall.

Learning Objectives
• Leadership: By the end of the term the student will be able to integrate the roles, competencies and behavior in an environment with competing interests and tensions to accomplish the organizational mission and vision while honoring the values and culture of both the organization and its partners. The effective integration of individuals’ knowledge, skills, energies, and abilities with the organizational goals and strategies in order to maximize innovation effectiveness.
• Critical and Strategic Thinking: By the end of the term students should be able to identify important facts, conditions, and circumstances in order to effectively manage innovation and integrate technology transfer into the planning process.
• Ethical Decision Making: By the end of the term students should demonstrate the capacity for making and critiquing decisions, which includes, but is not limited to, identifying potential courses of action, evaluating the costs, benefits and risks of each, and choosing among them for successful and ethical technology transfer and innovation management.
• Disciplinary Knowledge: By the end of the term, students should be able to understand how to position the organization competitively and the role of human capital in the innovation process.

MGMT-7045 STRATEGIC HUMAN RESOURCE MANAGEMENT
3 cr.
The role of HR and human capital in organizations today is one of strategic value and change agent in which HR members participate in developing the strategic direction for the organization. Emphasis in this course is placed on the way in which the global economy, technology, and business activities such as joint ventures and mergers and acquisitions impact the allocation and deployment of human resources including recruitment and selection, employee training and development, performance management, and career development.
Other topics 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 relating to applications of information technology. This is the capstone course for the HRM advanced certificate. This course is typically offered in the fall.

**Learning Objectives**
- Identify HR strategic issues relating to organizational mission and strategy.
- Assess the components of a human resource information system (HRIS) in the planning and administration of human resources.
- Develop human resource strategies for managing in a global environment.
- Apply and evaluate metrics to measure human resource outcomes and their impact on bottom-line.
- Examine and quantify the impact of HR roles in the MandA process.
- Evaluate the unique business and market characteristics of a high-tech firm and appraise how HR can support them.

**MGMT-7050 STRATEGIC INFORMATION TECHNOLOGY MANAGEMENT**
**3 cr.**
This course provides knowledge and competency-based framework related to Information Technology (IT) strategic planning, implementation and management. The curriculum is designed for general and technology managers as well as business leaders involved in strategic planning, designing, and implementing IT projects. The focus of the course is on the role of Information Systems and, particularly, integrating Information Technology components in the modern organization, and how IT leaders design and implement IT-dependent strategic initiatives. The course learning activities focus on the impact of IT on operating business models and how IT strategy should be aligned with the business strategy and decision-making practices; the impact of IT architecture to the organizational Socio-Technical System, and the importance of designing and building reliable and secure operational enterprise systems; the significance of IT leadership and the importance of fostering key IT capability and linking IT to business metrics. This course is typically offered in the spring.

**Learning Objectives**
- Analyze and evaluate organizational structures, operating models, and functional strategies; analyze and define the critical systems dimensions, supporting IT infrastructure, tools and applications.
- Analyze the organizational environment and Enterprise Architecture, plan IT architecture and suggest IT-dependent strategic initiatives aligned with the business strategy and decision-making practices.
- Analyze and evaluate IT capabilities and linking IT investments and values to appropriate business metrics; demonstrate advanced leadership techniques and business communications when communicating IT initiatives to wide-range audiences.

**MGMT-7055 STRATEGIC MARKETING FOR NONPROFIT ORGANIZATIONS**
**3 cr.**
The course examines marketing from the perspective of nonprofit and government agencies. It also examines ethical issues, social responsibilities of marketing professionals and the impact of funding sources on program development and marketing strategies including customer relationship marketing. The focus of the course looks at marketing programs for nonprofits and government agencies as it relates to the complexity of developing resources and funding to serve social issues in our society. This course is typically offered in the fall.

**Learning Objectives**
- Understand the role of marketing in nonprofit and government agencies; how to evaluate and retain customers for these organizations; and how to develop marketing programs relevant to customers and other stakeholders.
- Assess and develop resources for nonprofit and government agencies; and be able to develop a strategic marketing plan consistent with the organization's mission and vision.
- Evaluate strategic marketing alternatives and their impact on their stakeholders including their clients, volunteers, and society.

**MGMT-7070 STRATEGY AND TACTICS IN PROJECT MANAGEMENT**
**3 cr.**
This Project Management certificate capstone course builds on the prerequisite project management certificate courses. 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 will also 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. Course Materials Fee: Graduate Studies is pleased to be able to provide affordable, temporary licenses of the required software (MS Project) for this course for a small fee, which will be charged at the time of registration. Please note, this software is designed to run on Microsoft operating systems. This course is typically offered in the fall.

**Learning Objectives**
- Convert a problem, idea, or opportunity into clear objectives and action plans (strategy) that can be smoothly implemented.
- Explain and implement project portfolio planning strategies and integrate the strategies to manage multiple projects.
- Manage the strategic action cycle for project implementation, control, and closeout.

**MGMT-7075 WOMEN AND LEADERSHIP: STRATEGIES FOR SUCCESS**
**3 cr.**
This capstone course identifies leadership and communication strategies to enable women to communicate with higher levels of confidence and self-belief. Networking and self-promotion strategies to help overcome corporate barriers that limit or inhibit women's access to upper level positions are examined thoroughly. The course also includes a discussion about ethical leadership, moral courage, and organizational integrity as important factors characterizing women's leadership. A competency framework will be used to highlight the relationships between hierarchical levels and executive roles and responsibilities, and examples of successful women executives will be used to illustrate the efficacy of the different strategies.

**Learning Objectives**
- Understand the dynamics associated with promotion to senior management positions.
- Use strategies and tools to improve their leadership effectiveness in organizational settings.
- Apply their learning to increase their indispensability, identify appropriate sponsors and develop effective career plans.
- Evaluate career options including telework and entrepreneurial initiatives.
MGMT-7080 STRATEGIC BUSINESS APPLICATIONS
3 cr.
This capstone course is the culminating experience for students in the MBA in Business Management program. It is designed to integrate students' competencies in leadership, strategic management, ethical decision making and managerial communications, and apply the functional and professional skills they have gained throughout the program to formulate and implement successful strategic plans in the competitive global environment. This course will cover a) integration of leadership competencies and functional knowledge; b) application of strategic management tools and analytical frameworks used to scan the global business environment; c) assessment of the value of an organization's resources and capabilities as compared to the domestic and international competition; d) identification of alternatives that could resolve the strategic problems facing an organization; and, e) selection of well justified alternative that will best leverage the firm's core competencies to ensure sustainable competitive advantage. This course is typically offered in the fall and spring. Pre-Requisite: All required core courses and MGMT-6070
Learning Objectives
• Demonstrate familiarity with the principles of industry and competitive analysis leading to strategy development.
• Identify a strategic business problem amenable to analysis.
• Demonstrate the capability to develop a business strategy that solves the identified problem in light of the firm and industry context.
• Demonstrate skills needed in creating and presenting an executive-style presentation.
• Demonstrate skills needed to write a full strategic plan that includes an environmental scan, development of the corporate, business level, and functional strategies that support the mission and vision of the organization, and the implementation of these strategies with the allocation of human and financial resources. The last part of the strategic plan is the strategic audit and contingency plans.

