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WELCOME TO EMPIRE STATE UNIVERSITY

On behalf of Empire State University, I extend a warm welcome to you as you begin the next step in your academic journey. We are thrilled that you have chosen SUNY Empire, and we will continue to work hard every day to provide you with the support you need to succeed and attain your degree.

SUNY Empire is committed to meeting students where they are, always striving to do better in service to our access mission and to our core commitments to inclusivity, creativity, and innovation. For nearly three decades, we have ranked first in student satisfaction among our peer SUNY institutions.

You — our students — are at the heart of all we do. SUNY Empire currently enrolls 16,000 students who come from across New York state, the country, and the world. We are proud to have more than 97,000 alumni who excel in careers ranging from healthcare and business to the performing arts and education.

In addition, we are extremely proud to be the largest-serving military-affiliated institution in SUNY—granting 20% of all military-affiliated degrees. And SUNY Empire is the first and only university designated an autism supportive institution, creating an inclusive environment and academic experience for neurodivergent students. These are just two examples of how we strive for inclusive excellence.

Together, the SUNY Empire community stands united around a singular mission: to provide innovative, flexible, and quality academic programs that empower people and strengthen communities. You are a vital part of that mission, and we encourage you to take advantage of all that we offer.

I wish you all the best in your studies at SUNY Empire!

Sincerely,

Lisa Vollendorf, Ph.D.

President

This catalog is current as of June 2024. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student or faculty member and Empire State University or the State University of New York. The university reserves the right to make changes in policy, procedures, curricula, fee schedule, and other academic and administrative requirements, as circumstances dictate, subsequent to publication. Each student is expected to have knowledge of the information contained in this catalog and in other university publications and the student has a responsibility to stay informed of any changes. Changes in policy and programs are noted at information sessions and orientation workshops and on the university's website.

ABOUT EMPIRE STATE UNIVERSITY

Our Mission

Founded in 1971 as the innovative campus of the State University of New York, Empire State University empowers learners from diverse backgrounds to achieve their educational goals. We have decades of experience providing educational access through online teaching and learning, individualized instruction, mentoring, and prior learning assessment. We build on our students' experiences to promote their growth and drive upward mobility and economic development in New York state and beyond.

Empire State University is a national leader for high-quality, flexible, and affordable education. We stand alone among public institutions nationwide in our ability to provide impactful academic experiences to learners of all ages.

Our values are a guiding force for everything we do in service to our students, their families, and their communities, and they infuse all of our strategic priorities, decisions, and actions.

- Access
- Diversity, Equity, and Inclusion
- Flexibility
- Innovation

The university enrolls more than 16,000 students annually and has more than 97,000 alumni across New York, the nation, and the world.

Accreditation

Empire State University is accredited by the Middle States Commission on Higher Education (MSCHE) (https://www.msche.org/), which is recognized by the U.S. Department of Education (USDE) to conduct accreditation activities for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico and the U.S. Virgin Islands. MSCHE also is recognized by the Council on Higher Education Accreditation.

MSCHE
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801

Nursing Programs

The RN to BSN, the M.S. in Nursing Education and the M.S. in Nursing Administration programs at Empire State University are accredited by the **Commission on Collegiate Nursing Education (https://www.aacnnursing.org/About-AACN/)**. The nursing curriculum is aligned to the American Association of Colleges of Nursing's (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2021), as well as the American Nurses Association *Standards of Professional Performance* (2021) and the National Academy of Medicine: *Future of Nursing* (2021) recommendations. Nursing students may complete general learning requirements via online or face-to-face courses at any regionally accredited institution. In addition, requirements can be met via assessment of prior learning, independent study and successful completion of selected examinations.

AACN

655 K Street, NW, Suite 750
Washington, DC 20001
P. (202) 463-6930

MASTER OF ARTS IN TEACHING IN MIDDLE CHILDHOOD AND ADOLESCENT EDUCATION, MASTER OF ARTS IN TEACHING IN ADOLESCENT SPECIAL EDUCATION, AND MASTER OF EDUCATION IN ADOLESCENT EDUCATION ACCREDITATION

Through a process of self-study and independent peer review the Empire State University Teacher Education programs were granted national accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP) (https://aaqep.org/) for a period of seven years, from December 2019-December 31, 2026.

AAQEP
173 Milkweed Drive
Lake Frederick, VA 22630
(301) 276-5106

Master of Business Administration in Business Management and the Master of Business Administration in Healthcare Leadership

The Empire State University Master of Business Administration (MBA) programs in Business Management and Healthcare Leadership have received special accreditation through the International Accreditation Council for Business Education (https://iacbe.org/) (IACBE), for a period of seven years from January 1, 2021-December 31, 2027. Please visit the IACBE website for current membership status (https://iacbe.org/memberpdf/SUNYEmpireStateCollege.pdf). This accreditation certifies that both the MBA in Business Management and the MBA in Healthcare Leadership have undertaken a rigorous self-evaluation, undergone a comprehensive, independent peer review, and have demonstrated compliance with IACBE accreditation principles.

IACBE
11960 Quivira Road, Suite 300
Overland Park, KS, 66213
(913) 631-3009

The Master of Business Administration in Business Management, Human Resource Management Concentration

The Society for Human Resources Management (SHRM) (https://www.shrm.org/) has acknowledged that SUNY Empire State University's MBA in Business Management with a specialization in Human Resource Management has received renewal of its alignment with SHRM's HR Curriculum Guidebook and Templates until December 2025. Throughout the world, 451 programs in 341 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels.

SHRM
1800 Duke Street
Alexandria, VA, 22314
(800) 283-7476

Master of Science in Finance

The Empire State University M.S. in Finance program well-positions students to obtain the Chartered Financial Analyst (CFA®) charter, which has become the most respected and recognized investment credential in the world. The M.S. in Finance program has been recognized by the CFA Institute (https://www.cfainstitute.org). The M.S. in Finance curriculum covers more than 70% of the CFA Program's Candidate Body of Knowledge® (CBOK), which is the gold standard for the financial

investment industry. It also includes significant portions of the CFA Code of Ethics and Standards of Professional Conduct, the highest standards of financial professionals. The M.S. in Finance program offers a limited number of CFA Program student scholarships each academic year via the CFA Institute University Affiliation program (https://www.cfainstitute.org/en/about/universities/university-affiliation/)®.

CFA Institute - New York
292 Madison Avenue
2nd Floor
New York, NY 10017
(800) 247-8132

Affirmative Action/Nondiscrimination Notice

Pursuant to Empire State University policy, the university 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 university 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 university'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) as Amended, 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:

Lindsay Holcomb
Title IX Coordinator

2 Union Avenue, Saratoga Springs, NY 12866-4391
Phone: 1-800-847-3000 x1009
Email: TitleIX@sunyempire.edu

Inquiries also may be directed to:
United States Department of Education's Office for Civil Rights
32 Old Slip, 26th Floor
New York, NY 10005-2500;
646-428-3800;
email OCR.NewYork@ed.gov

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 university'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 email TitleIX@sunyempire.edu or call 518-587-2100, ext. 2240.

Lindsay Holcomb
Director of Human Resources
Office of Human Resources
Empire State University
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2240

Locations

- The university's more than 15 locations across New York state provides you the opportunity to pursue a degree either online or near your home or workplace.
- The Harry Van Arsdale, Jr. School of Labor Studies partners with trade unions and other labor organizations to offer degree programs to union members and other working adults.
- International Education provides residents at our international locations the opportunity to earn a SUNY Empire degree.
- The School for Graduate Studies offers 18 master's degrees through a combination of face-to-face and online educational delivery, 27 advanced certificate programs and an Ed.D. in Educational Leadership and Change. The School also offers three, 3-credit, micro-credentials.
- The School of Nursing and Allied Health offers an RN to BSN degree for working registered nurses who hold associate degrees or diplomas and wish to continue their nursing education, as well as a Master of Science in Nursing Administration and a Master of Science in Nursing Education and a Bachelor of Science in Allied Health for licensed/certified allied health professionals. All of these degree options are offered online.

New York State Locations

If you study through one of our New York state locations, you will enjoy the convenience of studying near your home or work. Students who study through one of these locations enjoy face-to-face work with faculty mentors who give them personalized attention from degree planning through graduation.

Our locations regularly offer independent studies and small seminars called study groups that can include online elements. You also have access to other ways to study including online courses and residency-based studies. Locations organize many special events and forums, including teach-ins, art shows, speaker series and student-faculty academic conferences. In addition to many of the online student resources, you have access to local orientations and student services on-site.

International Education

International Education offers students overseas the opportunity to earn a SUNY Empire degree without leaving their home countries and New York state-based students the opportunity to join selected studies with students overseas. Working with partners in various parts of the world, we offer broad-ranging degree study opportunities in business, information systems, and the liberal arts and sciences, with an emphasis on comparative regional studies. Programs are offered at the following locations:

- **Tirana, Albania**
- **Prague, Czech Republic**
- **Santo Domingo, Dominican Republic**
- **Athens, Greece**
- **Thessaloniki, Greece**
- **Beirut, Lebanon**
- **Eskişehir, Turkey**

The Harry Van Arsdale, Jr. School Of Labor Studies

The Harry Van Arsdale, Jr. School of Labor Studies partners with trade unions and other labor organizations to offer associate and bachelor degree programs in labor studies to union members and other working adults. Its mission is to provide wage-earning adults with an opportunity to earn a degree in a learning environment that celebrates their achievements and recognizes their distinctive needs. It offers a liberal arts curriculum in Labor Studies, broadly defined, which is understood to encompass the systematic study of the working-class presence and its impact on the wider society. As a student of Labor Studies you will examine the topics of work, workers and worker organizations, including the status and power of wage earners and their families in the changing economy; the study of work in its social, political and economic contexts; the creation of the modern urban workforce; the impact of technology on the organization of society; the interaction of workers, both organized and unorganized, with the institutions of wider society; alternative modes of work organization; and the nature of working-class identity, culture and experience. You will sharpen your skills in writing and research and critical reading and thinking.

All the courses with union partners are face to face at:
The Harry Van Arsdale, Jr. School of Labor Studies
4 Park Ave
New York, N.Y.
Priority in enrolling in classes is given to students from union-partners. The International Association of Machinist and Aerospace Workers and the International Union of Painters and Allied Trades partnerships are residency-based. Residencies are held at each union's educational facilities in Maryland.

Online Courses And Graduate Degrees In Labor Studies

Online courses for associate and bachelor's degrees and graduate level courses in Labor Studies also are offered at Empire State University through the Harry Van Arsdale, Jr. School of Labor Studies in New York City.

The Harry Van Arsdale, Jr. School of Labor Studies offers associate and bachelor's degrees in five related areas: Labor Studies, Cultural Studies, Historical Studies, Interdisciplinary/Multidisciplinary Studies and Social Science.

For a related program of study at the graduate level, the Master of Arts in Work and Labor Policy offers a fully online program that focuses on current problems and policies caused by changes in the global economy, technology, the work force and the workplace. It is designed for unionists, human resource professionals, arbitrators, educators, activists, lawyers and individuals involved in government or private industry.

Locations

Administrative Offices

2 Union Ave.
Saratoga Springs, NY 12866-4390
800-847-3000

EMPIRE STATE UNIVERSITY At Binghamton, SUNY BroomE

SUNY Broome,
PO Box 1017,
Attn: SUNY Empire,
2nd floor,
Business Building,
Binghamton NY 13902

EMPIRE STATE UNIVERSITY At Brooklyn

177 Livingston St., 6th Floor
Brooklyn, NY 11201
718-783-4400

EMPIRE STATE UNIVERSITY At Buffalo

AppleTree Business Park
2875 Union Road, Suite 34
Cheektowaga, NY 14227
716-686-7800

EMPIRE STATE UNIVERSITY At Corning, SUNY Corning

Corning CC, Attn: SUNY Empire State University
1 Academic Dr., Chemung Hall, Rm. #119
Corning, NY 14830-3297

Phone: 607-463-2390

EMPIRE STATE UNIVERSITY At Syracuse

4926 Onondaga Road
Mulroy Hall, 2nd floor.
Syracuse, NY 13215
315-472-5730

EMPIRE STATE UNIVERSITY At Fort Drum

Robert C. McEwen Library and Education Complex, Building P-4300
4300 Camp Hale Road
Fort Drum, NY 13602
315-773-6139

EMPIRE STATE UNIVERSITY At Harlem

163 West 125th Street, Floor 2
New York, NY 10027

EMPIRE STATE UNIVERSITY At Harry Van Arsdale, Jr. School Of Labor Studies

4 Park Ave
New York, NY 10013
646-230-1355

EMPIRE STATE UNIVERSITY At Hartsdale

210 North Central Ave., Suite 230
Hartsdale, NY 10530
914-948-6206

EMPIRE STATE UNIVERSITY At Manhattan

4 Park Ave
New York, NY 10013
212-647-7800

EMPIRE STATE UNIVERSITY At Newburgh, SUNY Orange

2nd floor, Kaplan Building
One Washington Center
Newburg, NY 12550

EMPIRE STATE UNIVERSITY At Rochester

680 Westfall Road
Rochester, NY 14620
585-224-3200

EMPIRE STATE UNIVERSITY At Saratoga Springs

111 West Ave.
Saratoga Springs, NY 12866
518-587-2100

EMPIRE STATE UNIVERSITY At Selden

407 College Road
Selden, NY
631-496-3822

EMPIRE STATE UNIVERSITY At Staten Island

1200 South Ave., Suite 202
Staten Island, NY 10314
718-667-7524

School For Graduate Studies

113 West Ave.
Saratoga Springs, NY 12866-6079
518-587-2100, ext. 2429

School Of Nursing And Allied Health

113 West Ave.
Saratoga Springs, NY 12866-6079
518-587-2100, ext. 3020

International Education

1 Union Ave.
Saratoga Springs, NY 12866-4309
518-587-2100, ext. 2231

HEGIS Codes

The following are the Higher Education General Information Survey (HEGIS) codes for the undergraduate programs. Enrollment in any program other than the registered programs may impact student eligibility for certain student aid awards.

Program	HEGIS Code
Accounting (B.S.)	0502
Addiction Studies (B.S.)	2101
Allied Health Science (B.S.) formerly Allied Health	1201
The Arts (A.A., A.S.)	5610
The Arts (B.A., B.S., B.P.S.)	1001
Business Administration (B.B.A., B.S.)	0506
Business and Environmental Sustainability (CERT.)	5099
Business, Management and Economics (A.A., A.S.)	5001
Business, Management and Economics (B.A., B.S., B.P.S.)	0501
Community and Human Services (A.A., A.S.)	5506
Community and Human Services (B.A., B.S., B.P.S.)	2101
Criminal Justice (B.S.)	2105
Crisis Prevention and Intervention (CERT.)	2101
Cultural Studies (A.A., A.S.)	5615
Cultural Studies (B.A., B.S.)	1599
Digital Communication (B.S.)	0605
Digital Media Arts (B.S.)	1009
Early Childhood Education (B.S.)	0823
Educational Studies (A.A., A.S.)	5608
Educational Studies (B.A., B.S.)	0801
Entrepreneurship (CERT.)	5001
General Studies (A.A., A.S.)	5699
Global Indigenous Knowledge (CERT.)	5699
Healthcare Management (CERT.)	5099
Historical Studies (A.A., A.S.)	5622
Historical Studies (B.A., B.S.)	2205
Human Development (A.A., A.S.)	5620
Human Development (B.A., B.S.)	2001
Human Resource Management (B.S.)	0515
Interdisciplinary/Multidisciplinary Studies (A.A., A.S.)	5699
Interdisciplinary/Multidisciplinary Studies (B.A., B.S., B.P.S.)	4901
Labor Studies (A.A., A.S.)	5004
Labor Studies (B.A., B.S., B.P.S.)	0516
Liberal Arts (B.A.)	4901
Management (B.S.)	0506

Program	HEGIS Code
Maunfacturing Management (CERT.)	5099
Nursing (B.S.N.)	1203.10
Psychology (B.A.)	2001
Public Affairs (B.A., B.S., B.P.S.)	2199
Public Health (B.S.)	1214
Science, Mathematics and Technology (A.A., A.S.)	5699
Science, Mathematics and Technology (B.A., B.S.)	4902
Security Studies (B.S.)	2102
Social Science (A.A., A.S.)	5622
Social Science (B.A., B.S.)	2201
Technology (B.P.S.)	4902

The following are the Higher Education General Information Survey (HEGIS) codes for the School for Graduate Studies and School of Nursing registered graduate programs.