PPOL-6170 PUBLIC FINANCE
3 cr.
The objective of this course is for students to gain a comprehensive understanding of the nature and scope of governments’ role in the economy.
Learning Objectives
• Analytical skills and critical thinking in the scope of public finance and policy reforms.
• Robust knowledge in the economics of government expenditures and externalities, social security, health insurance, and welfare.
• Sound comprehension of taxation policy impact and efficiencies.

PPOL-6175 PUBLIC SECTOR DECISION MAKING
3 cr.
This study explores various decision making models that are applicable to public sector decision making, including but not limited to: rational choice; organizational process; and bureaucratic politics models of decision making. The course is intended to highlight political and governmental influences on decisions and to distinguish where applicable, the differences between public policy decisions and sector decision making.
Learning Objectives
• Apply rational choice decision making to public sector decisions.
• Analyze organizational processes of decision making.
• Analyze political and managerial influences on decision making.
• Apply decision making uncertainty (probability models).
• Discuss conflicting objectives - Studies of decisional failures and why decisions are flawed and fail.

PPOL-6180 STATE AND LOCAL GOVERNMENT
3 cr.
State and Local Government is an introductory level graduate course designed for students interested in professional development in public administration, public affairs and public policy. The course focuses on politics and administration at the state level and on the relationships between states and the federal government and states and local governments. The concept of federalism is central to the study and specifically the dynamics of intergovernmental relations relevant to specific areas of public policy in which state funding is derived from and directed by the federal government.
Learning Objectives
• Facility with the concept of federalism and founding philosophy of federalism.
• Understanding constitutional provisions for states’ rights.
• Familiarity with the institutions of state and local government.
• Recognition of key policy areas for states and communities.
• Appreciation for forms of political participation at state and local levels.

PPOL-6005 POLICY PROCESS: SOCIAL POLICY
3 cr.
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. This course is typically offered in the fall and spring.
Learning Objectives
• Explain the institutions and various actors in the process of policy formation; how issues get on the policy agenda; types of policies and policy design and the place of policy implementation and evaluation in the policy formation process.
• Explain the ways in which ideas become policies within the Constitutional framework of the U.S., and the tensions and value conflicts that arise and are resolved as proposals or bills are considered and eventually become policies.
• Analyze how their own values affect their views of social problems and proposed policy solutions and the consistency of their views with the best evidence about social problems.

PPOL-6010 SOCIAL POLICY PERSPECTIVES
3 cr.
This course examines the development of American social policy. It considers definitions of social policy and a systematic framework for policy analysis of service delivery systems. We consider American individualism and its relationship to the development of social policy from the 1930s, through the Great Society programs of the 1960s, to contemporary social issues. Along with its companion course, Policy Studies I, this seminar encourages students to reflect in an informed and organized way on the inter-connectedness of social values and social policies. This course is typically offered in the fall and spring.
Learning Objectives
• Demonstrate an understanding of the history and methods of social policy perspectives and the ability to critique traditional measure of progress and propose and defend alternative measures.
• Compare and contrast different methodological approaches to social policy perspectives.
• Understand key issues such as universalism and selectivity; social capital; centralization versus decentralization and the tensions between the libertarian and progressive perspectives on the formation of social policy.
• Understand the critical substantive issues in the development of social and public policy. These would include: poverty and inequality; the modern welfare state; the nature of social provisions; the impact of globalization and public responses to health care and criminal justice.
• Integrate the foregoing concepts to: become familiar with the format of several types of research and reporting in social policy; become comfortable with the forms of argument and evidence in the field, including numerical; become consistent in your use of appropriate citation and documentation.
• Use appropriate resources for use in your graduate studies, including academic libraries, online resources, college support services, other students and mentors.

PPOL-6015 POLICY IMPLEMENTATION
3 cr.
This study of policy implementation deals with what happens after policy is formulated through legislation, executive action, or organizational governance. Implementation is often bureaucracy-driven, especially in the United States where virtually any domestic policy implementation is dependent upon multiple layers of federal, state and local governments and their agencies and where other types of organizations are hierarchically structured. The course includes the analysis of theories and their application to case studies in an effort to understand the reasons for the success and failure of implementation. This course is typically offered in the fall and spring.

Learning Objectives
• Describe the context of policy execution, particularly, the influence of multi-level American federalism in achieving policy goals and outcomes
• Explain policy implementation theories and how they might apply them to guide the implementation process to successful outcomes.
• Develop a model to conceptualize tensions between political and rational values as well as ethical and instrumental values at play.
• Demonstrate through practice-based knowledge of policy implementation, their ability to craft model implementation processes that build on what we know about successful implementation.

PPOL-6020 RESEARCH METHODS
3 cr.
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. This course is typically offered in the fall and spring.

Learning Objectives
• Apply appropriate research methodologies to public sector problems.
• Create and design a sound social science-based study.
• Articulate and convey appropriate research design methodologies in a clear, concise, and persuasive manner.

• Understand and identify appropriate ethical decisions in real world situations.
• Recognize public data limitations as well as privacy issues in data collection and research.
• Identify ways to effectively conduct research within the confines of certain real world constraints and requirements.

PPOL-6025 ETHICAL ISSUES IN SOCIAL POLICY
3 cr.
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. This course is typically offered in the fall, spring and summer 8-week term.

Learning Objectives
• Understand the basic ethics principles, concepts and standards that relate to today’s public policy environment.
• Understand the various ethical issues commonly encountered in public policy, and the relationship between ethics and law.
• Competency in moral reasoning and the application of basic ethical concepts when identifying, analyzing and resolving ethical conflicts.
• Awareness of one’s own values, and the underlying ethical issues.

PPOL-6030 PUBLIC POLICY ANALYSIS
3 cr.
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. This course is typically offered in the fall, spring and summer 8-week term.