Program	HEGIS Code
Adolescent Education: Residency (MAT)	0803
Adolescent Education: Transitional-B (MAT)	0899.50
Adult Learning (M.A.)	0807
Agricultural Education: Residency - initial certification (M.A.T.)	0899.10
Agricultural Education: Transitional B - intial certification (M.A.T.)	0899.50
American Studies (ADV. CERT.)	0313
Applied Analytics (M.S.)	0702
Applied Behavior Analysis (M.S.)	2099
Business Management (MBA)	0506
Child and Family Advocacy (ADV. CERT.)	2299
Community Advocacy (ADV. CERT.)	2299
Community and Economic Development (M.A.)	0599
Corporate Board Leadership (ADV. CERT.)	0506
Curriculum and Instruction (M.Ed.)	0829
Cybersecurity (M.S., ADV. CERT.)	0701
Educational Leadership and Change (Ed.D)	0827
Educational Technology and Learning Design (M.A.) formerly Learning and Emerging Technologies	0899
Emerging Media and Technology for the Arts (ADV. CERT.)	1099
Finance (M.S.)	0506
Financial Management and Analysis (ADV. CERT.)	0506
Global Brand Marketing (ADV. CERT.)	0506

Global Finance and Investment (ADV. CERT.)	0504
Healthcare Leadership (MBA)	1202
Healthcare Analytics (M.S.)	0702
Healthcare Management (ADV. CERT.)	0506
Heritage Preservation (ADV. CERT.)	4901
Higher Education (M.A.)	0805
Human Resource Management (ADV. CERT.)	0506
Information Technology (M.S.)	0701
Information Technology Management (ADV. CERT.)	0506
Innovation, Management and Entrepreneurship (ADV. CERT.)	0506
Instructional Design and Emerging Technology (ADV. CERT.)	0829
Labor Studies (ADV. CERT.)	0516
Liberal Studies (M.A.)	4901
Marketing Analytics (M.S.)	0702
Marketing Analytics and Brand Management (ADV. CERT.)	0506
Middle Childhood Education: Residency (MAT)	0804
Middle Childhood Education: Transitional-B (MAT)	0899.50
Nonprofit Management (ADV. CERT.)	0506
Nursing Administration (M.S.)	1203.10
Nursing Administration (C.A.S.)	1203.12
Nursing Education (M.S.)	1203.10
Nursing Education (C.A.S.)	1203.12
Optometry Business Management (ADV. CERT.)	0506
Project Management (ADV. CERT.)	0506
Public Administration (ADV. CERT., M.P.A.)	2102
Public History (ADV. CERT.)	4901
Public History (M.A.)	2205
Social and Public Policy (M.A.)	2299
Social Entrepreneurship (ADV. CERT.)	0599
Special Education (Grades 1-6): Residency - initial certification (MAT)	0808
Special Education (Grades 1-6 & 7-12): Transitional-B - initial certification (MAT)	0899.50
Special Education (Grades 7-12) - additional certification (M.Ed.)	0808
STEM Education and Emerging Technologies (ADV. CERT.)	0899
Teaching and Training with Technology (ADV. CERT.) formerly Teaching and Learning w/Emerging Technologies	0899

Teaching English to Speakers of Other Languages (ADV. CERT., C.A.S.)	1508
Women's and Gender Studies (ADV. CERT.)	4901
Work and Labor Policy (M.A.)	0516
Workforce Development (ADV. CERT.)	2199

UNDERGRADUATE CATALOG

2024-2025 Undergraduate Catalog

This catalog is current as of May 31, 2024. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student or faculty member and Empire State University or the State University of New York. The university reserves the right to make changes in policy, procedures, curricula, fee schedule, and other academic and administrative requirements, as circumstances dictate, subsequent to publication. Each student is expected to have knowledge of the information contained in this catalog and in other university publications and the student has a responsibility to stay informed of any changes. Changes in policy and programs are noted at information sessions and orientation workshops and on the university's website. Updated information also may be obtained from the following offices:

- Academic and Student Life Policy and Procedures: Office of Academic Affairs (https://www.sunyempire.edu/academic-affairs/provost-office/staff/)
- Financial Information: Office of Administration (https://www.sunyempire.edu/administration/)
- Admissions Information: Admissions (https://www.sunyempire.edu/admissions/)
- Financial Aid Information: Financial Aid (https://www.sunyempire.edu/tuition-financial-aid/financial-aid/)
- Learning Resources: Academic Support (p. 194)
- Technology Information: Information Technology Services (https://www.sunyempire.edu/its/)

Our Students

Empire State University is SUNY's leading online university, and our students represent a diverse community of learners. They are motivated and enthusiastic. Many of them are busy adults with jobs, families, and real lives that might not fit a conventional university experience.

Most of our undergraduate students are between 25 and 50 years old (with an average age of 35).

Nearly 64% of the university's students are enrolled as undergraduates, 20% are enrolled in our School for Graduate Studies, and 16% enroll in programs including the Harry Van Arsdale Jr. School of Labor Studies, the School of Nursing and Allied Health, or extended and international education.

As a public university, Empire State University's mission includes helping military-affiliated students further their education. Our Veteran and Military Resource Center is staffed with experts who are ready to help this population of students find the academic program that best meets their needs, whether stateside or on deployment.

FACULTY MENTORS

The more than 200 full- and part-time members of SUNY Empire's undergraduate faculty come from a variety of backgrounds, from business to the arts. Approximately 96% of the full-time faculty hold doctoral or other terminal degrees.

What the faculty have in common is a passion for teaching students. Our faculty are called mentors because they are partners and guides in your education. Every undergraduate student at SUNY Empire is assigned a mentor who serves as their own academic guide and resource from orientation to graduation. Our students confer with their mentors on a regular basis to receive advice, plan their degree, and to carry out learning activities. Students maintain contact with their mentors in a variety of ways: email, online discussion areas, or even face-to-face. Most students value the personal attention, and when our students graduate, often it is their mentors whom they celebrate when they look back on their college years.

YOUR UNDERGRADUATE DEGREE

There is no hard and fast time frame for how long it will take to earn your degree, since this depends on how many courses you take at a time and how much credit you can include from transfer, exams and prior learning assessment. More than 50% of students complete their bachelor's degrees within three years; some take as little as a year.

Perhaps you're not ready to begin a degree program right now. Empire State University offers non-matriculated study that allows you to earn college credit.

However you choose to learn, SUNY Empire is dedicated to providing you with the best education in a time-efficient and affordable way.

Rates of Degree Completion*

All Students

Entering Fall 2016 - 1880
Graduated by Fall 2022 - 935
Completion Rate - 49.73%

Part-Time
Entering Fall 2016 - 816
Graduated by Fall 2022 - 387
Completion Rate - 47.43%

Full-Time
Entering Fall 2016 - 1064
Graduated by Fall 2022 - 548
Completion Rate - 51.50%

*Within six years for bachelor's degree seeking students entering Empire State University during fall 2016.
Source of data: Decision Support Annual Retention Cube (Data Warehouse), fall 2016 new, matriculated, bachelor's degree seeking.

Undergraduate Programs

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A.A.- Associate of Arts
A.S.- Associate of Science
B.A.- Bachelor of Arts
B.B.A. - Bachelor of Business Administration
B.S.- Bachelor of Science
B.S.N.- Bachelor of Science in Nursing
B.P.S.- Bachelor of Professional Studies

Combined Undergraduate to Graduate Degree Pathways

Empire State University offers combined undergraduate and graduate degree pathways to highly qualified, current SUNY Empire undergraduate students who wish to continue to a master's degree. These pathways may accelerate a student's time to degree completion and reduce the cost of completing a master's degree.

- B.S. in Accounting and MBA in Business Management (150-CPA Licensure Qualified Program) (p. 608)
- B.S. Allied Health Science and M.B.A Healthcare Leadership (p. 611)
- B.A., B.S. The Arts and M.A. Liberal Studies (p. 613)
- B.B.A. Business Administration and M.B.A. Business Management (p. 606)
- B.S. Business Administration and M.B.A. Business Management (p. 606)
- B.A., B.S., B.P.S. Business, Management, and Economics and M.B.A. Business Management (p. 606)
- B.A., B.S., B.P.S. Business, Management, and Economics and M.A. Community and Economic Development (p. 610)
- B.A., B.S. Cultural Studies and M.A.T. Adolescent Education with ELA or Spanish Concentration (p. 604)
- B.A., B.S. Cultural Studies and M.A. Liberal Studies (p. 613)
- B.A., B.S. Educational Studies and M.A.T. Adolescent Special Education (p. 605)
- B.A., B.S. Historical Studies and M.A.T. Adolescent Education with Social Studies Concentration (p. 604)
- B.A., B.S. Historical Studies and M.A. Liberal Studies (p. 613)
- B.S. Human Resource Management and M.B.A. Business Management (p. 606)
- B.S. Management and M.B.A. Business Management (p. 606)
- B.S.N. Nursing and M.S. Nursing Education or M.S. Nursing Administration (p. 615)
- B.A., B.S., B.P.S. Public Affairs and M.A. Community and Economic Development (p. 610)
- B.A., B.S. Science, Math, and Technology and M.A.T. Adolescent Education with a concentration in Biology, Chemistry, Earth Science, Math, or Physics (p. 604)

Certificates

- Business and Environmental Sustainability: Certificate (p. 146)
- Crisis Prevention and Intervention: Certificate (p. 147)
- Entrepreneurship: Certificate (p. 148)
- Global Indigenous Knowledge: Certificate (p. 149)
- Healthcare Management: Certificate (p. 150)
- Manufacturing Management: Certificate (p. 151)

Micro Credentials

Micro Credentials, as defined by the State University of New York, "verify, validate and attest that specific skills and/or competencies have been achieved; are endorsed by the issuing institution; having been developed

through established faculty governance processes, and are designed to be meaningful and high quality."

Empire State University offers the following undergraduate micro credentials:

- Career Self-Management and Self-Marketing: Micro Credential (p. 152)
- Direct Support Professionals: Micro Credentials (p. 153)

Accounting: BS/Pathway to the CPA-150/150E

The Bachelor of Science (B.S.) in Accounting is a 124-credit program designed to serve students who are interested in pursuing future careers as professional accountants regardless of their chosen field or certification in public, private, nonprofit, and/or governmental accounting services. The Bachelor of Science (B.S.) in Accounting includes a set of required accounting and business courses, along with **SUNY General Education and other academic requirements**, that all students must complete in order to be eligible to receive the degree.#The required courses can be found on the "Program Details" tab. The B.S. in Accounting adheres to university's policy regarding granting college credit for prior learning. **However, it is important to note that credits awarded for individualized Prior Learning Assessment (iPLA) and/ or Professional Learning Evaluation (PLE)** might **not fulfill course requirements for the CPA licensure. Students should consult with their mentors and/or check with the appropriate NYS Professional Licensure (https://www.op.nysed.gov/certified-public-accountants/certified-public-accountants-license-requirements/) web site.** Courses are offered online, through independent studies, or through a blended approach. Empire State University's B.S. in Accounting (which is 124 credits) satisfies all accounting educational requirements topics and credits. However, does not satisfy the total 150 credit academic requirement for CPA licensure. Consequently, all students are required to fill-out and submit a **CPA Disclaimer** statement acknowledging this fact.

B.S. Accounting/MBA CPA-150/150E NYS Licensure-Qualifying Registered Program NYS

The B.S. in Accounting is a pathway towards the achievement of the 150 and 150E CPA educational requirement with cost and time saving (Dual Program BS/MBA 152 total credits instead of total 160-cr. for both degrees.). The program awards Bachelor of Science (B.S.) in Accounting & Master of Business Administration (M.B.A.) in Business Management. More information about this program can be found on the **graduate programs web site**. The program is 152-credit dual degree program allows highly qualified applicants to the **Bachelor of Science in Accounting degree** program or current students enrolled in that program to complete three selected graduate courses (9 credits, cost undergraduate tuition) required for the **Master of Business Administration** in Business Management. These courses will count toward both the undergraduate degree (125 credits) and the graduate degree (an additional 27 credits). Successful completion of the B.S. in Accounting program which includes the selected graduate courses puts students on track to complete additional graduate courses required for CPA-150/150E licensure.

Eligibility: To apply to the for the BS/MBA program, applicants must have a minimum 3.2 GPA (calculated of up to the last sixty credits earned before applying). Students must complete an **undergraduate application**. If the students have **less than 60 credits,** at the time of their applications, they are **conditionally accepted to the program if they have a minimum GPA of 3.2 in the credits they completed**. Then, they will be continuously monitored until they complete at least 60 credits and the program prerequisites. If their GPA goes below 3.2 during their conditional acceptance, then they will be dismissed from the program. Officially admitted students can start taking graduate courses. There is no monitoring after official acceptance. After this point, students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the dual or any other degree pathway.

The following are the three dual listed/counted graduate courses and their equivalency in the B.S. in Accounting:

- GR MGMT 6020 Leadership & Executive Development, 3cr = UG MGMT 3060 Organizational Behavior.
- GR MGMT 6025 Strategic Perspectives of Global Management, 3cr = UG Business Elective.
- GR MGMT 6075 International Financial Management, 3cr = UG FSMA 3010 Corporate Finance.

Students are required to complete all their bachelor's degree requirements and be cleared for graduation from their bachelor's degree to be able to continue with the remaining MBA courses. For the dual program, students must include the following three graduate courses required instead of electives for the MBA program:

- FSMA 6060 Strategic Cost Analysis, 3cr.
- FSMA 6080 International Accounting, 3cr.
- APAN 6025 Applied Management Analytics, 3-cr.

The dual program is listed among the licensure-qualifying programs by **the NYS Education Department's inventory of Registered Programs CPA 150 and CPA 150E (https://www2.nysed.gov/heds/IRPSL1.html) (Programs leading to professional licenses).** There is no requirement for undergraduate concurred degree plan. Students upon meeting the program's admission requirements may apply directly to the graduate program.

- School of Graduate Studies contact: Dr. Joseph Angiello.
- School of Business Undergraduate Studies contact: Dr. Nazik Roufaiel.
- General Inquiries: **grad@sunyempire.edu**

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Program Details

The program requirements below are for the B.S. in Accounting. Students pursuing a B.S. in Accounting as part of the B.S. Accounting - MBA Business Management Dual 150/150E CPA Registered Licensure Qualifying Degree Program, (https://sunyempire.edu/graduate-studies/combined-programs/dual-degree-bs-accounting-mba-business-management/) should follow the program requirements listed under the **graduate programs web site**. The B.S. in Accounting must contain 24-cr. upper level in accounting, including Advanced Accounting, Federal Income Tax II, Accounting Information Systems, and Auditing.

Required Courses

Code	Title	Credits
Educational Planning Course		4
BUSN 2010	Business Statistics	4

or MATH 1065	Statistics	
Core Accounting Courses		
ACCT 2005	Introductory Accounting I: Financial Accounting	4
ACCT 2010	Introductory Accounting II: Managerial Accounting	4
ACCT 3025	Intermediate Accounting I	4
ACCT 3030	Intermediate Accounting II	4
ACCT 3010	Cost Accounting	4
ACCT 4010	Advanced Accounting	4
ACCT 3015	Federal Income Tax I: Individual Income Tax	4
ACCT 3020	Federal Income Tax II: Business Income Tax	4
ACCT 4005	Accounting Information Systems	4
ACCT 4015	Auditing	4
Core Business Courses		
ECON 2015	Macroeconomics	4
ECON 2020	Microeconomics	4
MGMT 3060	Organizational Behavior	4
BUSN 1010	Business Law I	4
BUSN 2005	Business Law II	4
FSMA 3010	Corporate Finance	4
Upper-Level Business Elective		4

Learning Outcomes

- General broad business competencies: Students will be able to identify the legal, economic, ethical, organizational, and global forces and their impact on a business environment and its sustainability and continuity.
- Accounting and professional competencies: Students will be able to apply accounting theory and professional standards dealing with special topics in accounting that demand distinctive in-depth study and define the applicable accounting principles and standards for various industries and businesses' forms.
- Higher level of professional functional competencies: Students will be able to apply accounting principles to a more complex business forms, and utilize technology, demonstrating a higher level of financial reporting and demonstrate their professional skepticism to risk management.

Pathways to graduate Programs and educational Requirements for the 150/150E CPA License:

There are various pathways for students who are interested to pursue a career as Certified Public Accountants:

1- **B.S. Accounting/MBA CPA-150/150E NYS Licensure-Qualifying Registered Program NYS.**

The Dual program BS in Accounting/MBA is listed among the licensure-qualifying programs by **the NYS Education Department's inventory of Registered Programs CPA 150 and CPA 150E (https://www2.nysed.gov/heds/IRPSL1.html) (Programs leading to professional licenses).** There is no requirement for undergraduate concured degree plan. Students upon meeting the program's admission requirements may apply directly to the graduate program.

The BS in Accounting is a pathway towards the achievement of the 150 and 150E CPA educational requirement with cost and time saving (Dual Program BS/MBA 152 total credits instead of total 160-cr. for

both degrees separately.). The program awards Bachelor of Science (B.S.) in Accounting & Master of Business Administration (M.B.A.) in Business Management. More information about this program can be found on the **graduate programs web site**. The program is 152-credit dual degree program allows highly qualified applicants to the **Bachelor of Science in Accounting degree** program or current students enrolled in that program to complete three selected graduate courses (9 credits, cost undergraduate tuition) required for the **Master of Business Administration** (General Business Track). These courses will count toward both the undergraduate degree (125-cr.] and the graduate degree (additional 27-cr.). Successful completion of the BS in Accounting program which includes the selected graduate courses puts students on track to complete additional graduate courses required for CPA-150/150E licensure.

Eligibility: To apply to the for the BS/MBA program, applicants must have a minimum 3.2 GPA (calculated of up to the last sixty credits earned before applying). Students must complete an **undergraduate application**. If the students have **less than 60 credits,** at the time of their applications, they are **conditionally accepted to the program if they have a minimum GPA of 3.2 in the credits they completed**. Then, they will be continuously monitored until they complete at least sixty credits and the program prerequisites. If their GPA goes below 3.2 during their conditional acceptance, then they will be dismissed from the program. Officially admitted students can start taking graduate courses. There is no monitoring after official acceptance. After this point, students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the dual or any other degree pathway.

The following are the three dual listed/counted graduate courses and their equivalency in the BS in Accounting:

- GR MGMT 6020 Leadership & Executive Development, 3cr = UG MGMT 3060 Organizational Behavior.
- GR MGMT 6025 Strategic Perspectives of Global Management, 3cr = UG Business Elective.
- GR MGMT 6075 International Financial Management, 3cr = UG FSMA 3010 Corporate Finance.

Students are required to complete all their bachelor's degree requirements and be cleared for graduation from their bachelor's degree to be able to continue with the remaining MBA courses. **For the Dual Program Student must include the following three graduate courses required instead of electives for the BMA program:**

- FSMA 6060 Strategic Cost Analysis, 3cr,
- FSMA 6080 International Accounting, 3cr.
- APAN 6025 Applied Management Analytics, 3-cr.
- Contact School of Graduate Studies: Dr. Joseph Angiello. * General Inquiry: **grad@sunyempire.edu**
- Contact School of Business Undergraduate Studies: Dr. Nazik Roufaiel

2- **Combined Bachelor's/Master's Degrees | Empire State University (sunyempire.edu)**:

Apply to the **Combined Degree Pathway BS/BPS in Business, Management, and Economics (Accounting Practices Concentration)/ MBA in Business Management Program [EC1]** The combined pathway requires 148 credits total, of which 36 are master's credits leading to the MBA in Business Management, and twelve graduate credits (four courses each 3-cr., undergraduate tuitions) to be

counted towards both the bachelor and master's degrees. Students must meet all college, AOS, and relevant concentration guidelines. Students do not have to have a concurred degree program to apply for a combined pathway. Students must plan their degree early in their career to benefit from the four combined pathway courses that would satisfy both the BS/BPS in Accounting Practices & MBA.