Learning Objectives
• Perform a cost-benefit or cost effectiveness analysis on a government or nonprofit program, using such tools as: outcome estimation, for both policy analysis and program evaluation; marginal analysis; monetizing; discounting, and sensitivity analysis.
• Explain and apply the basic principles and assumptions underlying cost-benefit and cost effectiveness tools.
• Analyze the policy process by discussing how political factors can help and (more often) hinder policy analysis, and how policy analysts can meet these challenges.
• Analyze whether government or the market is better able to deliver a specific service, applying both liberal and conservative models of market failure and privatization.
• Discuss the management and policy implications of outsourcing the delivery of programs.
• Outline more efficient government regulatory policies for particular policy areas, by analyzing command and control regulations versus regulations based on quasi-markets.
• Analyze government policies that affect income and wealth distribution, applying conservative and liberal models of the equality-efficiency tradeoff to specific policy issues.

PPOL-6035 ADVOCACY IN STATE AND COMMUNITY-LEVEL GOVERNMENT
3 cr.
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. This course is typically offered in the fall, spring and summer 8-week term.

**Learning Objectives**

- Analyze the political, social and economic histories that have shaped current policy and programs in state and community-level government.
- Understand the process of identifying and mobilizing allies for advocacy efforts and to learn strategies of engaging them in building further support.
- Collect, evaluate and incorporate relevant empirical evidence to shape, optimize, and continuously inform strategies for advocacy at the state and community levels of government.

**PPOL-6040 ADVOCACY FOR MENTALLY DISABLED**

3 cr.

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 will also 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. This course is required for the Advanced Certificate in Community Advocacy. This course is typically offered in the fall, spring and summer 8-week term.

**Learning Objectives**

- Analyze the political, social, and economic histories that have shaped current policy around the provision of advocacy services for those mentally disabled populations residing in the community.
- Distinguish between and integrate policy analysis concerning the mentally disabled and learn about how advocacy and social justice have played a role in ensuring community based support for this population.
- Develop an understanding of how they might engage in advocacy at the micro, mezzo and macro level across diverse practice settings.

**PPOL-6045 ADVOCACY FOR CHILDREN**

3 cr.

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. This course is typically offered in the spring.

**Learning Objectives**

- Critically examine theoretical orientations for conceptualizing child advocacy and for connecting research and policymaking.
- Gain an understanding of how policy and the legal system are influenced by demographic changes, values, attitudes, and perceptions of the well-being of children.
- Think critically and learn analytical and acquire written skills for developing and expressing clear logical arguments for policymakers, professionals, and the public.

**PPOL-6050 HEALTHCARE POLICY**

3 cr.

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. This course is typically offered in the fall and summer 8-week term.

**Learning Objectives**

- Apply core public health knowledge to public health policy issues using principles from social and behavior sciences, epidemiology, and academic and research ethics.
- Define the major public health policy challenges facing the United States and other high income countries; identify sources of evidence and information about these policy challenges and potential solutions.
- Describe the health status and demographic profile of the U.S. population.
- Analyze the quality of research findings and assess the applicability to a particular health policy issue.

**PPOL-6055 HUMAN SERVICES POLICY**

3 cr.

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. This course is typically offered in the fall and summer 8-week term.

**Learning Objectives**

- Describe the historical basis for the current policies around human services in the United States.
- Describe and critically analyze current human services policies, procedures, and programs.
- Describe and critically analyze major fields of human services provisions from a multicultural perspective, including such areas as income disparities, health and mental health services, child welfare, educational practices, and corrections.

**PPOL-6060 MEDIA AND PUBLIC POLICY**

3 cr.

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.

Learning Objectives
• Explain and evaluate the role of the news media in the U.S.
• Understand and explain the factors influencing the content of the media.
• Evaluate and critique various media systems around the globe.
• Understand and explain the effects of the news media on the public.
• Evaluate research using scientific methods.

PPOL-6065 AGING AND PUBLIC POLICY
3 cr.
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 agism, sexism, and racism.

Learning Objectives
• Describe the principles, historical foundation and provisions of aging policy in the United States.
• Understand specific current aging policies regarding education, income support, anti-discrimination, housing and long-term care, employment, and retirement.
• Demonstrate skills to propose well-reasoned, creative and viable aging-related policy solutions.

PPOL-6070 RACE CLASS AND GENDER IN U.S. PUBLIC POLICY
3 cr.
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 policy areas from domestic policy and civil rights to international affairs and foreign policy. We will investigate the political and theoretical basis of policymaking as it reflects and affects social-structural relations between social groups, especially relations of gender, race, and class. We will seek to understand the social relations that systematically disadvantage some social groups and privilege others. We will explore how these social relations shape policy processes and how this influences how governments respond to public problems. This course is typically offered in the fall and summer 8-week term.

Learning Objectives
• Understand the importance of race, class, gender, and sexuality as distinct and interrelated aspects of social life.
• Explore the significance of race, class and gender in social institutions and individual experiences, interactions, and identities and formation of social policy.
• The ability to gain a more sophisticated understanding of the issues of race, gender and class within public policy.

PPOL-6075 FAMILY POLICY
3 cr.
In this course, students examine the institution of the family through the lens of cultural values and as an area for policy decisions. More generally, this course will explore the reciprocal linkages between family functioning and public and private policies in this country. Topics raised in the course consider how the family unit has evolved over time, the cultural values that shape not only how family is viewed but also how that view shapes policy decisions that affect the family and the impact that these policy decisions have upon both families and the larger society. This course is required for the Advanced Certificate in Child and Family Advocacy. This course is typically offered in the spring.

Learning Objectives
• Critically examine theoretical orientations for conceptualizing family policy and for connecting research and policymaking.
• Gain an understanding of how policy is influenced by demographic changes, values, attitudes, and perceptions of the well-being of children and families.
• Think and write critically for developing and expressing clear logical arguments for policymakers, professionals, and the public.

PPOL-6080 CITIZEN AND STATE: CONTEMPORARY AMERICAN IDEOLOGIES AND POLITIC
3 cr.
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 Work and Public Policy Advanced Certificate program.

Learning Objectives
• Facility with and understanding of the varied roles of citizens in pluralist democracy.
• Advanced level knowledge of the institutions of American national government (the state).
• Familiarity with historically significant case studies of citizen action and influence on policy.
• Advanced level understanding of political communications.
• Advanced level understanding of the ideological and coercive apparatus of the state.

PPOL-6085 PUBLIC ADMINISTRATION
3 cr.
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. This course is typically offered in the fall, spring and summer 8-week term.

Learning Objectives
• Understand concept and theories related to public administration.
• Be able to identify the various stakeholders in public administration.
• Be able to conduct policy analysis pertaining to public administration.
PPOL-6090 QUANTITATIVE METHODS
3 cr.
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. This course is typically offered in the fall, spring and summer 8-week term.

Learning Objectives
- Conceptually understand the statistical methods studied in the course and how they can be applied to analyze a variety of public policy issues.
- Interpret the results of statistical analyses and think critically about the potential issues that arise when trying to draw conclusions from such results.
- Conductor statistical analyses using the statistical package SPSS.

PPOL-6095 QUALITATIVE METHODS
3 cr.
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.

Learning Objectives
- Understand the epistemological claims.
- Understand the validity and reliability issues in qualitative research.
- Understand the important political and ethical issues in qualitative research.

PPOL-6100 HEALTH AGING AND DISABILITY POLICY
3 cr.
This study examines social policy regarding several groups in American society which are labelled by and which receive service from various health care systems. These include the aged, the “disabled” (deaf blind, mentally and emotionally disabled, and even addicted). Students examine the social construction of such labels and current policies applying to these groups at both the federal and local levels. 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 examines intersectionality – how belonging to two or more such labelled groups changes identity and service. This course is typically offered in the spring.

Learning Objectives
- Describe the effects of our aging and disabled population on older adults, families, society and the healthcare system.
- Describe service programs and policy interventions that could correct inequities in the aging and disability experience as it relates to gender, race/ethnicity, sexual orientation, socio-economic status, and cross-cultural differences, particularly among the economically disadvantaged.
- Apply analytical thinking to aging and disability research and statistical findings.
- Apply problem solving to critical ethical issues related to an aging and disabled society, such as loss of autonomy and end of life care.
- Apply public policy and politics concerning aging and disabled adults, including advocacy, legislation, organizational structures, and practices for identifying funding.

PPOL-6110 MILITARY AND VETERAN CULTURE: DEVELOPING CULTURAL COMPETENCY
3 cr.
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. This course is typically offered in the fall and summer 8-week term.

Learning Objectives
- Describe the military recruitment and training process.
- Understand the structure of the American military.
- Understand the impact of serving in the military on post-service life.

PPOL-6115 VETERANS AND DISABLING INJURY
3 cr.
This course is recommended for students who work with (or wish to work) with those veterans whose lives have been most affected by their military service. It provides a more detailed exploration of the particular physical and emotional injuries that impact veterans and complicate their re-integration into civilian life, including posttraumatic stress injuries, traumatic brain injuries, physical disability, and military sexual trauma, addressing both the injuries that typify current conflicts and the continuing effects of injuries from past wars. Topics include the etiology of various traumatic injuries, current treatment protocols, evolving policy concerning traumatic injuries, and both physiological and cultural/social aspects of identification, diagnosis, and treatment.

Learning Objectives
- Describe the key challenges facing veterans.
- Identify treatment of various injuries suffered by veterans.
- Understand the social context of veterans’ services.

PPOL-6120 VETERAN OUTREACH SERVICES AND ADVOCACY
3 cr.
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. This course is typically offered in the spring.

**Learning Objectives**
- Identify challenges facing veterans.
- Understand the role of the state and other stakeholders in providing veterans services.
- Suggest methods of improving veterans' services.

**PPOL-6125 VETERAN PROGRAMS AND BENEFITS** 3 cr.
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. This course is typically offered in the spring.

**Learning Objectives**
- Understand needs assessment as it pertains to veterans services.
- Identify basic services available to veterans.

**PPOL-6130 VETERAN SERVICES AND PUBLIC POLICY** 3 cr.
This course provides a holistic overview of the policy framework within which federal, state, community-based, and other 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. This course is typically offered in the fall.

**Learning Objectives**
- Understand how federal, state, and local stakeholders impact veterans services.
- Describe how policy-making operates in veterans services.
- Place the development of veterans' services within a historical context.

**PPOL-6145 DISABILITY ISSUES** 3 cr.
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.

**Learning Objectives**
- Critically evaluate current definitions and theories of disability.
- Identify some of the issues that influence individuals with specific disabilities and understand the complex interplay of social, political and economic forces as they relate to disability.
- Examine and critique ideological assumptions that shape social institutions, professions, policies and systems of representation about disability.
- Develop a broader awareness of the applicability of disability studies knowledge to a wide range of issues.

**PPOL-6155 COMMUNITY ORGANIZING** 3 cr.
Effective civic engagement often challenges us to work with others at the grassroots level to meet a wide variety of human needs. This online 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.

**Learning Objectives**
- Distinguish community organizing from other approaches to addressing problems in communities.
- Consider how changes in civic engagement and voluntary associations impact community organizing and grassroots mobilization.
- Determine how to identify and engage community members who will get involved in organizing campaigns and how to support their participation in decision-making processes.

**PPOL-6160 CORRUPTION CIVIL SOCIETY AND SOCIAL TRUST IN THE CONTEMPORARY WORLD** 3 cr.
Over the past 20 years scholars, policy makers and academics have devoted increasing attention to the study of corruption as 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.

**Learning Objectives**
- Convey 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.
- Discuss corruption as it has been viewed in the sociological literature on civil society, more specifically the relationship between culture, civil society and social trust.
- Evaluate strategies for building social capital and civic trust in order to reduce corruption and improve governance and the quality of government institutions.

**PPOL-6165 NEW YORK STATE GOVERNMENT AND POLITICS** 3 cr.
This course explores the structure and function of political institutions in New York State government and political activity at the state and local levels, including the state legislature, the governor, state agencies, the court system, and intergovernmental/federalism relationships with particular focus on the policy making process.
Learning Objectives
- Explain how the different processes work in the New York State Government, including the State and local branches.
- Explain how organizations and strategies affect the ability to govern in New York State.

**PPOL-6175 PUBLIC SECTOR DECISION-MAKING**  
3 cr.
This study explores various decision making models that are applicable to public sector decision making, including, but not limited to: rational choice; organizational process, and bureaucratic politics models of decision making. The course is intended to highlight political and governmental influences on decisions and to distinguish where applicable the differences between public policy decisions and private sector decision making.

Learning Objectives
- Rational choice decision making.
- Organizational processes of decision making.
- Bureaucratic political influences on decision making.
- Naturalistic decision making (experimental, analog, unconscious, and intuitive decision making).
- Analytical decision making (formal, logical, statistical, conscious).
- Studies of decisional failure and why decisions are flawed and fail.