Eligibility: to apply to the BS/MBA program, applicants must have a minimum 3.2 GPA (calculated of up to the last sixty credits earned before applying). Students must complete an **undergraduate application**. If the students have **less than 60 credits,** at the time of their applications, they are **conditionally accepted to the program if they have a minimum GPA of 3.2 in the credits they completed**. Then, they will be continuously monitored until they complete at least sixty credits and the program prerequisites. If their GPA goes below 3.2 during their conditional acceptance, then they will be dismissed from the program. Officially admitted students can start taking graduate courses. There is no monitoring after official acceptance. After this point, students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the dual or any other degree pathway. Students must complete the prerequisite courses in accounting, statistics, macroeconomics, and microeconomics with a C or better grade. Students must be aware of the **total educational credits requirements a minimum of 150-cr. for the CPA 150/150E License.**

The following are the four dual listed/counted graduate courses and their equivalency in the BS/BPS in Accounting Practices

- MGMT 6020 Leadership & Executive Development, 3cr = UG MGMT 3060 Organizational Behavior
- MGMT 6025 Strategic Perspectives of Global Management, 3cr = UG Business Elective
- MGMT 6075 International Financial Management, 3cr = UG FSMA 3010 Corporate Finance
- Any business graduate elective course fits the minimum accounting (33-cr.) educational credits requirements and the minimum business credit required (36-cr.) for the CPA. Students are advised to include a graduate business analytics course for the 150E CPA. APAN 6025 Applied Management Analytics.

Completing the MBA Program: Students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined degree pathway. Students must declare their MBA concentration at this time.

- Contact School of Graduate Studies: Dr. Betul Lus. General Inquiry: **grad@sunyempire.edu**
- Contact School of Business Undergraduate Studies: Dr. Nazik Roufaiel.

3- Undergraduate Enrollment in Graduate Courses

Students may enroll in up to Nine graduate credits (three graduate courses) by pursuing **Undergraduate Enrollment in Graduate Courses** They pay undergraduate tuition fees for these graduate courses. This is a wonderful opportunity to save money and time by advancing to a graduate program. Students may complete the credits necessary to meet the 150-credit hour educational requirement, and its distribution, through graduate and/or undergraduate courses [BS/BPS]. Submit the online **Undergraduate Enrollment in Graduate Courses Permission Form**. For information on the NYS Public Accountancy

requirements, go to **New York State Education Department's Public Accountancy web page**.

Eligibility: An undergraduate student must be within thirty-two (32) credits of completing a bachelor's degree and must have a concurred degree program.

- Contact School of Graduate Studies: Dr. Betul Lus. General Inquiry: **grad@sunyempire.edu**
- Contact School of Business Undergraduate Studies: Dr. Nazik Roufaiel.

Addiction Studies: B.S.

The Bachelor of Science (B.S.) in Addiction Studies is a 124-credit program designed to serve students who are interested in becoming skilled professionals to understand and treat individuals suffering from addiction. The program is structured around courses that address fundamental aspects of how addiction affects individuals, families, and communities, while examining the assessment, treatment, and prevention of substance abuse.

The B.S. in Addiction Studies includes a set of required courses that all students must take, along with SUNY General Education and other academic requirements (p. 185), in order to be eligible to receive a degree.The required courses for programs in Addiction Studies can be found on the "Program Details" tab. Students will work with a faculty mentor to develop a degree plan that matches their goals and meets all program requirements. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

The program is guided by the competencies model from the US Department of Health and Human Service and features a curriculum focused on equipping students with fundamental skills through core courses. Once a foundational skill set is laid, students are given the opportunity to customize their education to match their educational and career goals by choosing from a wide variety of courses to fulfill the degree requirements. Students will have the option of completing the degree program through various delivery modes such as online, independent study, blended, and/or face-to-face course.

Students completing a bachelor's degree in Addiction Studies will demonstrate knowledge of human behavior, service delivery, skills, and ethics, to work with diverse individuals, families, and communities struggling with addiction. Obtaining a bachelor's degree in an approved Human Services field from an accredited institution may be substituted for 2,000 hours of work experience, thus allowing individuals with a CASAC-T to obtain their CASAC in a shorter period of time.

For more information, please visit the Health and Human Services Degree Planning Resources web page. (https://www.sunyempire.edu/health-human-services/degree-planning-resources/)

Program Details
The B.S. in Addiction Studies degree program includes the following required courses:

Curriculum Requirements

Code	Title	Credits
Lower Level Core Courses		
HUDV 1015	Human Development: Introductory (Any type of development course: Human Development, Child Development, Adult Development, Human Behavior, Lifespan Development)	4
ADDS 2005	Addiction & Dependency: Introduction	4
HUSV 2010	Case Management	4
HUSV 2020	Crisis Intervention: Theory & Practice	4
HUSV 2025	Helping & Counseling Skills	4
HUSV 2035	Introduction to Human Services	4
Upper Level Core Courses		
ADDS 3005	Interventions for Substance Use Disorders	4
HUSV 3005	Advocacy in Human Services	4
PSYC 3010	Abnormal Psychology: Advanced (Lower Level is acceptable.)	4
HUSV 3020	Documentation in Human Services	4
ADDS 3010 or ADDS 3020 or ADDS 4005	Substance Use Interventions in the Workplace Substance Use with Special Populations Adolescence & Addictions	4
HUSV 3030 or CHFS 3030	Group Work Family Intervention	4
PSYC 3040	Biological Psychology (OR Introduction to Psychopharmacology (lower level))	4
ADDS 4010	Advanced Substance Use Counseling	4
ADDS 4015 or HUSV 4035	Evidence-Based Substance Use Counseling Internship in Human Services	4
HUSV 4020	Diversity in Human Services	4
HUSV 4030	Human Service Ethics	4

Learning Outcomes

- Foundation 1: Knowledge, Students will be able to explain the theories of addiction.
- Foundation 1: Knowledge, Students will be able to utilize treatment knowledge in the application of practice for professional addiction services.
- Foundation 2: Skills application, Students will be able to describe the continuum of care, including but not limited to mutual aid groups, individual and family counseling, and counseling special populations.
- Foundation 2: Skills application, Students will be able to compare and contrast the various helping strategies that can be tailored to the individual.
- Foundation 2: Skills application, Students will be able to integrate knowledge, values, and skills related to the proposed field of study.
- Foundation 3: Assessment education, Students will be able to formulate the skills in assessment, proper documentation and education of individuals, families, and/or groups.
- Foundation 4: Ethics, Students will be able to interpret the code of ethics and/or the professional standards within their field.
- Foundation 4: Ethics, Students will be able to apply the code of ethics and/or professional standard to practical situations within their field.
- Foundation 4: Ethics, Students will be able to reconcile possible conflicts between their own values and professional expectations.
- Foundation 5: Diversity, Students will be able to analyze the impact and importance of human diversity on service delivery, which may include, but not be limited to race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identity, geographic differences, and/or ability.
- Foundation 5: Diversity, Students will be able to examine the impact of power, privilege and oppression on their work with individuals, families, groups and communities.

Allied Health Science: B.S.

The Bachelor of Science (B.S.) in Allied Health Science is a degree completion program designed for allied health professionals such as cardiovascular technologists, clinical laboratory technicians, dental hygienists, emergency medical technicians, health information technologists, medical assistants, medical sonographers, occupational therapy assistants, physical therapy assistants, radiologic technicians, respiratory therapists, surgical technologists, and others. It includes eight online core courses in the curriculum. Students may complete general learning requirements via online or face-to-face courses at any regionally accredited institution. Requirements may be met via assessment of prior learning, independent study, and successful completion of selected examinations.

The B.S. in Allied Health Science includes a set of required courses that all students must take, along with SUNY General Education and other academic requirements (p. 185), in order to be eligible to receive a degree.The required courses can be found on the "Program Details" tab. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

Program Admission Requirements

- An associate degree or diploma in allied health or related field, which leads to licensure or certification, from an accredited institution of higher education.
- A current license or certification for those professions requiring licensure or certification.
- The completion of a minimum of 12 credits in the natural and social sciences (Anatomy and Physiology required).

Program Details

The B.S. in Allied Health Science degree program includes the following required courses:

Code	Title	Credits
HLAD 2010	The United States Health Systems	4
ALLH 3030	Contemporary Applications of Diversity, Equity, Inclusion, and Social Justice in Healthcare	4
NURS 3035	Interdisciplinary Perspectives in Global Health	4
HLAD 3045	Healthcare Ethics	4
HSCI 3200	Health Informatics	4
ALLH 4005	Transition to Baccalaureate Health Professions	4
HLAD 4015	Healthcare Policy	4
HLAD 4020	Leadership in Healthcare	4

Elective Requirements- 12 Credits

Electives are chosen based on student interest. In addition, the following professional certifications also have been approved to meet elective requirements: American Heart Association (ACLS); American Heart Association (PALS); AART Mammography Certification. Please speak with your mentor about other professional certifications that may be used.

Learning Outcomes

Students completing a B.S. in Allied Health Science will be able to:

- Students will be able to integrate knowledge from the health, biological and social sciences, and the humanities to provide culturally competent care to individuals, families and communities.
- Students will be able to apply a variety of communication strategies in establishing positive relationships with patients, families and members of the health care team.
- Students will be able to use evidence and information technology to enhance patient safety and promote quality care outcomes.
- Students will be able to integrate principles of leadership in promoting collaboration with interdisciplinary teams.
- Students will be able to analyze how the baccalaureate-prepared health care provider develops professional role identity, including consideration of values, and legal and ethical aspects to healthcare practice.

Biology: B.S.

This program will begin Spring 2025.

Biology is the study of living things, from cells and their molecules to organisms and the ecosystems that they live in. The Bachelor of Science in Biology is a 120-credit program that includes foundational coursework in Biology, Chemistry, Physics, and Math. The program includes both required and elective advanced level Biology courses, which allow students to reinforce and expand their knowledge in the field.

Biology is a broad and varied scientific discipline and, as such, lays a foundation for a multitude of career paths. Students with a degree in Biology may seek employment in education; academic, clinical, or research fields; environment and ecology-related fields; and allied health science professions. Additionally, a Biology degree can serve as the foundation for future graduate studies in a variety of occupations.

Program Details

Students pursuing a B.S. program in Biology must complete the following courses:

Code	Title	Credits
BIOL 1210 & BIOL 1211	Biology I: Lecture and Biology I: Laboratory	4
or BIOL 1200	Biology I with Lab	
BIOL 1212 & BIOL 1213	Biology II: Lecture and Biology II: Laboratory	4
or BIOL 1201	Biology II with Lab	
CHEM 1210 & CHEM 1211	Chemistry I: Lecture and Chemistry I: Laboratory	4
or CHEM 1205	Chemistry I with Lab	
CHEM 1212 & CHEM 1213	Chemistry II: Lecture and Chemistry II: Laboratory	4
or CHEM 1206	Chemistry II with Lab	
PHYS 1210 & PHYS 1211	Physics I: Lecture and Physics I: Laboratory	4
or PHYS 1200	Physics I with Lab	
PHYS 1212 & PHYS 1213	Physics II: Lecture and Physics II: Laboratory	4
or PHYS 1201	Physics II with Lab	
MATH 1065	Statistics	4
MATH 2140	Calculus I	4
CHEM 3210	Organic Chemistry I with Lab	4
BIOL 3204	Genetics	4
BIOL 3206	Cell Biology	4
BIOL 3302	Evolution	4
BIOL 3800	Bioethics	4
2 Additional Upper Level BIOL Electives		8

Biology Program Notes:

1. BIOL 1210 and BIOL 1212 can be replaced with the three-course sequence: BIOL 1204 Introduction to Cell Biology and Genetics, BIOL 1205 Introduction to Organismal Biology, and BIOL 1206 Introduction to Population Biology. BIOL 1211 Biology I Laboratory and Biology 1213 II Laboratory must still be taken.

2. Students who have taken Organic Chemistry I with Lab at a lower level at a different institution may use it to meet the Organic Chemistry I with Lab requirement here at SUNY Empire.

3. Students who need a refresher in foundational mathematics before taking Physics and Calculus should consider taking MATH 1040 Algebra and/or MATH 1140 Precalculus.

4. Students transferring in lower level coursework that overlaps content covered in in BIOL 3204, 3206, or 3302 may count that lower-level work as satisfying the upper-level content requirements. However, students must have a minimum of 24 advanced level credits in Biology (or other approved areas), so additional upper level Biology electives must be taken.

5. BIOL 3800 Bioethics provides students with a framework to assess ethical issues in Biology, as well as an opportunity to reflect on their future roles in the field. It is recommended that students take BIOL 3800 Bioethics as soon as Biology I and II are completed.

6. An upper level BIOL elective can be met with a BIOL 3XXX or 4XXX course. A full list of BIOL course offerings can be found in the course catalog. CHEM 3400 Biochemistry, HSCI 4200 Epidemiology and ENSC 4202 Biogeography are also courses that can be used to meet the upper level Biology elective requirement.

Learning Outcomes

- Describe the foundational concepts and fundamental laws in Biology.
- Use reasoning and problem-solving skills to critically read scientific texts, evaluate for competing hypotheses, and assess experimental design.
- Employ laboratory skills and the scientific method to formulate hypotheses, run experiments to test their hypotheses, and analyze and interpret the results.
- Communicate biological concepts from literature or their own laboratory research through reports, essays, and presentations.
- Identify evolution as one of the central theories of biology that explains the unity and diversity of life, as well its importance in the classification of living things.
- Identify the importance of scientific integrity, ethical research, and applications of biology to science policy and society as a whole.

Business Administration: B.B.A.

The Bachelor of Business Administration (B.B.A.) in Business Administration is a 124-credit program. The B.B.A. provides students with knowledge, skills and competencies in accounting, economics, finance, human resource management, legal and ethical studies, marketing, and strategic management. The B.B.A. prepares students to manage and lead in business and organizational contexts in a rapidly changing world. The B.B.A. is designed to serve those students who may have completed their respective two-year degree in business studies, e. g., Associates of Applied Science (A.A.S.) in business or Associates of Science (A.S.) in business, and who wish to continue to learn and pursue a bachelor's degree in business. Furthermore, the B.B.A. is appropriate for those adult learners who have been working in business related industries and want to now pursue a bachelor's degree in business to advance their career.

The Bachelor of Business Administration (B.B.A.) includes a set of required courses that all students must take, along with SUNY General Education and other academic requirements (p. 185), in order to be eligible to receive a degree.The required courses for programs can be found on the "Program Details" tab. Students should speak with their mentor to see if any credit earned through individualized Prior Learning

Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

Program Details

The Bachelor of Business Administration (B.B.A.) program includes the following required courses:

Code	Title	Credits
BUSN 1015	Introduction to Business	4
MRKT 1005	Marketing Principles	4
ACCT 2005	Introductory Accounting I: Financial Accounting	4
ACCT 2010	Introductory Accounting II: Managerial Accounting	4
ECON 2015	Macroeconomics	4
ECON 2020	Microeconomics	4
MGMT 1005	Principles of Management	4
BUSN 1010	Business Law I	4
BUSN 3010	Business Ethics	4
BUSN 4030	International Business	4
HRMS 3015	Human Resource Management	4
FSMA 3010	Corporate Finance	4
MGMT 3060	Organizational Behavior	4
MGMT 3050	Operations Management	4
BUSN 3122	Management Information Systems	4
MGMT 4035	Strategic Management	4
BUSN 2010	Business Statistics	4
Total Credits		**68**

Learning Outcomes

- Foundation 1: Communication; Students will be able to articulate a range of different communication tools and techniques used in business contexts.
- Foundation 1: Communication; Students will describe the importance of active listening techniques for effective business communications.
- Foundation 1: Communication; Students will be able to assess a business situation and identify the appropriate mode of communication(s) in response to that situation.
- Foundation 1: Communication; Students will be able to describe and prepare effective business presentations.
- Foundation 2: Critical Thinking; Students will be able to identify and analyze specific business problems and issues and develop alternative solutions.
- Foundation 2: Critical Thinking; Students will be able to analyze and apply appropriate and relevant data to synthesize information.
- Foundation 2: Critical Thinking; Students will be able to evaluate and apply appropriate alternatives to make business decisions.
- Foundation 3: Ethical and Legal Environment; Students will be able to define and examine ethical and legal environment in business.
- Foundation 3: Ethical and Legal Environment; Students will be able to identify and evaluate common ethical and legal issues and problems in contemporary global business environment.
- Foundation 3: Ethical and Legal Environment; Students will be able to analyze and apply ethical theories and legal applications that help to shape business decision-making in organizations.
- Foundation 4: Global Business Environment; Students will be able to identify the differences between domestic and international business operations and the major international business growth areas, opportunities, and challenges.
- Foundation 4: Global Business Environment; Students will be able to analyze the importance of sociocultural, economic, environmental, technological, political/legal factors between countries and how they affect success or failure of business operations abroad.
- Foundation 4: Global Business Environment; Students will be able to develop and evaluate the strategies of establishing an international business abroad, including explaining the advantages and disadvantages of various methods of trade.
- Foundation 5: Information Management; Students will be able to describe the range of information systems used within organizations, including core business information systems applications and technologies and their use in operations and competitive advantage, as well as the impact of the evolving nature of information systems.
- Foundation 5: Information Management; Students will be able to analyze the information system needs, including identifying and addressing relevant stakeholders within the context of an organization and make suitable recommendations.
- Foundation 5: Information Management; Students will be able to describe the technology lifecycle and its impact on an organization and the planning that is required for an organization.
- Foundation 6: Organizational Environment; Students will be able to describe the facets of individual behavior that affect personal, group, and organizational performance and effectiveness.
- Foundation 6: Organizational Environment; Students will be able to demonstrate comprehension of the key concepts and theories of organizational behavior by comparing and contrasting strengths and weaknesses.
- Foundation 7: Organizational Environment; Students will be able to apply the learned concepts in analysis of managerial case studies.

Business Administration: B.S.

The Bachelor of Science (B.S.) degree in Business Administration is a 124-credit program designed to serve students who are interested in pursuing future careers as business leaders and professionals in public, private, nonprofit, and/or international organizations. The program provides a solid foundation of theoretical, conceptual, and applied knowledge in the areas of business, management, and economics and meets SUNY liberal arts and general education requirements.