**PPOL-7005 FINAL PROJECT DESIGN: SOCIAL AND PUBLIC POLICY**  
3 cr.
In this course, students develop the proposal for research that they will conduct in the final project for their programs of study. In the proposal, students describe the problem or issue upon which the final project will focus and establish a plan to guide the research on the problem or issue including the design for gathering and analyzing data and presenting the findings. Through analyses of case studies and a scholarly review of the literature in the topic of their choice, students will learn how policy-makers interact and the role of the media and social advocates in shaping policy. The final project will take the form of a policy memorandum, which offers an opportunity to explore how theories connect with issues that professionals face. The policy memorandum will demonstrate the student's technical and formal skills of analysis as well as showing a deeper understanding of the legal principles as well as the role of ethics and economics in the formulation of policy in their chosen field. This course is typically offered in the fall and spring.

Learning Objectives
- Clearly define the public policy problem as it relates to his/her specific degree concentration.
- Frame the research questions and sub-questions.
- Define what it is that will be measured or observed.
- Examine the relevant literature to determine what others have said and done and identify the gaps in the research; Identify preliminary policy solutions.
- Discuss the implications of the research and the need for and protection of human subjects, if any.

**PPOL-7010 FINAL PROJECT - PROFESSIONAL PROJECT: SOCIAL AND PUBLIC POLICY**  
3 cr.
As the concluding study in this Master of Arts program, the student will complete a culminating independent research project in the form of an academic thesis, in which they engage in a sustained examination of a critical question or issue related to their program. The 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 can be either theoretical or empirical. Writers of theses make appropriate inferences based on a deep analysis of the chosen topic or question. The thesis is the best choice of final project for students with plans to continue their studies toward a doctorate. Completion of the thesis requires an oral defense. All theses are published in the ProQuest/UMI service. Pre-Requisite: All required core courses, PPOL-7005 and permission of advisor.

Learning Objectives
- Frame the research objective or problem including the delineation of the hypotheses, purposes and/or questions as appropriate.
- Demonstrate a nuanced comprehension of a complex body of knowledge at the forefront of their field of study.
- Exhibit creativity and originality in applying knowledge to a research question or problem.
- Use established inquiry techniques in creating and interpreting new knowledge.
- Demonstrate clarity and precision of writing and conducting an oral defense.

**SPED-6005 INTRODUCTION TO HISTORY OF SPECIAL EDUCATION LAW**  
3 cr.
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. Students must complete at least 10 hours of class time in a classroom 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 typically offered in the fall.
COURSES

Learning Objectives
• Articulate salient elements of disability law as it pertains to teaching adolescents with disabilities.
• Apply knowledge of special education law in providing appropriate student accommodations.
• Apply knowledge of special education law as it pertains to fostering partnership with student and family.
• Articulate special education law in advocacy.

SPED-6025 TEACHING AND LEARNING ACROSS THE CONTENTS: METHODS I
3 cr.
This methods course examines the complex relationship between teaching and learning across the contents of Social Studies, Math, Science and English Language Arts to prepare the teacher candidate for the general education classroom, 7-12. Teacher candidates will examine the relationships between various teaching strategies and diverse students’ learning styles and needs; individualize instruction; explore the relationships between teacher candidates’ assumptions, beliefs and attitudes and their own teaching styles; and reflect on their own experiences as learners to gain insight into these issues. The study of teaching methods and micro-teaching sessions will relate to the four content areas. All teacher candidates will study issues related to adolescent development; be familiar and develop lessons based on the Common Core Standards, theories and research related to teaching and learning; content specific teaching methods and materials, and instructional objectives; advantages and disadvantages of various teaching methodologies; techniques of teacher candidates self-assessment; uses of technology to enhance learning as an interactive medium and as a teaching tool, and the cognitive and social aspects of technology mediated learning. Students must complete at least 10 hours NT/ 5 hours CT of classroom observations (appropriate to the content areas) with a certified teacher. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Teacher candidates will teach two peer instructed microteaching lessons. This course is typically offered in the spring. Pre-Requisite: EDUC-6010

Learning Objectives
• Advance their knowledge of teaching diverse learners to address cultural bias in the classroom.
• Apply and act on new knowledge of teaching and learning to inform their classroom instruction.
• Put well constructed lesson plans, based on their content, into classroom instruction.

SPED-6040 CHILDREN WITH DISABILITIES: SEVERE AND PROFOUND (K-12)
3 cr.
This course prepares the pre-service and in-service special education teacher candidates to teach children with severe and profound disabilities in a variety of classroom settings. This course is comprised of an overview of developmental disabilities, etiology, characteristics, genetic disorders, and frequency of developmental disabilities, diagnostic, instructional services and behavior interventions, and findings of current research. Students must complete at least 10 hours NT/ 5 hours CT in the classroom 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 typically offered in the summer 8-week term. Pre-Requisite: SPED-6005 AND EDUC-6015

Learning Objectives
• Apply their knowledge of children with severe and profound disabilities to use technology and assistive technology to enhance classroom instruction.

SPED-6045 BEHAVIORAL MANAGEMENT AND INTERVENTION
3 cr.
This course is designed to help pre-service and in-service teachers identify, record, evaluate, and intervene with students who are displaying behavioral difficulties in the classroom. The course teaches universal and targeted behavior management assessments, techniques, and interventions for special educators within school-wide, classroom, and individual settings. This course focuses on both low and high-incidence emotional and behavioral problems encountered in general and special education environments. Specific emphasis will be on understanding the characteristics and interventions that work with the most challenging students, and assessment and intervention techniques for students with intensive behavioral needs will be emphasized. Intervention techniques will include functional behavior assessment, positive behavior support, crisis management, and applied behavior analysis. Students will learn how to develop classroom and individual behavior management plans. Students must complete at least 30 hours NT/ 5 hours CT in the classroom 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 typically offered in the summer 8-week term. Pre-Requisite: SPED-6005 AND EDUC-6015

Learning Objectives
• Apply their knowledge in the development of behavioral strategies and intervention plans.
• Collaborate with related professionals to address target behaviors and develop a behavior intervention plan.
• Effectively and skillfully apply the principles of Functional Behavior Assessment and Positive Behavior Support in the treatment of problem behavior.