The B.S. in Business Administration includes a set of required courses that all students must take, along with SUNY General Education and other academic requirements (p. 185), in order to be eligible to receive a degree.The required courses for programs in Business Administration can be found on the "Program Details" tab. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

Students enrolled in 16 credits per semester, two semesters per year, can expect to complete this program in four years. Empire State University also offers a summer term with business, management, accounting, marketing, and economics courses. The program provides students with the option to pursue a more structured degree program in Business Administration while offering the option to individualize the degrees through their selection of electives.

For more information, including sample degree plans and other degree planning resources, please visit the Business, International Business, and Marketing Degree Planning Resources web page. (https://www.sunyempire.edu/business-international-business-marketing/degree-planning-resources/)

Program Details

Code	Title	Credits
MGMT 1005	Principles of Management	4
or BUSN 1015	Introduction to Business	
MRKT 1005	Marketing Principles	4
or MRKT 3045	Marketing Management	
BUSN 2010	Business Statistics	4
FSMA 3010	Corporate Finance	4
ACCT 2005 & ACCT 2010	Introductory Accounting I: Financial Accounting and Introductory Accounting II: Managerial Accounting	6,8
or ACCT 1005	Accounting for Decision Makers	
ECON 2015 & ECON 2020	Macroeconomics and Microeconomics	6,8
or ECON 2010	Introductory Economics: Micro & Macro 6 Cr.	
BUSN 3010	Business Ethics	4
BUSN 1010	Business Law I	4
or BUSN 3080	Legal Issues in Business Environments	
BUSN 3122	Management Information Systems	4
MGMT 3060	Organizational Behavior	4
BUSN 4030	International Business	4
MGMT 4035	Strategic Management	4
Total Credits		**52-56**

Learning Outcomes

- Foundation 1: Managerial and Marketing Skills; Students will be able to identify and apply fundamental concepts and skills of management and marketing to successfully function in an organizational environment.
- Foundation 2: Quantitative, Financial, and Analytical Skills; Students will be able to demonstrate an understanding of quantitative, financial, accounting, and analytical tools and apply these tools to solve problems in the business environment.
- Foundation 3: Economics; Students will be able to solve economic problems using appropriate economic principles and concepts and analytical models.
- Foundation 4: Legal, Ethical, and Social Responsibility; Students will be able to examine, explain, and apply moral theories, ethical standards, and social and legal responsibilities in the business environment.
- Foundation 5: Information Management; Students will be able to use information technology tools and systems to collect, manage, and analyze data for decision making relevant to the business environment.
- Foundation 6: Understanding People in an Organizational Context; Students will be able to examine and reflect on organizational culture and apply the concepts that explain how individuals and groups behave in the organization.
- Foundation 7: Understanding Global Business Environment; Students will be able to analyze the impact and differentiation of sociocultural, demographic, economic, political/legal, technological and environmental factors on success in international operations.
- Foundation 8: Students will be able to apply methodology, tools, and problem-solving skills to integrate their business knowledge while solving problems affecting both the internal and external environments.

Business, Management, and Economics: A.A., A.S.

Students pursing an Associate of Arts (A.A.) or Associate of Science (A.S.) degree in Business, Management and Economics will investigate the world of accounting, business administration, economics, finance, human resources, information systems, international business, labor relations, management, marketing and public administration. Students will develop analytical, management, communication and quantitative skills, increase their understanding of economic principles and disciplinary methods and learn about the effective use of information technologies to support career or personal goals and aspirations.

Degree programs in Business, Management and Economics offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Business, Management and Economics by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Accounting, Economics and Finance (https://www.esc.edu/accounting-economics-finance/degree-planning-resources/), Department of Management and Human Resource Management (https://www.esc.edu/management/degree-planning-resources/), or Department of Business, International Business and Marketing (https://www.esc.edu/business-international-business-marketing/degree-planning-resources/) Degree Planning Resources web pages.

For more information about Business, Management and Economics, please visit the School of Business web site (https://www.esc.edu/undergraduate-studies/school-business/).

Program Details

Business, Management and Economics programs are expected to meet the University Learning Goals (https://www.esc.edu/policies/?search=cid%3D61278), which include active learning, breadth and depth of knowledge, social responsibility, communication skills, critical thinking and problem-solving skills, quantitative literacy, information and digital media literacy.

Academic Planning takes the form of a course (commonly but not exclusively referred to as "Educational Planning") wherein students develop a degree plan and rationale essay with their primary faculty advisor/mentor.

In their degree programs and rationale essays, students must address the BM&E Area of Study general guidelines and then the concentration guidelines, the registered program guidelines, or the individualized concentration they develop in consultation with their primary mentor.

Programs in Business, Management and Economics include the following seven foundations:

1. Communications Skills
2. Information Management
3. Economics
4. Ethical and Social Responsibility
5. Quantitative Skills
6. Understanding People in a Broader Context
7. Understanding Organizations within Broader Context

These foundations may be met through transcript credit; college-level knowledge demonstrated through individual prior learning assessment (iPLA), professional learning evaluations (PLE), or credit by examination; or individual courses, a series of courses, or components within individual courses with Empire State University. The student's **Degree Plan Rationale Essay** should clearly explain how the degree plan meets each of the foundations in the Area of Study, what will be learned, and how the student will build on these foundations to meet personal, academic, or career goals. For details about the academic planning process and requirements, please see the Student Degree Planning Guide (https://www.esc.edu/degree-planning-academic-review/degree-program/student-degree-planning-guide/).

ASSOCIATE IN ARTS (AA) AND ASSOCIATE IN SCIENCE (AS)

An associate degree in Business, Management and Economics is meant to introduce students to a range of foundational subjects related to Business, Management and Economics. For an associate degree, students must have **four** of the of the **seven** foundations in their degree programs. Courses that meet the four selected foundations, must be School of Business courses (ACCT, BUSN, ECON, FSMA, HRMS, MGMT, MRKT) or equivalent.

Foundation #1: COMMUNICATION SKILLS

Code	Title	Credits
ACCT 3015	Federal Income Tax I: Individual Income Tax	4
ACCT 3020	Federal Income Tax II: Business Income Tax	4
ACCT 3035	Principles of Fraud Examination & Financial Forensics	4
ACCT 4005	Accounting Information Systems	4
ACCT 4015	Auditing	4
BUSN 1005	Business Communication	4
BUSN 2005	Business Law II	4
MRKT 4040	Marketing Strategy	4

Foundation #2: INFORMATION MANAGEMENT

Code	Title	Credits
ACCT 4005	Accounting Information Systems	4
BUSN 2015	Computer Applications in Business Management & Economics	4
BUSN 3122	Management Information Systems	4
HRMS 3020	Human Resources Information System	4
MGMT 3050	Operations Management	4

Foundation #3: ECONOMICS

Code	Title	Credits
ECON 2005	Principles of Economics	4
ECON 2010	Introductory Economics: Micro & Macro 6 Cr.	6
ECON 2015	Macroeconomics	4
ECON 2020	Microeconomics	4
ECON 3005	Applied Microeconomics	4
ECON 3010	Behavioral Economics	4
ECON 3015	Behavioral Economics & Finance International Programs Only	4
ECON 3025	Econometrics	4
ECON 3035	Economics of Crime	4
ECON 3040	Economics of Gender Work & Family	4
ECON 3045	Economics of Labor Markets	4
ECON 3050	Environmental Economics & Policy	4
ECON 3055	Economic Issues in Health Care	4
ECON 3065	Industrial Economics International Programs Only	4
ECON 3070	Industrial Organization	4
ECON 3075	Intermediate Macroeconomics	4
ECON 3080	Intermediate Microeconomics	4
ECON 3085	International Economics	4
ECON 3090	International Political Economy	4
ECON 3095	International Trade & Finance International Programs Only	3,4
ECON 3100	Public Finance	4
ECON 3105	Public Finance & Economics International Programs Only	4
ECON 3122	Money & Banking	4
ECON 3125	New Perspectives in Economics International Programs Only	4
ECON 3130	Topics in Contemporary Business & Economic Issues International Programs Only	3

Foundation #4: ETHICAL AND SOCIAL RESPONSIBILITY

Code	Title	Credits
ACCT 3035	Principles of Fraud Examination & Financial Forensics	4
ACCT 4015	Auditing	4
BUSN 3010	Business Ethics	4
ECON 3135	Business Government & Society	4
FSMA 3020	Finance Society & Ethics International Programs Only	4
MGMT 3015	Ethics for a Global Economy	4
MGMT 3040	Managing Sustainable Organizations	4
MGMT 3073	Current Issues in Healthcare Management	4

Foundation #5: QUANTITATIVE SKILLS

Code	Title	Credits
ACCT 1005	Accounting for Decision Makers	6
ACCT 2005	Introductory Accounting I: Financial Accounting	4
ACCT 2010	Introductory Accounting II: Managerial Accounting	4
ACCT 3005	Accounting For Governmental & Not-For-Profit Organizations	4
ACCT 3010	Cost Accounting	4
ACCT 3025	Intermediate Accounting I	4
ACCT 3030	Intermediate Accounting II	4
BUSN 2010	Business Statistics	4
BUSN 2175	Personal Finance Management	4
BUSN 3127	Business Analytics	4
ECON 3025	Econometrics	4
FSMA 3005	Behavioral Finance International Programs Only	4
FSMA 3010	Corporate Finance	4
FSMA 3015	Entrepreneurial Finance for Small Business	4
FSMA 3025	Healthcare Finance	4
FSMA 3030	International Finance	4
FSMA 3045	Investment Management	4
FSMA 3055	Risk Management & Insurance	4
FSMA 4005	Financial Markets & Institutions	4
FSMA 4010	Security Analysis & Portfolio Management	4
MGMT 3030	Logistics Management	4
MGMT 3075	Supply Chain Management	4
MGMT 3080	Supply Chain Management In The Global Context	4
MGMT 4025	Manufacturing Management	4
MGMT 4030	Project Management for Business	4

Foundation #6: UNDERSTANDING PEOPLE IN AN ORGANIZATIONAL CONTEXT

Code	Title	Credits
HRMS 3015	Human Resource Management	4
HRMS 3030	Labor Management Relations for Business	4
HRMS 3035	LGBTQ Workplace Issues	4
HRMS 4015	Organization Development & Change	4
MGMT 3025	Leadership	4
MGMT 3060	Organizational Behavior	4
MGMT 3090	Women in Management	4
MGMT 4005	Change Management	4

Foundation #7: UNDERSTANDING ORGANIZATIONS WITHIN BROADER CONTEXT

Code	Title	Credits
ACCT 4010	Advanced Accounting	4
BUSN 3005	Business Enterprise in American History	4
BUSN 3040	Electronic Commerce (e-Commerce)	4
BUSN 4030	International Business	4
BUSN 4035	International Business Law	4
ECON 3020	Ecological Economics	4
ECON 3030	Economic Policies of the European Union International Programs Only	3
ECON 3085	International Economics	4
ECON 3090	International Political Economy	4
ECON 3095	International Trade & Finance International Programs Only	3,4
ECON 3110	Social & Economic Contexts of Globalization International Programs Only	3
ECON 3115	The Global Financial Crisis & the Great Recession International Programs Only	3
ECON 3120	Economic Policies of the European Union International Programs Only	4
FSMA 3015	Entrepreneurial Finance for Small Business	4

FSMA 3030	International Finance	4
HRMS 4020	Strategic Human Resource Management	4
HRMS 3010	Diversity in the Workplace	4
MRKT 4025	International Marketing	4
MGMT 3010	Cross Cultural Management	3
MGMT 3020	International Cross Cultural Management	4
MGMT 4035	Strategic Management	4

Learning Outcomes

- Foundation 1: Communication Skills, Students will be able to identify and apply appropriate basic communications skills necessary to successfully function in an organizational environment. At a minimum, students should have acquired the competencies in a course such as English Composition that meet SUNY General Education requirements for Basic Communication.
- Foundation 2: Information Management, Students will be able to use information technology tools and systems to collect, manage, and analyze data for decision making relevant to the business environment. Studies can be introductory or advanced level but must be beyond basic computer applications.
- Foundation 3: Economics, Students will be able to solve economic problems using appropriate economic principles and concepts and analytical models.
- Foundation 4: Ethical and Social Responsibility, Students will be able to examine, explain or apply moral theories, ethical standards and social responsibilities in the business environment.
- Foundation 5: Quantitative Skills, Students will be able to demonstrate an understanding of quantitative reasoning and analytical tools and an ability to apply these tools to problems in the business environment.
- Foundation 6: Understanding People in an Organizational Context, Students will be able to examine and reflect on organizational culture and apply the concepts that explain how individuals and groups behave in the organization.
- Foundation 7: Understanding Organizations Within Broader Context, Students will be able to evaluate challenges to organizations in a complex and changing world by describing the strategic impact of diversity, political, International, technological or environmental issues in the business environment.

Concentration Guidelines

ASSOCIATE OF Arts or Associate of SCIENCE IN BUSINESS, MANAGEMENT AND ECONOMICS WITH A CONCENTRATION IN ACCOUNTING

These guidelines for an Associate of Science in the area of study of Business, Management and Economics (BME) with a concentration in accounting is intended to provide a framework for students who seek an associate degree in this field. Whether this associate degree would be for purposes of obtaining an entry level clerical positions as a standalone degree, or a pathway toward a Bachelor of Science degree in Accounting (https://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/bs-accounting/) or BME (BS/BPS) degree program with Concentration in Accounting Practices, (p. 30) the degree provides students with a sense of accomplishment by dividing the long-term goal, towards the bachelor's degree, and then graduate programs, into short-term goals that results in an Empire State University degree. Students can then nest the associate degree into a Bachelor of Science in accounting, or a different type of bachelor's degree in BME It is also

intended to support students who are interested in exploring the field of accounting, to determine if a longer-term career goal (and corresponding preparation with a bachelor's degree, and/or master's degree) is suitable. The degree also provides students who already have work experience in accounting, to obtain a SUNY Empire degree, therefore strengthening their academic credentials and expanding their job horizons.

WHERE YOU MAY BE PLACED IN A JOB MARKET WITH AN ASSOCIATE DEGREE IN BME WITH A CONCENTRATION IN ACCOUNTING?

Students who obtain an associate degree in BME with a concentration in accounting strengthen their ability to obtain entry level bookkeeping or accounting clerk positions. Employers require a foundational knowledge of accounting. Moreover, having an associate degree may qualify someone to apply for Certified Public Bookkeeper (CPB) license, which is accredited by the **National Association of Certified Public Bookkeepers (NACPB).** The license is recognized throughout the United States and its properties. Please see **Certified Public Bookkeeper (CPB) License**. In addition, holding an associate degree, may qualify someone for a **Certified Accounting Paraprofessional (CAP) license**, which is accredited by the **National Association of Certified Accounting Paraprofessionals (NACAP)**. It is recognized throughout the United States and its properties. These licenses enhance one's credibility and job prospects in the field. While an associate degree strengthens one's credentials, it does not guarantee that one will successfully obtain the CPB or CAP licensure or a particular job.

RECOMMENDED GUIDELINES FOR AN A.S. IN BME WITH A CONCENTRATION IN ACCOUNTING

The recommended guidelines for the associate degree follow the same requirements for any associates at SUNY Empire. These requirements include thirty-two credits for liberal arts courses and thirty credits across 7 SUNY General Education requirements. Associate degrees in BME with a concentration in accounting must include a minimum of 15-16 credits in accounting. Most of SUNY Empire courses are four credits. Many students bring community college courses, which are often three credits. Transfer credits for accounting courses that are equivalent to SUNY Empire accounting courses, will be considered as part of the minimum accounting course requirement. For example, if a student has a three credit Introductory Accounting I: Financial Accounting course from a community college, that course counts toward the accounting requirements [If equivalent contents]. These guidelines pertain to an associate degree, therefore, there is no advanced level credit requirement. Below is a sample of course requirements for an Associate of Science in BME with a concentration in accounting.

Sample of course requirements.

- General Education coursework (24 credits - liberal)
- Statistics (4 credits - Gen. Ed. Math - liberal)
- Total Credits (36 liberal, twenty-eight non-liberal)
- Macro or Micro-Economics (4 credits - Gen. Ed. Social Science - liberal)
- Educational Planning (4 credits - liberal)
- Legal Environment of Business or Business Law I (4 credits)
- Organizational Behavior or equivalent (4 credits)
- Introductory Accounting I: Financial Accounting (4 credits)
- Introductory Accounting II: Managerial Accounting (4 credits)
- Intermediate Accounting I (4 credits)
- Select at least one of the following (4 credits):

- Intermediate Accounting II
- Federal Income Tax I
- Cost Accounting
- Accounting Information Systems
- Elective
- Total Credits (36 liberal, twenty-eight non-liberal)

Students interested in pursuing a degree towards the Certified Public Accountant (CPA) career, may be eligible to join directly- upon completing the associate degree - the Dual Degree **registered CPA Licensure Qualifying program; BS in Accounting/MBA Business Management Dual Program** [Nine credits are cross counted towards both the bachelor's and Master's degrees]. This program is listed among the licensure-qualifying programs by **the NYS Education Department's Inventory of Registered Programs CPA 150** and **CPA 150E.**

Upon completing 60-cr with GPA average 3.2 or higher, students may enroll in the Combined program BS/BPS BME/MBA [twelve credits are cross counted towards both the bachelor's and Master's degrees], **BS/ BPS In BME Concentration Accounting Practices/MBA Business Management program**. Each program awards a bachelor's degree upon its completion while working towards the achievement of the master's degree and provides a substantial cost saving taking cross-listed graduate courses at undergraduate tuition rate per course. No requirements for a concurred degree plan.

Students pursuing a career to a bachelor's degree may be eligible to enroll in some graduate courses [nine credits] while undergraduate (https://www.sunyempire.edu/registrar/forms-services/undergrad-enrollment-grad-courses/). It is an opportunity for cost saving and advancement to a graduate program when completing the bachelor's degree. An undergraduate student must be within thirty-two (32) credits of completing a bachelor's degree and must have a concurred degree program.

Business, Management and Economics: B.A., B.S., B.P.S.

As students of Business, Management and Economics you will investigate the world of accounting, business administration, economics, finance, human resources, information systems, international business, labor relations, management, marketing, and public administration. Students will develop analytical, management, communication, and quantitative skills, increase understanding of economic principles and disciplinary methods and learn about the effective use of information technologies to support career or personal goals and aspirations.

Degree programs in Business, Management and Economics offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Business, Management and Economics by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Accounting, Economics and Finance (https://www.sunyempire.edu/accounting-economics-finance/degree-planning-resources/), Department of Management and Human Resource Management (https://www.sunyempire.edu/management/degree-planning-resources/), or Department of Business, International Business and Marketing (https://www.sunyempire.edu/business-international-business-marketing/degree-planning-resources/) Degree Planning Resources web pages.

For more information about Business, Management and Economics, please visit the School of Business web site (https://www.sunyempire.edu/undergraduate-studies/school-business/).

Program Details

Business, Management and Economics programs are expected to meet the University Learning Goals (https://www.sunyempire.edu/policies/?search=cid%3D61278), which include active learning, breadth and depth of knowledge, social responsibility, communication skills, critical thinking and problem-solving skills, quantitative literacy, information and digital media literacy.

Academic Planning takes the form of a course (commonly but not exclusively referred to as "Educational Planning") wherein students develop a degree plan and rationale essay with their primary faculty advisor/mentor.

In their degree programs and rationale essays, students must address the BM&E Area of Study general guidelines and then the concentration guidelines, the registered program guidelines, or the individualized concentration they develop in consultation with their primary mentor.

Programs in Business, Management and Economics include the following seven foundations:

1. Communications Skills
2. Information Management
3. Economics
4. Ethical and Social Responsibility
5. Quantitative Skills
6. Understanding People in a Broader Context
7. Understanding Organizations within Broader Context

These foundations may be met through transcript credit; college-level knowledge demonstrated through individual prior learning assessment (iPLA), professional learning evaluations (PLE), or credit by examination; or individual courses, a series of courses, or components within individual courses with Empire State University. The student's **Degree Plan Rationale Essay** should clearly explain how the degree plan meets each of the foundations in the Area of Study, what will be learned, and how the student will build on these foundations to meet personal, academic, or career goals. For details about the academic planning process and requirements, please see the Student Degree Planning Guide (https://www.sunyempire.edu/degree-planning-academic-review/degree-program/student-degree-planning-guide/).

BACHELOR OF ARTS (BA), BACHELOR OF SCIENCE (BS) AND BACHELOR OF PROFESSIONAL STUDIES (BPS)

Students must meet **all seven** foundations. Below are courses that will meet each foundation.

Foundation #1: COMMUNICATION SKILLS

Code	Title	Credits
ACCT 3015	Federal Income Tax I: Individual Income Tax	4
ACCT 3020	Federal Income Tax II: Business Income Tax	4
ACCT 3035	Principles of Fraud Examination & Financial Forensics	4
ACCT 4005	Accounting Information Systems	4
ACCT 4015	Auditing	4
BUSN 1005	Business Communication	4
MRKT 4040	Marketing Strategy	4
BUSN 2005	Business Law II	4

Foundation #2: INFORMATION MANAGEMENT

Code	Title	Credits
ACCT 4005	Accounting Information Systems	4
BUSN 2015	Computer Applications in Business Management & Economics	4
BUSN 3122	Management Information Systems	4
HRMS 3020	Human Resources Information System	4
MGMT 3050	Operations Management	4

Foundation #3: ECONOMICS

Code	Title	Credits
ECON 2005	Principles of Economics	4
ECON 2010	Introductory Economics: Micro & Macro 6 Cr.	6
ECON 2015	Macroeconomics	4
ECON 2020	Microeconomics	4
ECON 3005	Applied Microeconomics	4
ECON 3010	Behavioral Economics	4
ECON 3015	Behavioral Economics & Finance International Programs Only	4
ECON 3025	Econometrics	4
ECON 3035	Economics of Crime	4
ECON 3040	Economics of Gender Work & Family	4
ECON 3045	Economics of Labor Markets	4
ECON 3050	Environmental Economics & Policy	4
ECON 3055	Economic Issues in Health Care	4
ECON 3065	Industrial Economics International Programs Only	4
ECON 3070	Industrial Organization	4
ECON 3075	Intermediate Macroeconomics	4
ECON 3080	Intermediate Microeconomics	4
ECON 3085	International Economics	4
ECON 3090	International Political Economy	4
ECON 3095	International Trade & Finance International Programs Only	3,4
ECON 3100	Public Finance	4
ECON 3105	Public Finance & Economics International Programs Only	4
ECON 3122	Money & Banking	4
ECON 3125	New Perspectives in Economics International Programs Only	4
ECON 3130	Topics in Contemporary Business & Economic Issues International Programs Only	3

Foundation #4: ETHICAL AND SOCIAL RESPONSIBILITY

Code	Title	Credits
ACCT 3035	Principles of Fraud Examination & Financial Forensics	4
ACCT 4015	Auditing	4
BUSN 3010	Business Ethics	4
ECON 3135	Business Government & Society	4
FSMA 3020	Finance Society & Ethics International Programs Only	4
MGMT 3015	Ethics for a Global Economy	4
MGMT 3040	Managing Sustainable Organizations	4
MGMT 3073	Current Issues in Healthcare Management	4

Foundation #5: QUANTITATIVE SKILLS

Code	Title	Credits
ACCT 1005	Accounting for Decision Makers	6
ACCT 2005	Introductory Accounting I: Financial Accounting	4
ACCT 2010	Introductory Accounting II: Managerial Accounting	4
ACCT 3005	Accounting For Governmental & Not-For-Profit Organizations	4
ACCT 3010	Cost Accounting	4
ACCT 3025	Intermediate Accounting I	4
ACCT 3030	Intermediate Accounting II	4
BUSN 2010	Business Statistics	4
BUSN 2175	Personal Finance Management	4
BUSN 3127	Business Analytics	4
ECON 3025	Econometrics	4
FSMA 3005	Behavioral Finance International Programs Only	4
FSMA 3010	Corporate Finance	4
FSMA 3015	Entrepreneurial Finance for Small Business	4
FSMA 3025	Healthcare Finance	4
FSMA 3030	International Finance	4
FSMA 3045	Investment Management	4
FSMA 3055	Risk Management & Insurance	4
FSMA 4005	Financial Markets & Institutions	4
FSMA 4010	Security Analysis & Portfolio Management	4
MGMT 3030	Logistics Management	4
MGMT 3075	Supply Chain Management	4
MGMT 3080	Supply Chain Management In The Global Context	4
MGMT 4025	Manufacturing Management	4
MGMT 4030	Project Management for Business	4

Foundation #6: UNDERSTANDING PEOPLE IN AN ORGANIZATIONAL CONTEXT

Code	Title	Credits
HRMS 3015	Human Resource Management	4
HRMS 3030	Labor Management Relations for Business	4
HRMS 3035	LGBTQ Workplace Issues	4
HRMS 4015	Organization Development & Change	4
MGMT 3025	Leadership	4
MGMT 3060	Organizational Behavior	4

| MGMT 3090 | Women in Management | 4 |
| MGMT 4005 | Change Management | 4 |

Foundation #7: UNDERSTANDING ORGANIZATIONS WITHIN BROADER CONTEXT

Code	Title	Credits
ACCT 4010	Advanced Accounting	4
BUSN 3005	Business Enterprise in American History	4
BUSN 3040	Electronic Commerce (e-Commerce)	4
BUSN 4030	International Business	4
BUSN 4035	International Business Law	4
ECON 3020	Ecological Economics	4
ECON 3030	Economic Policies of the European Union International Programs Only	3
ECON 3085	International Economics	4
ECON 3090	International Political Economy	4
ECON 3095	International Trade & Finance ^{International Programs Only}	3,4
ECON 3110	Social & Economic Contexts of Globalization International Programs Only	3
ECON 3115	The Global Financial Crisis & the Great Recession International Programs Only	3
ECON 3120	Economic Policies of the European Union International Programs Only	4
FSMA 3015	Entrepreneurial Finance for Small Business	4
FSMA 3030	International Finance	4
HRMS 4020	Strategic Human Resource Management	4
HRMS 3010	Diversity in the Workplace	4
MRKT 4025	International Marketing	4
MGMT 3010	Cross Cultural Management	3
MGMT 3020	International Cross Cultural Management	4
MGMT 4035	Strategic Management	4

Learning Outcomes

- Foundation 1: Communication Skills; Students will be able to identify and apply appropriate basic communications skills necessary to successfully function in an organizational environment. At a minimum, students should have acquired the competencies in a course such as English Composition that meet SUNY General Education requirements for Basic Communication.
- Foundation 2: Information Management; Students will be able to use information technology tools and systems to collect, manage, and analyze data for decision making relevant to the business environment. Studies can be introductory or advanced level but must be beyond basic computer applications.
- Foundation 3: Economics; Students will be able to solve economic problems using appropriate economic principles and concepts and analytical models.
- Foundation 4: Ethical and Social Responsibility; Students will be able to examine, explain or apply moral theories, ethical standards and social responsibilities in the business environment.
- Foundation 5: Quantitative Skills; Students will be able to demonstrate an understanding of quantitative reasoning and analytical tools and an ability to apply these tools to problems in the business environment.

- Foundation 6: Understanding People in an Organizational Context; Students will be able to examine and reflect on organizational culture and apply the concepts that explain how individuals and groups behave in the organization.
- Foundation 7: Understanding Organizations Within Broader Context; Students will be able to evaluate challenges to organizations in a complex and changing world by describing the strategic impact of diversity, political, International, technological or environmental issues in the business environment.

Concentration Guidelines

Specific guidelines have been developed for concentrations in the following areas:

- Accounting Practices, Bachelor (p. 30) - & **Pathways to the graduate studies & CPA 150/150E Educational Requirements**
- **Economics (p. 33)**
- Finance (p. 34)
- Information Systems (p. 35)
- International Business (p. 37)
- Labor Relations (p. 38)
- Marketing (p. 39)
- Public Administration (p. 40)

If you are interested in an area not listed here, please contact your mentor about designing your own concentration.

Accounting Practices - For students matriculated beginning Spring 2019 Under — AOS Guidelines: Business, Management and Economics
Degree Options

Empire State University offers a Bachelor of Science in Business, Management and Economics (BME) with a concentration in Accounting Practices. Students who choose accounting practice as a concentration can select, but are not limited to, from the following options: Accounting Practices: Financial Accounting; Accounting Practices: Managerial Accounting; Accounting Practices: Governmental and Not-for-Profit Organizations; Accounting Practices: Forensic Accounting; Accounting Practices: Internal Auditing. Empire State University also offers a **B.S. in Accounting** degree program, which is a pathway to the registered NYS CPA licensure qualifying program. (p. 17)

An Empire State University B.S. degree with a concentration in Accounting Practices enables students to design and pursue a degree program that is tailored toward their accounting career goals and objectives. Through the educational planning process, the student should examine which degree meets their intended career path.

Information on Career Options in Accounting

There are various employment opportunities and professional licenses or certificates in the public, private and nonprofit sectors, which require specific coursework. Accordingly, it is the students' responsibility, in designing the degree plan, to check with their state board and professional associations regarding the current requirements for any professional designations they are interested in pursuing. In general, being an accountant does not require state CPA licensing or professional certification unless the student is interested in pursuing work in public accountancy as a certified public accountant. However,

obtaining the CPA license and/or other accounting certificates (Such as Certified Management Accountant (https://www.imanet.org/IMA-Certifications/CMA-Certification/), Certified Fraud Examiners (https://www.acfe.com/), Certified Internal Auditor (https://www.theiia.org/en/certifications/cia/), and/or Certified Government Financial Manager (https://www.agacgfm.org/CGFM.aspx)) opens the job market widely for better opportunities.

Learning Outcomes: By the completion of the program students will be able to demonstrate:

- **General broad business competencie**s: Students will be able to identify the legal, economic, ethical, organizational, and global forces and their impact on a business environment and its sustainability and continuity.
- **Accounting and professional competencies**: Students will be able to apply accounting theory and professional standards dealing with specific topics in accounting that demand distinctive in-depth study and define the applicable accounting principles and standards for various industries and businesses' forms.
- **Higher level of professional functional competencies**: Students will be able to apply accounting principles to a more complex business forms, and utilize technology, demonstrating a higher level of financial reporting and demonstrate their professional skepticism to risk management.

BME GUIDELINES

A BME degree plan in any of the Accounting Practices' concentrations is expected to satisfy the general guidelines for the Business, Management and Economics Area of Study.

ACCOUNTING PRACTICES CORE COURSES

The following are the foundation core courses (or equivalent) for a concentration in Accounting Practices (Transfer underline equivalent classes must be a minimum of three credits in any topic and may be at low-level). Concentration is Accounting Practices must include 24-cr. upper level in accounting, including Advanced Accounting, one of the two Federal Income Taxes, Accounting Information Systems, and Auditing.

Code	Title	Credits
ACCT 2005	Introductory Accounting I: Financial Accounting	4
ACCT 2010	Introductory Accounting II: Managerial Accounting	4
ACCT 3025	Intermediate Accounting I	4
ACCT 3030	Intermediate Accounting II	4
ACCT 4005	Accounting Information Systems	4
One of the following:		4
BUSN 1010	Business Law I	
One of the following:		4
MATH 1065	Statistics	
Or		
BUSN 2010	Business Statistics	
One of the following:		4
ECON 2015	Macroeconomics	
Or		
ECON 2020	Microeconomics	
MGMT 3060	Organizational Behavior	4

Accounting Practices Concentrations
Accounting Practices: Financial Accounting
Financial accounting career focuses on understanding various accounting and industries practices. This includes, but is not limited to understanding accounting cycle, external financial reporting, financial statements analysis, and tax preparation for various forms of businesses.

In addition to Accounting Practices Core Courses, students are expected to take the following courses:

Code	Title	Credits
ACCT 3010	Cost Accounting	4
ACCT 4010	Advanced Accounting	4
ACCT 3015	Federal Income Tax I: Individual Income Tax	4
ACCT 4015	Auditing (Auditing must be upper-level course.)	4
ACCT 3020	Federal Income Tax II: Business Income Tax (Recommended, yet optional.)	4
FSMA 3010	Corporate Finance	4

Accounting Practices: Management Accounting
Students may choose to pursue a career in management accounting. Management accountants are strategic financial-management professionals who integrate accounting expertise with advanced management skills to drive business performance inside organizations. Management accountants monitor, interpret and communicate operating results, evaluate performance, control operations, and make decisions about the strategic direction of the organization.

In addition to Accounting Practices Core Courses, students are expected to take the following courses:

Code	Title	Credits
ACCT 3010	Cost Accounting	4
ACCT 4010	Advanced Accounting	4
ACCT 3015	Federal Income Tax I: Individual Income Tax	4
FSMA 3010	Corporate Finance	4
In addition to two (2) of the following courses:		8
BUSN 3127	Business Analytics	
MGMT 4035	Strategic Management	
MRKT 1005	Marketing Principles	
MATH 4020	Quantitative Methods for Management	
INFT 3005	Data Analytics	

Accounting Practices: Governmental and Not-For Profit
Governmental and Not-for-Profit Accountants perform similar tasks as financial/corporate accountants but in the public sector. This includes, but is not limited to, not-for-profit organizations, voluntary health and welfare organizations, colleges and universities, religious and charity organizations, and federal, state, and local governmental agencies.

In addition to the Accounting Practice Core Courses, students are expected to take the following courses:

Code	Title	Credits
ACCT 3010	Cost Accounting	4
ACCT 4015	Auditing	4
ACCT 3005	Accounting For Governmental & Not-For-Profit Organizations	4
ECON 3100	Public Finance	4

In addition to two (2) of the following courses:

ACCT 3035	Principles of Fraud Examination & Financial Forensics
MGMT 3045	Not-For-Profit Management
PAFF 3137	Managing Municipal Government
PAFF 2122	Introduction to Public Administration
POLI 2005	New York State & Local Government

Accounting Practices: Forensic Accounting

Forensic accounting is a vast growing practice professional career in accounting. Forensic accountants work in the areas of fraud: examination, prevention, detection, deterrence, and investigation. They are considered investigative auditors. Forensic accountants perform a full range of tasks from diagnostic analysis to consulting and serving as expert-witnesses in various litigations.

In addition to the Accounting Practice Core Courses, students are expected to take the following courses:

Code	Title	Credits
ACCT 4010	Advanced Accounting	4
ACCT 3015	Federal Income Tax I: Individual Income Tax	4
ACCT 4015	Auditing	4
ACCT 3035	Principles of Fraud Examination & Financial Forensics	4
FSMA 3010	Corporate Finance	4
In addition to two (2) of the following courses:		8
BUSN 3127	Business Analytics	
INFT 3020	Cyber Crime & Computer Forensics	
PSYC 4080	Forensic Psychology	
INFT 3010	Advanced Digital Crime & Digital Terrorism	
CRJS 3020	Law Enforcement Intelligence Analysis	
INFT 4010	Data Analytics & Data Mining	

Accounting Practices: Internal Auditing

Students may choose the practice of internal auditor, who is an employee of the business, as opposed to an external auditor (CPA). Internal auditors evaluate risk exposures relevant to an organization and governance's structure, effectiveness and efficiency of its operations, reliability of its internal control procedures, integrity of the accounting information system, and compliance with laws, regulations, and contracts.

In addition to the Accounting Practice Core Courses, students are expected to take the following courses:

Code	Title	Credits
ACCT 4010	Advanced Accounting	4
ACCT 3015	Federal Income Tax I: Individual Income Tax	4
ACCT 4015	Auditing	4
ACCT 3020	Federal Income Tax II: Business Income Tax (Recommended, yet optional.)	4
FSMA 3010	Corporate Finance	4
ACCT 3035	Principles of Fraud Examination & Financial Forensics	4

PATHWAYS TO THE CPA & Graduate STudies

An Empire State University bachelor's degree – whether it is the B.S. in Accounting (https://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/bs-accounting/), (p. 7) or the B.S./B.P.S. in BME with an Accounting Practices concentration (https://catalog.esc.edu/undergraduate/areas-study-degrees-certificates/areas-study-concentration-guidelines/business-management-economics/#Practices) -- its total credits is less than the minimum 150-credits total educational requirements for the CPA 150/150E licensure. (https://www.op.nysed.gov/professions/certified-public-accountants/initial-license-requirements/) Therefore, students must sign an Accounting Certification Disclaimer (https://www.sunyempire.edu/media/academic-affairs/aos/Accounting-Certificate-Disclaimer-9.4.2018ADA.pdf) indicating that they understand this total credits requirements.