SPED-6050 TEACHING EXCEPTIONAL ADOLESCENTS IN INCLUSIVE SETTINGS: METHODS II
3 cr.
This course prepares secondary pre-service and in-service teachers to provide modifications for exceptional students in English Language Arts, Math, Science, and Social Studies. The focus of this course is on planning instruction and assessments to meet the needs of all students with an emphasis on the role of literacy instruction in learning content. During the course, students will examine the particular learning needs of students with learning and, emotional disabilities, and giftedness. Students also will explore practical aspects of collaborating with general education content teachers in inclusive settings. Specifically, students will receive instruction and practice in modifying lesson plans of general education content teachers so that they meet the learning needs students with specific exceptionalities. The course also will review various assistive technologies available to students with physical and intellectual disabilities. Teachers will then be prepared to use various instructional models to address the needs of students with these exceptionalities. Among the instructional models to be examined are backwards planning, differentiated instruction, culturally responsive teaching, brain based and cooperative learning, and the Universal Design for Learning. This course also will feature specific responsibilities of teachers and schools regarding student learning and safety. Specifically included are means for identifying and reporting suspected child abuse and maltreatment, means for instructing students for the purpose of preventing child abduction; preventing alcohol, tobacco, and other drug abuse; providing safety education; and instruction in fire and arson prevention. Students must complete at least 10 hours NT/ 5 hours CT in the classroom 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 typically offered in the fall. Pre-Requisite: SPED-6025

**Learning Objectives**
- Effectively apply their knowledge of classroom planning and managing for the exceptional student in the general education setting.
- Effectively and skillfully develop methods of curriculum planning and development.
- Advance their knowledge of assessment and test scores to generate educational goals.
- Establish a safe classroom environment.

**SPED-6060 PSYCHOEDUCATIONAL ASSESSMENT PRACTICES AND IEP DEVELOPMENT AND IMPLEMENTATION**
3 cr.

This course focuses on special education processes, including screening, assessment, Individualized Education Program (IEP) development/monitoring, and evaluation. Referral and assessment for special education eligibility, norm-referenced and teacher-developed assessments, legal and procedural issues in IEP development, and strategies for assessing students from culturally and linguistically diverse backgrounds will be included. The course will include discussion and practice of the components of effective assessment, including examination of evaluation procedures, from pre-referral intervention, eligibility/placement decision making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). Focus will include academic, affective, behavioral, work-study skill, adaptive functioning, and environmental measures. Students also will learn how to interpret and evaluate the psychometric properties of psychoeducational assessments as part of choosing valid and reliable assessment tools. Additional course topics will address emerging evaluation trends, test modifications/accommodations, parent involvement in the IEP process, and progress monitoring and reporting. Students must complete at least 10 hours NT/ 5 hours CT in the classroom 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 typically offered in the spring. Pre-Requisite: SPED-6005 AND EDUC-6015

**Learning Objectives**
- Apply their knowledge of IEP development to provide appropriate services for the exceptional student.
- Effectively collaborate with the IEP team members.
- Implement appropriate behavior intervention plans for the exceptional student.
- Collaborate with related professionals through the eligibility process.
- Develop and maintain compliance of the IEP.

**SPED-6070 SUCCESSFUL TRANSITIONING THROUGH PARTNERSHIP AND COLLABORATION**
3 cr.

This course prepares pre- and in-service special education teachers to assist exceptional students with postsecondary planning. It is critical that students with exceptionalities receive explicit support from various educators, in addition to school counselors and psychologists, in making various essential life choices as they move from late adolescence to dealing with the challenges of adult life. Therefore, this course is designed to provide the pre-service special education teacher with various methods in developing partnerships on behalf of the exceptional student. To this end, the course will address how to assess the severity of a student’s disability, understand the various needs for support at a postsecondary institution, discuss programmatic differences at colleges and universities, comply with testing accommodations for required examinations enlist community agencies, counsel for the transition to independent living, explain the implications of changes to classification status, and work through complex application procedures. In an effort to foster and develop a culturally competent framework, participants will learn through a variety of readings, activities, reflections, and online discussions concerning how to foster positive relationships between the school and the family, the special education student and the school, and explore critical perspectives on the school and community relationship. Particular attention will be given to developing collaborative and co-teaching skills and experiences in the inclusive classroom. Students must complete at least 10 hours NT/ 5 hours CT in the classroom 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 typically offered in the summer 8-week term. Pre-Requisite: SPED-6005

**Learning Objectives**
- Prepare the exceptional student for postsecondary education with related professionals and agencies.
- Prepare the exceptional student to self-advocate for services.
- Partner with the student and family during the transition process.

**SPED-6075 FOUNDATIONS OF EDUCATIONAL ACTION RESEARCH**
3 cr.

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. Topics will include the research process from problem formulation, literature review, research design, and statistical analysis to report writing and dissemination. Both qualitative and quantitative research methods of data collection will be reviewed, and students will be introduced to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. Students will conduct a small action research project over the course of the semester. This process will involve the identification of a specific issue in the student's work setting, researching the literature regarding the issue, designing a proposal to solve the issue, implementing the solution (after the proposal has been approved by the SUNY Empire State College Institutional Review Board), and reporting the results. Students must complete at least 10 hours NT/ 5 hours CT in the classroom 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 typically offered in the fall. Pre-Requisite: EDUC-6015

**Learning Objectives**
- Apply their knowledge of basic research methodology to conducting action research.

**SPED-7005 SPECIAL EDUCATION MASTERS CAPSTONE FINAL PROJECT**
3 cr.

The Special Education Masters Capstone Final Project course guides students through the process of disseminating their action research proposals developed in the Foundations of Educational Action Research course. Gaining experience in action research dissemination prepares students for communication with other special education professionals at the state and national level. Guided by the instructor, students will refine their action research proposal and do the following: a) format their action research proposals into a journal manuscript as a course assignment; b) submit a conference presentation proposal as a course assignment; and c). design a PowerPoint and present their action research proposals to their peers and/or other faculty in an online class conference format. Further, students will write a reflective Special
Education Teacher Identity and Philosophy that is a culmination of their observation experiences, research, theoretical framework and growth. This course is typically offered in the spring. Pre-Requisite: SPED-6075

Learning Objectives
• Develop a teaching philosophy based on the reflection of the knowledge gained throughout their special education program.
• Present action research project proposal to their peers and special education program faculty in an online class conference format.

SPED-7010 SPECIAL EDUCATION RESIDENCY I: NEW TEACHERS
3 cr.
The Special Education Residency I is a clinically rich course that places the Resident into the classroom under the direct supervision of a Special Education critic teacher throughout the term. This blended course provides special education teacher interns with mentoring and support throughout their first term in the classroom. Mentoring is primarily situated in the classroom, supplemented with online discussions and face-to-face group meetings. This course is typically offered in the fall. Pre-Requisite: SPED-6050

Learning Objectives
• Effectively and collaboratively co-teaching with the critic teacher.
• Apply their knowledge to effectively instruct exceptional students in an inclusion, full inclusion or a self-contained classroom setting.