Students interested in pursuing a career in Public Accountancy as (CPA) or in graduate studies may follow any of the following pathways [cost and time saving opportunity]

1. Students may complete the additional credits necessary to meet the 150-credit hour educational requirement, and its distribution (https://www.op.nysed.gov/professions/certified-public-accountants/initial-license-requirements/), through graduate and/or undergraduate courses. For information on the NYS Public Accountancy requirements, go to New York State Education Department's Public Accountancy web page (https://www.op.nysed.gov/certified-public-accountants/). Students may enroll in three (9-cr.) graduate courses while they are undergraduates (https://www.sunyempire.edu/registrar/forms-services/undergrad-enrollment-grad-courses/). Refer to the policy (https://catalog.sunyempire.edu/undergraduate/academic-policies-procedures/undergraduate-enrollment-graduate-courses/). Students pay undergraduate tuition fees for these courses. This is a wonderful way to save time and money. The undergraduate student must be within thirty-two (32) credits of completing a bachelor's degree and must have a concurred degree program.

2. Students may enroll directly in the Combined program (https://sunyempire.edu/graduate-studies/combined-programs/) where they may combine the BS/BPS in BME Concentration Accounting Practices (https://catalog.esc.edu/undergraduate/areas-study-degrees-certificates/areas-study-concentration-guidelines/business-management-economics/#Practices) with the MBA Business Management program (https://www.sunyempire.edu/graduate-studies/combined-programs/). Students must plan their degree early in their career to benefit from the four cross-registered graduate courses that would satisfy both requirements for the Accounting Practices concentration & MBA. Students may enroll in up to four courses. The Combined Program (https://www.sunyempire.edu/graduate-studies/combined-programs/) may be completed at 148-cr. [Bachelor + Master]. However, students must be cognizant of the total educational credits' requirements for the CPA 150-cr. Students must complete any missing credits below 150-cr. if they are planning to apply for the CPA license. Students do not have to have a concurred degree program to apply for a combined program. At the time of their application, if students meet the following criteria, then they are officially accepted: * 3.2 GPA in the most recent 60 credits, * completed between 60 - 92 credits (SUNY Empire + non-SUNY Empire), and * completed the prerequisite courses in accounting, statistics, macroeconomics, and microeconomics with a C or better grade. If the students have **less than 60 credits** at the time of their applications, then they are **conditionally accepted to the program if they have a minimum GPA of 3.2 in the credits they completed**. They will be continuously monitored until they complete at least sixty credits and the program prerequisites. If their GPA goes below 3.2 during their conditional acceptance, then they will be dismissed from the program. Officially admitted students can start taking graduate courses. There is no monitoring after official acceptance. After this

point, students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined degree pathway.

3. Students may switch (if eligible) to **the (https://www.sunyempire.edu/graduate-studies/combined-programs/dual-degree-bs-accounting-mba-business-management/)Dual Degree (https://catalog.esc.edu/graduate/programs/bs-accounting-mba-combined-pathway/) registered 150/150E [Evolution] (NYS) CPA Licensure Qualifying program (https://catalog.esc.edu/graduate/programs/bs-accounting-mba-combined-pathway/);** BS in Accounting (p. 7)/ (p. 7)MBA Business Management. (https://catalog.esc.edu/graduate/programs/bs-accounting-mba-combined-pathway/) The program requires 152 credits total, 36 of which are master's credits leading to the MBA in Business Management. Students do not have to have a concurred degree program to apply for the Dual Program. Students must plan their degree early in their career to benefit from the three cross-registered graduate courses that would satisfy both the BS in Accounting & MBA. The Dual program is listed among the licensure-qualifying programs by **the NYS Education Department's inventory of Registered Programs CPA 150** and **CPA 150E.** At the time of their application, if students meet the following criteria, then they are officially accepted: * 3.2 GPA in the most recent 60 credits, * completed between 60 - 92 credits (SUNY Empire + non-SUNY Empire), and * completed the prerequisite courses in accounting, statistics, macroeconomics, and microeconomics with a C or better grade. If the students have **less than 60 credits** at the time of their applications, then they are **conditionally accepted to the program if they have a minimum GPA of 3.2 in the credits they completed**. They will be continuously monitored until they complete at least sixty credits and the program prerequisites. If their GPA goes below 3.2 during their conditional acceptance, then they will be dismissed from the program. Officially admitted students can start taking graduate courses. There is no monitoring after official acceptance. After this point, students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined degree pathway.

- MGMT 6020 Leadership & Executive Development, 3c r = UG MGMT 3060 Organizational Behavior
- MGMT 6025 Strategic Perspectives of Global Management, 3cr = UG Business Elective
- MGMT 6075 International Financial Management, 3cr = UG FSMA 3010 Corporate Finance

The three elective courses in the MBA program replaced by the required three courses for the Dual Program: 1- FSMA 6060 Strategic Cost Analysis, 3cr, 2- FSMA 6080 International Accounting, 3cr, and 3- APAN 6025 Applied Management Analytics.

*Contact School of Graduate Studies: Dr. Joseph Angiello.

* General Inquiry: grad@sunyempire.edu (grad@esc.edu)

Economics Concentration For Students Matriculated After Jan. 1, 2020

BACKGROUND

A focus on economics within the Business, Management and Economics Area of Study deals with how people make choices and organize production, distribution and consumption of goods and services.

A concentration in economics provides a foundation for employment in a wide range of fields, including teaching, business research, policy analysis, government service, banking, insurance, and general business. All require a solid theoretical base and ability to analyze data. Therefore, a blend of theoretical and applied studies is advisable.

All concentrations in economics should reflect a progression of studies from the introductory to the advanced level, which respond to the student's own personal, academic, and professional goals. They can cover a range of possibilities such as (a) a purely theoretical orientation, especially for those interested in graduate study; (b) an applied orientation for those whose interest is in working in industry; and (c) a policy orientation for those who wish to pursue careers with the government.

FOUNDATION

Students will develop an understanding of the language of macroeconomics; the structure of the aggregate economy; the roles and impacts of government and institutions on the economy; tools of fiscal and monetary policy; an ability to use algebraic graphical analysis in problem solving; and the ability to apply these concepts to the real world. This would normally be accomplished in a study of Principles of Macroeconomics or equivalent study.

Students will develop an understanding of the language of microeconomics; roles of economic decision making at the individual and firm level; an ability to use graphical analysis in problem solving; and the ability to identify an appropriate concept for application and reason through to logical conclusions. This would normally be accomplished in a study of Principles of Microeconomics or equivalent study.

The study of economics requires facility with algebra, statistics (including probability) and one semester of calculus. Building on the vocabulary and concepts learned at the introductory level, as well as facility with the tools learned in algebra, statistics and calculus, students must deepen their understanding of both macroeconomics and microeconomics.

ADVANCED

At the advanced level, students will demonstrate increasing levels of sophistication in solving problems as well as becoming familiar with professional literature. Tools for analysis include both calculus and more advanced graphical analysis, as well as a deeper understanding of theory. Students typically gain this knowledge in studies of Intermediate Macroeconomics and Intermediate Microeconomics.

To both understand the economics literature and apply economic concepts to real-world data, students must study data analysis at the advanced level (e.g., econometrics; financial data analysis; advanced statistics; or forecasting).

Students are expected to demonstrate that they can apply sophisticated analysis to a broad range of fields. They will do this by including at least three additional advanced level studies in economics. These studies must be distributed across different fields of economics. (Including, but not limited to: International Economics, Behavioral Economics, Labor Economics, Economics of Gender, Work & Family, Environmental Economics and Policy, Ecological Economics, Healthcare Economics, History of Economic Thought, Industrial Organization, Applied Economics, Money and Banking, International Political Economy. Students may wish to add focus to one or more fields by adding additional advanced level studies.

Students pursuing Economics Concentration under Business Management and Economics must satisfy the Business, Management & Economics Area of Study Guidelines under the "Program Details" tab.

For more information on careers and fields of study, students may wish to consult the **American Economic Association**

PATHWAYS TO THE GRADUATE PROGRAMS:

Students may follow any of the following pathways [cost and time saving opportunity] to the graduate programs:

1.   Students may **enroll in graduate courses while they are still undergraduates**, by selecting three (9-cr.) graduate courses that may be equivalent to undergraduate required courses and/or electives.   Students pay undergraduate tuition fees for these courses. This is a wonderful way to save time and money. The undergraduate student must be within thirty-two (32) credits of completing a bachelor's degree and must have a concurred degree program.

2.   Students may enroll directly, in Combined Program (http://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/areas-study-concentration-guidelines/business-management-economics/Combined Bachelor's/Master's Degrees | Empire State University (sunyempire.edu) where students may combine the **BS/BPS/BA In BME Economics Concentration** with the MBA Business Management program (https://www.sunyempire.edu/graduate-studies/combined-programs/). Students must plan their degree early in their career to benefit from the four cross-registered graduate courses that would satisfy both equirements for the Economics concentration & MBA. Students may enroll in up to four courses. The Combined Program (https://www.sunyempire.edu/graduate-studies/combined-programs/) may be completed at 148-cr. [Bachelor + Master]. Students do not have to have a concurred degree program to apply for a combined program. At the time of their application, if students meet the following criteria, then they are officially accepted: * 3.2 GPA in the most recent 60 credits, * completed between 60 - 92 credits (SUNY Empire + non-SUNY Empire), and * completed the prerequisite courses in accounting, statistics, macroeconomics, and microeconomics with a C or better grade. If the students have **less than 60 credits** at the time of their applications, then they are **conditionally accepted to the program if they have a minimum GPA of 3.2 in the credits they completed**. They will be continuously monitored until they complete at least sixty credits and the program prerequisites. If their GPA goes below 3.2 during their conditional acceptance, then they will be dismissed from the program. Officially admitted students can start taking graduate courses. There is no monitoring after official acceptance. After this point, students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined degree pathway.

*Contact School of Graduate Studies: Dr. Betul Lus.

* General Inquiry: grad@sunyempire.edu (grad@esc.edu)

Finance Concentration For Students Matriculated After Jan. 1., 2020

BACKGROUND

Finance is a branch of applied economics which studies monetary and financial decision making under conditions of risk and uncertainty. Firms and investors utilize various instruments and institutions to manage the transfer of funds from those who save to those who invest in regulated markets.

CONCENTRATION

- The concentration in Finance encompasses key principles in Macroeconomics and Microeconomics, Financial and Managerial Accounting, and Business Law, among other relevant courses. It emphasizes problem-solving through quantitative methods, including statistical analysis and calculus.
- The core of finance involves activities such as assessing, analyzing, and securing the necessary financial resources for businesses (profit or non-profit) and individuals. This process is influenced by various environmental factors like political, economic, legal, informational, and social elements, requiring the use of diverse quantitative analytical methods. Students learn to evaluate a business's financial performance and recommend strategies for obtaining financial resources, through courses like Corporate Finance and Financial Management.
- Further, the curriculum delves into financial instruments, investment valuation, and risk management, offering courses like Investment Management or Security Analysis and Portfolio Management. Understanding the dynamics, structure, and regulations of the financial market is essential, particularly for courses like Money and Banking or Financial Markets and Institutions.
- The program also covers international aspects, focusing on global trade, economics, and financial activities of various organizations. It stresses the importance of understanding international financial laws and regulations, as well as risk hedging techniques, as seen in the International Finance course.
- Lastly, financial software and electronic spreadsheets are integral to the curriculum, requiring advanced quantitative skills. Courses like Econometrics, Quantitative Methods for Management, or Business Analytics are part of this focus.

CAREER PATHS

There are various career opportunities in finance. Among them are:

- Working within a corporate financial structure.
- Theoretical analyzer of finance.
- Financial professions as an investment banker or trader.
- Public finance professional.
- Wealth management advisor.

For students wishing to study finance as a path to corporate management, many of the studies in management or business administration concentrations (such as accounting, strategic management, and leadership) are also appropriate. Other students may wish to focus more on the theory of finance and would find additional studies in economics, corporate finance, portfolio theory and research methods appropriate. Those interested in pursuing a "Wall Street" path, may consider international accounting, federal income taxes, financial risk analysis, data analytics, and symbolic logic, or equivalent studies.

Students pursuing Finance Concentration under Business Management and Economics must satisfy the Business, Management & Economics Area of Study Guidelines under the "Program Details" tab.

Students who are interested in Certified Financial Planner professional may consult with the **CFP Board**.

Students who are interested in Chartered Financial Analyst may consult with the **CFA Institute**.

PATHWAYS TO THE GRADUATE PROGRAMS:

Students may follow any of the following pathways [cost saving opportunity] to the graduate programs:

1. Students may **enroll in graduate courses while they are still undergraduates**, by selecting three graduate courses (9-cr.) that may be equivalent to undergraduate required courses and/or electives. Students pay undergraduate tuition fees for these courses. This is a wonderful way to save time and money. The undergraduate student must be within thirty-two (32) credits of completing a bachelor's degree and must have a concurred degree program.

2. Students may enroll directly, in Combined Program (http://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/areas-study-concentration-guidelines/business-management-economics/Combined Bachelor's/Master's Degrees | Empire State University (sunyempire.edu) where students may combine the **BS/BPS/BA In BME Finance Concentration** with the MBA Business Management program (https://www.sunyempire.edu/graduate-studies/combined-programs/). Students must plan their degree early in their career to benefit from the four cross-registered graduate courses that would satisfy both requirements for the Finance concentration & MBA. Students may enroll in up to four courses. The Combined Program (https://www.sunyempire.edu/graduate-studies/combined-programs/) may be completed at 148-cr. [Bachelor + Master]. Students do not have to have a concurred degree program to apply for a combined program. At the time of their application, if students meet the following criteria, then they are officially accepted: * 3.2 GPA in the most recent 60 credits, * completed between 60 - 92 credits (SUNY Empire + non-SUNY Empire), and * completed the prerequisite courses in accounting, statistics, macroeconomics, and microeconomics with a C or better grade. If the students have **less than 60 credits** at the time of their applications, then they are **conditionally accepted to the program if they have a minimum GPA of 3.2 in the credits they completed**. They will be continuously monitored until they complete at least sixty credits and the program prerequisites. If their GPA goes below 3.2 during their conditional acceptance, then they will be dismissed from the program. Officially admitted students can start taking graduate courses. There is no monitoring after official acceptance. After this point, students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined degree pathway.

*Contact School of Graduate Studies: Dr. Betul Lus.

* General Inquiry: **grad@sunyempire.edu**

Information Systems Concentration Guidelines For Students Matriculated Effective Sept. 1, 2015
Statements
ABOUT INFORMATION SYSTEMS
Information systems specialists focus on integrating information technology solutions and business processes to meet the information needs of businesses and other enterprises, enabling them to achieve their objectives in an effective, efficient way. This discipline's perspective on information technology emphasizes information and views technology as an instrument for generating, processing, and distributing information. Professionals in the discipline are primarily concerned with the information that computer systems can provide an enterprise to aid in defining and achieving its goals and the processes that an enterprise can implement or improve using information technology. Students of IS must understand both technical and organizational factors and they must be able to help an organization determine how information and technology-enabled business processes can provide a competitive advantage.

"The information systems specialist plays a key role in determining the requirements for an organization's information systems and is active in their specification, design, and implementation. As a result, such professionals require a sound understanding of organizational principles and practices so that they can serve as an effective bridge between the technical and management communities within an organization, enabling them to work in harmony to ensure that the organization has the information and the systems it needs to support its operations. Information systems professionals are also involved in designing technology-based organizational communication and collaboration systems."' (Computing Curricula 2005, p. 14).

Our guiding authority for this document is Computing Curricula 2005 and the IS 2010 Body of Knowledge. This joint effort by the Association for Computing Machinery (ACM), the Association for Information Systems (AIS) and The Computer Society (IEEE-CS) includes current curricular recommendations from the leading professional organizations in the computing fields. Students should read Computing Curricula 2005 to understand how computing disciplines are related. It is important for students to think carefully about their primary interests. Information systems, as a disciplinary concentration, would not be the best choice for someone primarily interested in computing infrastructure needs of the organization; for such individuals, a concentration in information technology would be more appropriate. On the other hand, students interested primarily in the abstract, theoretical concepts of computing would be better served by a concentration in computer science.

There are, of course, many ways to approach information systems. Many professionals and educators have tried to identify different approaches by adding adjectives, which has led to terms such as "management information systems" and "computer information systems." The general understanding was that MIS would be more focused on the management aspects, while CIS focused on the technical aspects. However, as the area has developed, the differentiation between the managerial and the technical has certainly blurred. These guidelines have, therefore, adopted the more general title of "Information Systems," but they apply to both of those titles as well. Similarly, titles such as "Information Systems Management" also cover the same content.

At Empire State University, the variation among degrees in information systems occurs with the identification of the area of study. Each student must design a degree program that meets the general guidelines for an area of study. The information systems curricular guidelines represent a common core of knowledge, which any information systems degree will contain within those general guidelines. Students who are interested in information systems within the business and managerial perspective might find it appropriate to place their concentration within the Business Management and Economics area of study, while students who are interested in the technological perspective might find it appropriate to place their concentration within the Science, Mathematics and Technology area of study (or, if they are seeking the narrower BPS, this would be done as a concentration within the registered program Technology). All students should make sure that the degree they are interested in is appropriate for their future career and education goals.

FOUNDATION

Communication: All students should already have (or develop) skills and confidence with communication, particularly communicating in writing. Technical communication, which is the specialty of communicating technical information, is of value to individuals in this field.

Quantitative reasoning: Students must develop their quantitative reasoning and mathematical skills. At the most basic level, students should have the facility with statistics to support in-depth analysis of data. Typically, to be prepared for a course in statistics, students should have facility with algebra.

The choice of mathematical subject matter for development of quantitative reasoning will depend on the student's background and interest. It should be recognized that, as a part of these studies and any other work in mathematics, students should develop skill and confidence with the interpretation of material containing quantitative information and mathematical symbols, and they should have (or develop) an ability to express ideas using mathematical symbols and language. That is, it is important to be able to articulate an understanding of mathematics, not just be able to do calculations.

SMT students must develop their quantitative reasoning and mathematical skills in areas such as discrete mathematics. Discrete mathematics supports algorithmic thinking, and such study would cover logic, the concept of complexity, introduction to methods of proof and graph theory. Typically, students need facility in the knowledge gained from pre-calculus to have a strong experience in discrete mathematics.

BME students would benefit from a study in advanced quantitative methods for management, which includes topics such as decision making under uncertainty and linear programming and applications of regression analysis in management.

INFORMATION TECHNOLOGY

Foundational learning in IT: SMT students should already have (or develop) an understanding of programming, not just coding. This involves using problem solving with logic. BME students should understand the fundamentals of computing in organizations and the use of information systems in organizations.

Databases: Students should also demonstrate an understanding of data modeling, database programming and basic database administration concepts at the enterprise-scale.

IT infrastructure: Students should be familiar with the technical foundations of information systems. This typically includes knowledge of operating systems and networks. Students are expected to be able to explain the capabilities and limitations of different networking devices. Students have a clear understanding of diverse types of networks and network protocols, layers, standards, and topologies. Students can explain the benefits of small office/home office (SOHO) networks and the technology requirements essential to install, configure and maintain them. Students should be prepared to keep up with new developments in the networking field. For BME students, their understanding of IT infrastructure should include the technologies of e-commerce.

Security: Students can describe d types of security risks and threats against networks and information assets and have basic knowledge in designing secure systems and detecting and mitigating threats to the systems.

PROFESSIONAL BEHAVIOR AND RESPONSIBILITIES

Professional, legal, and ethical i: Students must understand their ethical, social, and professional responsibilities as information systems professionals. This would typically include analysis of professional roles and responsibilities, exploration of major categories of issues, and identification of ethical issues and value conflicts, analysis and evaluation of claims using ethical frameworks. For SMT students, this also should include analysis of the context for the technological system, including recognizing the organizational and legal context and identifying the stakeholders.

Organizational understanding and professional behavior: Students should develop an understanding of how individuals and group's function or behave in organizations. It is expected that students will develop, either through direct study or as a part of other activities, their skills in leadership, collaboration, and negotiation.

THEORY, DEVELOPMENT, AND MANAGEMENT OF SYSTEMS

Systems analysis and design: Students must include systems analysis and design as central to understanding information systems. This knowledge should encompass an understanding of the system's lifecycle along with issues in requirements definition and system implementation. This knowledge should be at an advanced level. The student should know the system analysis and design lifecycle from analyzing the business case through requirements modeling and system architecture to system operations and support and the major activities in each phase, as well as understand how the process helps address the larger organizational needs.

Project management: Students must also have skills in and knowledge of project management methodologies and skills in applying the techniques of project management. This would include the project lifecycle from planning to closing, and the key knowledge areas such as scope, cost, and time management to ensure that organizational resources are planned and deployed effectively, and that evaluation and quality are maintained in the system development process.

Information Systems in the Broader Context: Students are expected to apply the concepts of IT strategy to evaluate the organization's use of IT in the context of its overall strategy, analyze the relationships between business and IT and apply these concepts to real-world situation.

INDIVIDUAL CONTEXT

Each student brings his or her own goals and background to the study of IS. It is these goals for future study or work which will provide the context for the student's degree. Students should address their choice in the rationale.

Students in SMT should develop an appreciation for the type(s) of organization in which they work, or intend to work, as well as the interpersonal and communication skills needed to be successful in that environment. For example, a student who intends to work in government (federal, state, local) should understand bureaucracies, politics and regulations, while a student who works in a scientific research environment should understand how scientists view data, design studies, etc., and a student who works in a health care setting should include informatics as well as policy issues.

Students in BME *are expected* to understand the business context within which they will be working. As such, they need a background in at least two of the functional areas, such as accounting, finance, marketing, human resources, and operations management. Since this expectation is very dependent on the student's individual goals, it is vital that students,

in consultation with their mentor, identify their learning needs and explain their reasoning in their rationale.

CURRENCY

Information systems and the environment in which they exist are always changing. Degree programs must demonstrate currency in the field and show understanding of emerging and evolving technology and environment relevant to their individual context.

Currency can be viewed in two ways: on the one hand, currency refers to current technologies; on the other hand, currency can be seen as not obsolete. If students want to use earlier learning in their programs, they should consider several issues related to how old, how specialized, and how extensive the earlier learning is. Courses which encompass analysis, problem definition, algorithms, data structures, programming concepts and testing methodology may provide a useful foundation to explore recent developments in computer technology. Courses which are product-specific (hardware or software) may be less useful. When earlier learning is judged to provide a useful foundation within the program, students should be sure to incorporate opportunities to bridge to newer platforms or applications within their degree program.

RATIONALE

Students should explicitly discuss in their rationale essay how each of the above topics is incorporated in their degree program, how the program is designed to meet their goals and how the program meets the currency criteria discussed above. It is not necessary that the specific terms used above appear in individual study titles.

ADDITIONAL STUDIES

Students who wish to enhance their knowledge and skills might consider incorporating additional areas into their studies including human-computer interaction, which would include concepts and approaches, such as user differences, user experience and collaboration, human factors, ergonomics, accessibility issues and standards, user and task analysis and the ability to implement user-centered design and evaluation methods.

PATHWAYS TO THE GRADUATE PROGRAMS:

Students may follow any of the following pathways [cost and time saving opportunity] to the graduate programs:

1. Students may enroll in graduate courses while they are still undergraduates (https://www.sunyempire.edu/registrar/forms-services/undergrad-enrollment-grad-courses/), by selecting three graduate courses (9-cr.) that may be equivalent to undergraduate required courses and/or electives.   Students pay undergraduate tuition fees for these courses. This is a wonderful way to save time and money. The undergraduate student must be within thirty-two (32) credits of completing a bachelor's degree and must have a concurred degree program.

2. Students may enroll directly, in Combined Program (http://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/areas-study-concentration-guidelines/business-management-economics/Combined Bachelor's/Master's Degrees | Empire State University (sunyempire.edu) where students may combine the **BS/BPS/BA In BME Information Systems Concentration** with the MBA Business Management program (https://www.sunyempire.edu/graduate-studies/combined-programs/). Students must plan their degree early in their career to benefit from the four cross-registered graduate courses that would satisfy both requirements for the Information Systems concentration (https://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/areas-study-concentration-guidelines/business-management-economics/#Information) & MBA. Students may enroll in up to four courses. The Combined Program (https://www.sunyempire.edu/graduate-studies/combined-programs/) may be completed at 148-cr. [Bachelor + Master]. Students do not have to have a concurred degree program to apply for a combined program. At the time of their application, if students meet the following criteria, then they are officially accepted: * 3.2 GPA in the most recent 60 credits, * completed between 60 - 92 credits (SUNY Empire + non-SUNY Empire), and * completed the prerequisite courses in accounting, statistics, macroeconomics, and microeconomics with a C or better grade. If the students have **less than 60 credits** at the time of their applications, then they are **conditionally accepted to the program if they have a minimum GPA of 3.2 in the credits they completed**. They will be continuously monitored until they complete at least sixty credits and the program prerequisites. If their GPA goes below 3.2 during their conditional acceptance, then they will be dismissed from the program. Officially admitted students can start taking graduate courses. There is no monitoring after official acceptance. After this point, students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined degree pathway.

*Contact School of Graduate Studies: Dr. Betul Lus.

* General Inquiry: grad@sunyempire.edu (grad@esc.edu)

International Business Concentration For Students Matriculated After July 1, 2013

For the concentration in international business, an awareness of the different sociocultural, political and legal environments in international business and the resultant consequences on international business planning and decision-making processes adopted by managers operating in that context is crucial.

Because international business concentrations may offer many diverse career opportunities, the career exploration in the research phase of degree program planning is particularly important. Many career opportunities exist in private industry, global commerce, international organizations, government, or banking, among others. In some careers, specialized knowledge specific to employers' needs may be desirable for employment (for example, banking or government work). However, for the majority of industry careers, specialized knowledge may not be required. Instead, a basic program in international business and then on-the-job experience in the industry and/or any international experience inside or outside of the home country is helpful to career progression. Students should carefully consider their employment options and expectations in the design of their degree programs. These experiences often can be complemented or enhanced through individualized learning contracts, which allow students to pursue topics relevant to their employment situations or goals.

The guidelines that follow provide guidance to a basic program in International Business. These should be augmented with additional knowledge in areas personally relevant. Students pursuing an International Business concentration should meet the General AOS Guidelines for Business, Management and Economics, and demonstrate fundamental knowledge in each of the following areas:

- economics
- management
- accounting
- marketing
- finance.

Students should demonstrate a broad-based understanding of the International Business domain through study or college-level equivalent experience in the following areas:

- international business
- international economics
- international marketing
- international finance
- international business law.

Additionally, knowledge in the following optional areas would enrich the degree plan:

- international cross-cultural management
- economic geography
- emerging markets
- ethics in a cross-cultural perspective
- global strategy
- global business history
- international accounting
- comparative political economy
- business and the state
- international organizations
- international negotiations
- international financial institutions
- international human resource management
- international relations
- comparative management
- sustainable development
- outsourcing
- globalization.

In addition, students can pursue studies with specific geographic focus or studies in international or comparative development.

A focus of the general education requirements might consider areas that could provide a foundation for and enrich the concentration. Appropriate choices include American history, world history, Western and other world civilizations, political science (world governments and U.S. government), comparative literature or world literature, art history, statistics or algebra, world philosophies and religions and a language other than English (with at least an intermediate level of competence). Depending on the world region on which the student wants to focus in his/her career, theme-based or geographic area knowledge related to that area would be valuable. Students should be sensitive to the impression that their concentration titles may have on prospective employers or graduate school admission committees. Programs may be quite traditional (e.g., Business Administration) or much more individualized (e.g., Organizational Studies or Non-Profit Management), and the titles should reflect those.

Empire State University offers the opportunity to complete a number of different concentrations related to international business. There are also a number of international affairs-related concentration titles that a student may design. These may include some knowledge of international business, but an "International Business" concentration should reflect the guidelines provided here. In addition to international business, BME concentrations with an international emphasis might include international marketing, international finance, international economics, international human resource management, or international management.

Labor Relations Concentration

The area of labor relations is related to economics, personnel management and labor studies. Whether students approach labor relations from a managerial perspective or a union perspective, the basic core concepts are the same.

The study of labor-management relations is only one subject area within the diverse field of industrial relations. By its very nature, a degree in labor relations must be broad. Programs that go beyond studies in classic labor areas and business will be most helpful to students who intend to work in this field.

The labor relations concentration addresses issues that affect relations among organized groups of workers, employers and government officials and agencies, and requires integration of knowledge from sociology, psychology, law, economics, politics and history.

Students who seek a concentration in the area of labor relations will be prepared to work in union management negotiations (collective bargaining), contract administration, union organizing efforts and what management calls "preventative labor relations."

The guidelines that follow provide a basic program outline that can be augmented with additional relevant studies.

Highly recommended foundation studies include:

- psychology
- sociology
- macro and micro economics
- American business or labor history
- logic
- the use of computers
- oral communication skills
- writing skills
- math
- statistics.

Studies that are specific and essential to the field of labor relations include:

- labor economics: looks at the underlying relationship between wages, skills, number of people looking for work and related issues
- labor relations: examines the relationship between organized labor and management
- labor law: looks at all of the laws that govern the work place (but with an emphasis on the National Labor Relations Act and amendments, which govern the formal relationship between labor and management)

- labor history: looks at the social, political and legal history of organized labor within the United States
- collective bargaining: examines the formal process between labor and management in arriving at a labor contract.

Depending on a student's goals and interests, additional studies in the field of labor relations could include studies in:

- labor arbitration or dispute settlement
- labor and politics
- international labor relations
- state labor laws
- labor leaders
- issues dealing with unions, multinational firms and globalization
- free trade and its impact on unions
- human resources
- wage and price theory
- employee benefits theory
- employee assistance programs
- total quality management
- participative management concepts
- organizational behavior
- how science and technology is impacting society and the workplace
- demographics
- changing nature of the work force (women, minorities, different cultures)
- women in unions
- the role of minorities in unions
- accounting
- finance
- other related topics.

Marketing Concentration For Students Matriculated After July 1, 2010
Background
A concentration in marketing will prepare students to make decisions to deliver value to consumers, their organizations and the wider environment. Career opportunities are numerous, as a need for marketing expertise is developing in every profit and nonprofit arena, in business-to-business (B2B) and business-to-consumer (B2C) relationships and in small businesses and multinational corporations. Roles vary, including those in advertising, international marketing, e-marketing, promotions, direct marketing, public relations, sales, marketing research and brand management.

Issues that currently face professionals in this field include:

- the drive for new products
- technological changes impacting research, production and promotion
- increased consumer awareness and fatigue
- globalization of production and marketing channels
- ethical concerns at all levels.

Preparatory Knowledge/Studies
To prepare for a career or studies in marketing, a broad liberal arts background is expected. This includes fulfilling SUNY's minimum general education requirements. Recommended studies could include: statistics, psychology, sociology and oral and written communications. These types of studies prepare students to understand consumers and the market and to be able to present and communicate well with clients.

Students should have an understanding of ethics, globalization, diversity and cross-cultural differences and organizations. Additional related competencies and skills that all marketing students should have include technology, communication and teamwork. Knowledge of these areas can be obtained through studies directly addressing them or prior learning, or can be integrated into other general-education, business or marketing studies.

Please see the "Program Details" tab for a review of the business-related knowledge that students are expected to have.

Marketing Knowledge/Studies
All students are expected to take marketing at the introductory level followed by at least three out of the four following upper level studies:

1. marketing communications or equivalent
2. marketing research
3. consumer behavior or buyer behavior
4. marketing management or marketing strategy

In addition, students could consider the following studies that help in the development of knowledge and competencies in specialized areas of marketing:

- advertising
- brand management
- direct marketing
- international marketing
- marketing communications
- marketing research
- Internet marketing
- business-to-business marketing
- sales management
- logistics
- supply chain management
- purchasing
- database marketing
- new product development
- e-commerce
- nonprofit marketing
- public relations

Potential Titles Of Related And/Or Subconcentrations
- advertising
- brand management
- direct marketing
- international marketing
- marketing studies
- marketing communications
- marketing research
- Internet marketing
- sales
- logistics

- supply chain management
- purchasing
- public relations

Students may wish to develop individual concentrations or subconcentrations through consultation with their mentors.

Public Administration Concentration

Public administration combines preparation for administrative responsibility in the public service with the study of the political environment.

The delivery of government services and the concern for the public welfare include:

- study of organization and management, the nature of the government and political decision making
- analysis of the public policy process
- evaluation of the results of government action.

Note: Public administration differs from business administration in that the focus is on the public sector and the dynamics of governmental and bureaucratic processes which impact the administrative role.

The study of public administration involves an appreciation of the tension between political values (e.g., individual rights, representation, advocacy) and administrative values (e.g., ethics, bureaucratic efficiency, political neutrality) and the way in which the process of policy implementation affects the nature of these values.

A student with a concentration in public administration would be expected to develop an understanding of the following areas, which are essential to such a concentration:

- administrative or management theory
- American government (national, state, local)
- public personnel and/or labor relations
- public budgeting, finance and/or financial administration
- organizational theory and/or organizational behavior
- quantitative/research tools (e.g., statistics, computer)
- and public policy.

While the study of public policy would be expected to include policy concepts, it may well be addressed by using specific policy issues (e.g., environmental, health care, education, civil rights, etc.) for qualitative and quantitative analysis.
For an understanding of the role and function of government bureaucracy in society and the issues and challenges faced by an administrator in such bureaucracy, students are encouraged to include studies in areas such as:

- economics
- law (constitutional or administrative)
- intergovernmental relations
- governmental accounting
- history of public administration
- bureaucracy
- political parties and interest groups
- comparative politics

- international relations
- public sector ethics.

Public administration has traditionally been studied as a graduate discipline. Students who expect to continue with graduate-level work are advised to investigate graduate-program requirements to minimize duplication of core studies. Their degree programs may benefit from the inclusion of ample supportive studies from other disciplines to broaden their understanding of the political and societal issues which concern and influence the practice of public administration.

Degree programs in public administration may be submitted under the registered area of business, management and economics or under social theory, social structure and change, depending on whether the degree program is constructed to be predominately reflective of administrative aspects or of the political environment in which public administration is practiced.

The general guidelines for the area of study should be consulted for those elements common to all degree programs in that registered area.

Community and Human Services: A.A., A.S.

Studying for a degree in Community and Human Services expands understanding of the relationship between human needs and values and social conditions. Students develop analytical and communication skills, as well as the knowledge and expertise to contribute to the development and maintenance of healthy communities, groups and individuals.

Degree programs in Community and Human Services offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Community and Human Services by following the general program guidelines as well as any applicable concentration guidelines. For sample degree programs and other degree planning resources, please visit the Department of Health and Human Services Degree Planning Resources web page (https://www.esc.edu/health-human-services/degree-planning-resources/).

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For more information about Health and Human Services, please visit the Health and Human Services webpage (https://www.esc.edu/health-human-services/).

For more information about Child and Family Studies, please visit the Child and Family Studies webpage (https://www.esc.edu/child-family-studies/).

Program Details
Degree Guidelines for Associate in Arts and Associate of Science

Community and Human Services is a field of study that aims to prepare learners to improve the quality of life of individuals, families, groups, and communities; develop, enhance, and improve access to services for people in need; and promote equality and social justice.

Studies in Community and Human Services emphasize five foundations. For the associate degree, students are expected to meet a minimum of at least three foundations through courses and/or prior learning assessment and explain in the rationale essay how these foundations are met. Below are suggested courses that can be utilized to meet each foundation; these courses have been mapped to meet the learning outcomes for the foundation. Courses in other disciplines may also be utilized; students are expected to discuss how the course in the other discipline meets the foundation in the rationale essay.