SPED-7015 SPECIAL EDUCATION RESIDENCY II: NEW TEACHERS
3 cr.
The Special Education Residency II is the second course in the clinically rich program that places the Resident into the classroom under the direct supervision of a Special Education critic teacher throughout the term. This blended course provides Residents with mentoring and support throughout their second term in the classroom. Mentoring is primarily situated in the classroom, supplemented with online discussions and face-to-face group meetings. Eight weeks of this term will be devoted to a Student Teaching experience with the Special Education critic teacher. This course is typically offered in the spring. Pre-Requisite: SPED-6050

Learning Objectives
• Effectively and collaboratively co-teaching with the critic teacher.
• Apply their knowledge to effectively instruct exceptional students in an inclusion, full inclusion or a self-contained classroom setting.

SPED-7020 SPECIAL EDUCATION RESIDENCY SEMINAR: CERTIFIED TEACHERS
3 cr.
The Special Education Residency Seminar is a clinically rich course that places the certified teacher resident into classrooms of a variety of content areas under the direct supervision of a Special Education critic teacher throughout the term. This blended course provides special education teacher Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident’s classroom, supplemented with online discussions and face-to-face group meetings. Twenty days during the Special Education Residency Seminar will be a Student Teaching experience with the Special Education critic teacher. Successful completion of SERS, and other relevant requirements, will lead to NYSED Initial certification in Student with Disabilities Generalist, 7-12. This course is typically offered in the summer 8-week term. Pre-Requisite: SPED-7010

Learning Objectives
• Effectively and collaboratively co-teaching with the critic teacher.
• Apply their knowledge to effectively instruct exceptional students in an inclusion, full inclusion or a self-contained classroom setting.
HEGIS Codes

The following are the Higher Education General Information Survey (HEGIS) codes for the graduate programs.

MASTER’S DEGREES

MBA
  Healthcare Leadership – 1202
  Business Management – 0506

M.A.
  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 specialist:
    Biology – 0804.04
    Chemistry – 0804.04
    Earth Science – 0804.04
    English – 0823
    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, Spanish – 1199.01
    Mathematics – 1701.01
    Physics – 1902.01
    Social Studies – 2201.01
  Adolescent Special Education (initial certification) – 0808

M.Ed.
  Teaching and Learning – 0829
  Adolescent Special Education (additional certification) – 0808

M.S.
  Finance – 0506
  Information Technology – 0701

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
Global Finance and Investment – 0504
Healthcare Management – 0506
Heritage Preservation – 4901
Human Resources Management – 0506
Information Technology Management – 0506
Innovation Management and Entrepreneurship – 0506
Leadership for Sustainable Development – 5099
Marketing Analytics and Brand Management – 0506
Nonprofit Management – 0506
Optometry Business Management – 0506
Project Management – 0506
Public Administration – 2102
Public History – 4901
Social Entrepreneurship – 0599
STEM Education and Emerging Technologies – 0899
Teaching and Learning with Emerging Technologies – 0899
Veterans Services – 2299
Women and Corporate Leadership – 0506
Women’s and Gender Studies – 4901
Work and Public Policy – 0516
Workforce Development – 2199

COMBINED BACHELOR’S/MASTER’S PROGRAMS AND PATHWAYS

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-BM – 0506
Cultural Studies/M.A. in Liberal Studies – 4901
Historical Studies/M.A. in Liberal Studies – 4901
The Arts/M.A. in Liberal Studies – 4901
Administrative Personnel

MALATRAS, JIM
President
B.S., M.S., Ph.D., State University at Albany

BENKE, MEG
Provost and Executive Vice President for Academic Affairs
B.S., Youngstown State University
M.S., Ph.D., Ohio University

ARNOLD, TAI
Interim Vice Provost Student Success and Retention
B.A., M.A., Ph.D., American University

LAWLESS, JOHN
Interim Vice Provost Academic Administration
Ph.D., University of Georgia
M.P.H., Drexel University

SHRIMPTON, NICOLE
Interim Vice Provost Faculty Affairs
B.S., North Carolina State University
Ph.D., University of Edinburgh, Scotland

GARCIA, JOSEPH
Executive Vice President for Administration
B.S., University of Arizona
MBA, University of Central Oklahoma
E.M.L., Georgetown University

WILLIAMS, WALTER
Vice President for Advancement
Executive Director, Empire State College Foundation
B.S., University of Mississippi, Oxford
M.S., Ithaca College

STEEN, CLAYTON
Vice President for Enrollment Management
B.A., Ph.D., State University at Buffalo
M.Ed., Medaille College

DAWES, ELLIOTT
Chief Diversity Officer for Institutional Equity and Inclusion
Title IX Coordinator
B.A., Cornell University
J.D., New York University School of Law
LL.M., Columbia University School of Law

MARKHAM, CHRISTOPHER
Associate Vice President for Information Technology and Chief Information Officer
A.A., Macomb Community College
B.A., Northwood University, Midland
M.A., University of Detroit, Mercy

GONYEA, NATHAN
Dean, School for Graduate Studies
B.S., Sacred Heart University
M.S., Ph.D., State University at Albany
518-587-2100, ext. 2762
Nathan.Gonyea@esc.edu

ANGELINI, EILEEN
Associate Dean, School for Graduate Studies
B.A., Middlebury College
M.A., Ph.D., Brown University
518-587-2100, ext. 2903
Eileen.Angelini@esc.edu

YANNUZZI, LEIGH
Assistant Dean of Graduate Partnerships, Accreditation and Licensure; Visiting Assistant Professor
B.S., Towson University
MAT, Johns Hopkins University
Ph.D., State University at Albany
SUNY Chancellor’s Award for Professional Service, 2015
518-587-2100, ext. 2537
Leigh.Yannuzzi@esc.edu

ANGIELLO, JOSEPH
Chair, Graduate Liberal Arts and Sciences Division
Coordinator, M.A. Community and Economic Development
B.S., M.A., Fordham University
Ph.D., University of Texas
845-574-4130
Joe.Angiello@esc.edu

BAKER CLANCY, CARMIE
Director of Graduate Outreach and Admissions
B.A., State University at Oswego
M.S., State University at Albany
Chancellor’s Award for Excellence in Professional Service, 1993
518-587-2100, ext. 2393
Cammie.Baker-Clancy@esc.edu
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<tbody>
<tr>
<td>DAS, AJAY</td>
<td>Coordinator, MAT and M.Ed. Adolescent Special Education</td>
<td>B.M.R., Osmania University, India, Ph.D., University of Melbourne, Australia</td>
<td>518-587-2100, ext. 1394, <a href="mailto:Ajay.Das@esc.edu">Ajay.Das@esc.edu</a></td>
</tr>
<tr>
<td>EADES-BAIRD, MICHELLE</td>
<td>Coordinator, M.A.T. in Adolescent or Middle Childhood Education</td>
<td>B.A., SUNY Binghamton University, M.S.Ed., D'Youville College, Ph.D., State University at Buffalo</td>
<td>585-224-3200, ext. 3261, <a href="mailto:Michelle.Baird@esc.edu">Michelle.Baird@esc.edu</a></td>
</tr>
<tr>
<td>EISENBERG, BARRY</td>
<td>Coordinator, MBA in Healthcare Leadership</td>
<td>B.A., City University of New York, Queens College</td>
<td>646-230-1298, <a href="mailto:Barry.Eisenberg@esc.edu">Barry.Eisenberg@esc.edu</a></td>
</tr>
<tr>
<td>FUCHS-ABRAMS, SABRINA</td>
<td>Coordinator, M.A. in Liberal Studies</td>
<td>B.A., Harvard University, M.A., M.Phil., Ph.D., Columbia University</td>
<td>646-230-1268, ext. 1268, <a href="mailto:Sabrina.FuchsAbrams@esc.edu">Sabrina.FuchsAbrams@esc.edu</a></td>
</tr>
<tr>
<td>GODLEWSKI, LINDY</td>
<td>Senior Coordinator of Teacher Education</td>
<td>B.A., Hobart and William Smith Colleges, M.S., The College of Saint Rose</td>
<td>518-587-2100, ext. 2837, <a href="mailto:Lindy.Godlewski@esc.edu">Lindy.Godlewski@esc.edu</a></td>
</tr>
<tr>
<td>HEMMING, AMY</td>
<td>Special Projects Coordinator</td>
<td>B.A., St. Lawrence University, MAT, Union Graduate College</td>
<td>518-587-2100, ext. 2431, <a href="mailto:Amy.Hemming@esc.edu">Amy.Hemming@esc.edu</a></td>
</tr>
<tr>
<td>MAHAR, DONNA</td>
<td>Coordinator, M.A. Adult Learning</td>
<td>B.A., LeMoyne College, M.A., C.A.S., Ph.D., Syracuse University</td>
<td>315-247-4348, <a href="mailto:Donna.Mahar@esc.edu">Donna.Mahar@esc.edu</a></td>
</tr>
<tr>
<td>McEVOY, JILL</td>
<td>Coordinator of Student and Academic Services</td>
<td>B.S., State University at Plattsburgh, M.A., State University at Stony Brook</td>
<td>518-587-2100, ext. 2220, <a href="mailto:Jill.McEvoy@esc.edu">Jill.McEvoy@esc.edu</a></td>
</tr>
<tr>
<td>O’CONNOR, EILEEN</td>
<td>Coordinator, M.A. Learning and Emerging Technology</td>
<td>B.A., College of New Rochelle, M.S., New York University, Ph.D., State University at Albany</td>
<td>518-587-2100, ext. 2813, <a href="mailto:Eileen.OConnor@esc.edu">Eileen.OConnor@esc.edu</a></td>
</tr>
<tr>
<td>RAJABION, LILA</td>
<td>Coordinator, M.S. in Information Technology</td>
<td>B.A., B.S., University of Windsor, Canada, M.S., University of Detroit Mercy, D.M.T., Lawrence Technical University</td>
<td><a href="mailto:Lila.Rajabion@esc.edu">Lila.Rajabion@esc.edu</a></td>
</tr>
<tr>
<td>REESE, EVAN</td>
<td>Recruitment and Outreach Specialist</td>
<td>B.A., Syracuse University, M.S., State University at Albany</td>
<td>518-587-2100, ext. 2904, <a href="mailto:Evan.Reese@esc.edu">Evan.Reese@esc.edu</a></td>
</tr>
<tr>
<td>RUSSELL, JASON</td>
<td>Coordinator, M.A. Work and Labor Policy</td>
<td>B.A., The University of Western Ontario, M.A., SUNY Empire State College, Ph.D., York University</td>
<td>716-686-7800, ext. 3823, <a href="mailto:Jason.Russell@esc.edu">Jason.Russell@esc.edu</a></td>
</tr>
<tr>
<td>RYAN, PATRICIA</td>
<td>Director of Student and Academic Services</td>
<td>B.A., State University at Oswego</td>
<td></td>
</tr>
<tr>
<td>SANBORN, REBECCA</td>
<td>Senior Staff Assistant for Clinical Experiences</td>
<td>B.A., State University at Albany, MAT, Sage Graduate School</td>
<td>518-587-2100, ext. 2850, <a href="mailto:Rebecca.Sanborn@esc.edu">Rebecca.Sanborn@esc.edu</a></td>
</tr>
</tbody>
</table>
SINGH, SHISHIR
Coordinator, M.S. in Finance
M.S., Indian Institute of Technology, Delhi
M.B.A., University of Delhi, India
M.B.F., Finafrica Foundation, Italy
M.A., International University of Japan
M.A., Simon Fraser University, Canada
Ph.D., Concordia University, Canada
518-587-2100, ext. 2959

SUN, HOPE
Chair, Business, Management and Leadership Division
Coordinator, MBA in Business Management
B.A., Tianjin Foreign Studies University, China
M.S., University of Utah
Ed.D., Idaho State University

SZLASA, KIRSTIE
Senior Staff Assistant for Projects and Programming
B.A., Elmira College
518-587-2100, ext. 2273
Kirstie.Szlasa@esc.edu

TALLY, PEGGY
Coordinator, M.A. Social and Public Policy
B.A., Cornell University
M.A., Ph.D., New School for Social Research
Susan B. Turben Award for Excellence in Scholarship, 2002
SUNY Chancellor's Award for Excellence in Teaching, 2018
646-230-1479
Peggy.Tally@esc.edu

WAGLE, TINA
Chair, Education Division
Coordinator M.Ed. Teaching and Learning
B.A., Colgate University
M.A., Middlebury College
Ph.D., State University at Buffalo
Chancellor's Award for Excellence in Faculty Service, 2008
716-686-7862, ext. 3862
Tina.Wagle@esc.edu
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