Essential Foundation #1: Human Behavior
- Learning outcome: The student will be able to explain human behavior within the context of various social, developmental, global, economic, political, biological, and/or environmental systems.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
ADDS 2005	Addiction & Dependency: Introduction	4
ADDS 2040	Introduction to Pharmacology of Psychoactive Drugs	4
ADDS 4005	Adolescence & Addictions	4
CHFS 1005	Intimate Relationships & Marriage	4
CHFS 2005	Child Abuse & Neglect	4
CHFS 2027	Stress and Resilience in Families	4
CHFS 2122	Introduction to Family Studies	4
CHFS 2132	Introduction to Cyberbullying	4
CHFS 3010	Cultural Perspectives on Aging	4
CHFS 3020	Childhood Trauma: Theory Treatment & Recovery	4
CHFS 3050	Interpersonal Violence	4
CHFS 3127	Understanding Mental Illness in Children and Adolescents	4
CHFS 4020	Interventions with Vulnerable Youth	4
CHFS 4025	Pregnancy & Parenting	4
CHFS 4030	Processes of Divorce	4
CHFS 4035	Trauma & Recovery in Adults	4
DISB 3005	ADHD & Neurodiversity	4
HLHS 3015	Grief & Loss	3-4
HLHS 4010	Exploring Happiness	4
HUSV 3127	Coping with Life Challenges	4
HUSV 4045	Secondary Trauma in Human Service Workers	4
HUSV 4152	Counseling Lesbian Gay Bisexual Transgender and Queer Populations	4
HUSV 4157	Health and Wellness for Human Service Professionals	4

Essential Foundation #2: Service Delivery
- Learning outcome: The student will be able to identify institutions and policies that are specific to the delivery of services in the proposed field of study.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
CHFS 2010	Exploring the Professions: Careers in Gerontology	2
CHFS 2015	Helping Children & Adolescents Cope with Bullying	4
CHFS 3015	Child Welfare in the United States	4
CHFS 3035	Global Perspectives on Aging	4
CHFS 3040	Understanding Adoption	4
CHFS 3050	Interpersonal Violence	4
CHFS 3137	Child and Family Policy	4
DISB 3025	Psychosocial Impact of Illness & Disability	4
DISB 3030	The Disability Rights Movement: Policy and Legislation	4
HLAD 2010	The United States Health Systems	4
HLAD 3005	Community Health	4
HLAD 3015	Comparative Health Systems	4

HLAD 3025	Economic Issues in Health Care	4
HLAD 3040	Health Disparities	4
HLAD 3055	Managed Care	4
HLAD 3122	Principles of Public Health	4
HLAD 3127	Infections and Epidemics: Biocultural Perspectives	4
HLAD 4015	Healthcare Policy	4
HLAD 4020	Leadership in Healthcare	4
HLHS 1023	Introduction to Community & Public Health	4
HLHS 2006	Women's Health & Social Transformation	4
HLHS 2017	Introduction to Global Health	4
HLHS 3011	Vulnerable Populations: Health & Social Justice	4
HLHS 3127	Patient Engagement in Today's Healthcare System	4
HLHS 3132	U.S. Healthcare: Structure & Financing	4
HLHS 4127	Women and the Business of Healthcare	4
HUSV 2005	Women in Helping Professions	4
HUSV 2035	Introduction to Human Services	4
HUSV 2040	Recareering into Human Services	4
HUSV 2045	The Call to Service	4
HUSV 3015	Delivering Human Services	4
HUSV 3035	History of US Social Welfare Policy	4
HUSV 3040	Human Services Management	4
HUSV 3045	Outreach & Marketing in Human Service Organizations	4
HUSV 3068	Social Welfare Policy	4
HUSV 3132	War on Poverty: Implications and Perspectives for Human Service Professionals	4
HUSV 3142	Disaster Mental Health Theory & Practice	4
HUSV 3147	Human Services in Disaster	4
HUSV 4015	Contemporary Issues in Human Services	4
HUSV 4023	Stigma & Mental Illness	4
HUSV 4050	Social Policy Analysis	4
HUSV 4132	Refugees and Displaced Populations	4

Essential Foundation #3: Skills & Application
- Learning outcome: The student will be able to identify skills in assessment, intervention, and evaluation with individuals, families, groups, and/or communities.
- Learning outcome: The student will be able to apply knowledge, values, and skills related to the proposed field of study.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
ADDS 3005	Interventions for Substance Use Disorders	4
ADDS 3010	Substance Use Interventions in the Workplace	4
ADDS 3020	Substance Use with Special Populations	4
ADDS 3122	Virtual Addictions in the 21st Century	4
ADDS 4005	Adolescence & Addictions	4
ADDS 4006	Women and Addiction	4
ADDS 4010	Advanced Substance Use Counseling	4
ADDS 4015	Evidence-Based Substance Use Counseling	4
CHFS 2005	Child Abuse & Neglect	4
CHFS 2010	Exploring the Professions: Careers in Gerontology	2
CHFS 2015	Helping Children & Adolescents Cope with Bullying	4
CHFS 2122	Introduction to Family Studies	4

CHFS 3015	Child Welfare in the United States	4
CHFS 3020	Childhood Trauma: Theory Treatment & Recovery	4
CHFS 3022	Counseling Children & Adolescents	4
CHFS 3025	Elder Abuse	4
CHFS 3030	Family Intervention	4
CHFS 3045	Human Service Practice with Older Adults	4
CHFS 3050	Interpersonal Violence	4
CHFS 3055	Investigation for Protective Services	4
CHFS 3065	Supporting Active Military Veterans & their Families	4
CHFS 3127	Understanding Mental Illness in Children and Adolescents	4
CHFS 3137	Child and Family Policy	4
CHFS 4005	Cognitive Behavioral Strategies	4
CHFS 4020	Interventions with Vulnerable Youth	4
CHFS 4035	Trauma & Recovery in Adults	4
DISB 1010	Direct Support Professional Course 1	4
DISB 2005	Creative Arts Therapy with Children with Autism & Other Special Needs	4
DISB 2010	Disabilities in the Workplace	4
DISB 2020	Health & Disabilities in Human Services Advocacy	4
DISB 2025	Human Services Practice with Disabilities	4
DISB 2030	Direct Support Professional Course 2 – Individual	4
DISB 2035	Direct Support Professional Course 2 - Community	4
DISB 2040	Direct Support Professional Course 3	4
DISB 2045	Frontline Supervisors for Direct Support Professionals	4
DISB 3005	ADHD & Neurodiversity	4
DISB 3020	Human Service Practice with Children with Disabilities	4
DISB 3025	Psychosocial Impact of Illness & Disability	4
DISB 4005	Aging With a Developmental Disability	4
DISB 4010	Assessment & Evaluation of Disabilities	4
HLAD 3020	Cultural Competency in Health Care	4
HLAD 3025	Economic Issues in Health Care	4
HLAD 3040	Health Disparities	4
HLAD 3050	Healthcare Management	4
HLAD 3122	Principles of Public Health	4
HLAD 4015	Healthcare Policy	4
HLAD 4020	Leadership in Healthcare	4
HLAD 4030	Understanding Medical Marijuana: Multidisciplinary Perspectives	4
HLHS 3010	Creativity & Healing	4
HLHS 3015	Grief & Loss	3-4
HLHS 3020	Healing Through Music	4
HLHS 3030	Understanding Forgiveness and Healing in the Human Services	4
HLHS 4010	Exploring Happiness	4
HUSV 2010	Case Management	4
HUSV 2020	Crisis Intervention: Theory & Practice	4
HUSV 2025	Helping & Counseling Skills	4
HUSV 2035	Introduction to Human Services	4
HUSV 3005	Advocacy in Human Services	4

HUSV 3010	Animals Society and Human Services	4
HUSV 3015	Delivering Human Services	4
HUSV 3020	Documentation in Human Services	4
HUSV 3022	Crisis Intervention II: Counseling Skills and Models	4
HUSV 3025	Funding & Human Service Organizations	4
HUSV 3030	Group Work	4
HUSV 3040	Human Services Management	4
HUSV 3045	Outreach & Marketing in Human Service Organizations	4
HUSV 3050	Personal Coaching	4
HUSV 3055	Powerful Questions	4
HUSV 3065	Spirituality in the Helping Relationship	4
HUSV 3070	Supervision in Human Services	4
HUSV 3122	Conflict Management & Resolution in Human Services	4
HUSV 3127	Coping with Life Challenges	4
HUSV 3142	Disaster Mental Health Theory & Practice	4
HUSV 3147	Human Services in Disaster	4
HUSV 4005	Bereavement Counseling	4
HUSV 4010	Community Organizing	4
HUSV 4023	Stigma & Mental Illness	4
HUSV 4025	Understanding Holistic Healing in Human Services	4
HUSV 4035	Internship in Human Services	4
HUSV 4040	Program Evaluation	4
HUSV 4050	Social Policy Analysis	4
HUSV 4132	Refugees and Displaced Populations	4
HUSV 4152	Counseling Lesbian Gay Bisexual Transgender and Queer Populations	4
HUSV 4157	Health and Wellness for Human Service Professionals	4
HUSV 4162	Human Services with Special Populations	4

Essential Foundation #4: Ethics

- Learning outcome: The student will be able to articulate the code of ethics and/or the professional standards within the proposed field of study.
- Learning outcome: The student will be able to identify possible conflicts between one's own values and professional expectations.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
HLAD 3045	Healthcare Ethics	4
HLAD 3050	Healthcare Management	4
HUSV 2035	Introduction to Human Services	4
HUSV 4030	Human Service Ethics	4

Essential Foundation #5: Diversity

- Learning outcome: The student will be able to articulate the range of human diversity, including but not limited to, race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identify, geographic differences, and/or ability.
- Learning outcome: The student will be able to identify the impact of one's own power, privilege, and oppression on work with individuals, families, groups, and communities.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
ADDS 3020	Substance Use with Special Populations	4
CHFS 2027	Stress and Resilience in Families	4
CHFS 3010	Cultural Perspectives on Aging	4
CHFS 3035	Global Perspectives on Aging	4
CHFS 3045	Human Service Practice with Older Adults	4
CHFS 3060	Multicultural Study of Children & Families	4
CHFS 3122	African American Relationships Marriages and Families	4
CHFS 3137	Child and Family Policy	4
CHFS 4020	Interventions with Vulnerable Youth	4
DISB 2010	Disabilities in the Workplace	4
DISB 2015	Disabled in America	4
DISB 2020	Health & Disabilities in Human Services Advocacy	4
DISB 3010	Cross-Cultural Perspectives on Disabilities	4
HLAD 3005	Community Health	4
HLAD 3015	Comparative Health Systems	4
HLAD 3020	Cultural Competency in Health Care	4
HLAD 3040	Health Disparities	4
HLHS 2013	Culture, Illness, and Healing	4
HLHS 3011	Vulnerable Populations: Health & Social Justice	4
HLHS 4127	Women and the Business of Healthcare	4
HUSV 3035	History of US Social Welfare Policy	4
HUSV 4020	Diversity in Human Services	4
HUSV 4132	Refugees and Displaced Populations	4
HUSV 4162	Human Services with Special Populations	4

Learning Outcomes

- Foundation 1: Human Behavior, Students will be able to explain human behavior within the context of various social, developmental, global, economic, political, biological, and/or environmental systems.
- Foundation 2: Service Delivery, Students will be able to identify institutions and policies that are specific to the delivery of services in the proposed field of study.
- Foundation 3: Skills and Application, Students will be able to identify skills in assessment, intervention, and evaluation with individuals, families, groups, and/or communities.
- Foundation 3: Skills and Application, Students will be able to apply knowledge, values, and skills related to the proposed field of study.
- Foundation 4: Ethics, Students will be able to articulate the code of ethics and/or the professional standards within the proposed field of study.
- Foundation 4: Ethics, Students will be able to identify possible conflicts between one's own values and professional expectations.
- Foundation 5: Diversity, Students will be able to articulate the range of human diversity, including but not limited to, race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identify, geographic differences, and/or ability.
- Foundation 5: Diversity, Students will be able to identify the impact of one's own power, privilege, and oppression on work with individuals, families, groups, and communities.

Community and Human Services: B.A., B.S., B.P.S.

Studying for a degree in Community and Human Services expands understanding of the relationship between human needs and values and social conditions. Students develop analytical and communication skills, as well as the knowledge and expertise to contribute to the development and maintenance of healthy communities, groups and individuals.

Degree programs in Community and Human Services offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Community and Human Services by following the general program guidelines as well as any applicable concentration guidelines. For sample degree programs and other degree planning resources, please visit the Department of Health and Human Services Degree Planning Resources web page (https://www.sunyempire.edu/health-human-services/degree-planning-resources/).

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For more information about Health and Human Services, please visit the Health and Human Services webpage (https://www.sunyempire.edu/health-human-services/).

For more information about Child and Family Studies, please visit the Child and Family Studies webpage (https://www.sunyempire.edu/child-family-studies/).

Program Details

Degree Guidelines for Bachelor of Arts, Bachelor of Science, and Bachelor of Professional Studies

Community and Human Services is a field of study that aims to prepare learners to improve the quality of life of individuals, families, groups, and communities; develop, enhance, and improve access to services for people in need; and promote equality and social justice.

For the bachelor degree, students are expected to meet all of the five foundations through courses and/or prior learning assessment. Students will explain how they meet each of these foundations in the rationale essay. Below are suggested courses that can be utilized to meet each foundation; these courses have been mapped to meet the learning outcomes for the foundation. Courses in other disciplines may also be utilized; students are expected to discuss how the course in the other discipline meets the foundation in the rationale essay.

Essential Foundation #1: Human Behavior

- Learning outcome: The student will be able to explain human behavior within the context of various social, developmental, global, economic, political, biological, and/or environmental systems.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
ADDS 2005	Addiction & Dependency: Introduction	4
ADDS 2040	Introduction to Pharmacology of Psychoactive Drugs	4
ADDS 4005	Adolescence & Addictions	4
CHFS 1005	Intimate Relationships & Marriage	4
CHFS 2005	Child Abuse & Neglect	4
CHFS 2027	Stress and Resilience in Families	4
CHFS 2122	Introduction to Family Studies	4
CHFS 2132	Introduction to Cyberbullying	4
CHFS 3010	Cultural Perspectives on Aging	4
CHFS 3020	Childhood Trauma: Theory Treatment & Recovery	4
CHFS 3050	Interpersonal Violence	4
CHFS 3127	Understanding Mental Illness in Children and Adolescents	4
CHFS 4020	Interventions with Vulnerable Youth	4
CHFS 4025	Pregnancy & Parenting	4
CHFS 4030	Processes of Divorce	4
CHFS 4035	Trauma & Recovery in Adults	4
DISB 3005	ADHD & Neurodiversity	4
HLHS 3015	Grief & Loss	3-4
HLHS 4010	Exploring Happiness	4
HUSV 3127	Coping with Life Challenges	4
HUSV 4045	Secondary Trauma in Human Service Workers	4
HUSV 4152	Counseling Lesbian Gay Bisexual Transgender and Queer Populations	4
HUSV 4157	Health and Wellness for Human Service Professionals	4

Essential Foundation #2: SERVICE DELIVERY

- Learning outcome: The student will be able to examine institutions and/or policies that are specific to the delivery of services in the proposed field of study.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
CHFS 2010	Exploring the Professions: Careers in Gerontology	2
CHFS 2015	Helping Children & Adolescents Cope with Bullying	4
CHFS 3015	Child Welfare in the United States	4
CHFS 3035	Global Perspectives on Aging	4
CHFS 3040	Understanding Adoption	4
CHFS 3050	Interpersonal Violence	4
CHFS 3137	Child and Family Policy	4
DISB 3025	Psychosocial Impact of Illness & Disability	4
DISB 3030	The Disability Rights Movement: Policy and Legislation	4
HLAD 2010	The United States Health Systems	4
HLAD 3005	Community Health	4
HLAD 3015	Comparative Health Systems	4
HLAD 3025	Economic Issues in Health Care	4
HLAD 3040	Health Disparities	4
HLAD 3055	Managed Care	4
HLAD 3122	Principles of Public Health	4
HLAD 3127	Infections and Epidemics: Biocultural Perspectives	4

HLAD 4015	Healthcare Policy	4
HLAD 4020	Leadership in Healthcare	4
HLHS 1023	Introduction to Community & Public Health	4
HLHS 2006	Women's Health & Social Transformation	4
HLHS 2017	Introduction to Global Health	4
HLHS 3011	Vulnerable Populations: Health & Social Justice	4
HLHS 3127	Patient Engagement in Today's Healthcare System	4
HLHS 3132	U.S. Healthcare: Structure & Financing	4
HLHS 4127	Women and the Business of Healthcare	4
HUSV 2005	Women in Helping Professions	4
HUSV 2035	Introduction to Human Services	4
HUSV 2040	Recareering into Human Services	4
HUSV 2045	The Call to Service	4
HUSV 3015	Delivering Human Services	4
HUSV 3035	History of US Social Welfare Policy	4
HUSV 3040	Human Services Management	4
HUSV 3045	Outreach & Marketing in Human Service Organizations	4
HUSV 3068	Social Welfare Policy	4
HUSV 3132	War on Poverty: Implications and Perspectives for Human Service Professionals	4
HUSV 3142	Disaster Mental Health Theory & Practice	4
HUSV 3147	Human Services in Disaster	4
HUSV 4015	Contemporary Issues in Human Services	4
HUSV 4023	Stigma & Mental Illness	4
HUSV 4050	Social Policy Analysis	4
HUSV 4132	Refugees and Displaced Populations	4

Essential Foundation #3: SKILLS & APPLICATION

- Learning outcome: The student will be able to identify skills in assessment, intervention, and evaluation with individuals, families, groups, and/or communities.
- Learning outcome: The student will be able to apply knowledge, values, and skills related to the proposed field of study.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
ADDS 3005	Interventions for Substance Use Disorders	4
ADDS 3010	Substance Use Interventions in the Workplace	4
ADDS 3020	Substance Use with Special Populations	4
ADDS 3122	Virtual Addictions in the 21st Century	4
ADDS 4005	Adolescence & Addictions	4
ADDS 4006	Women and Addiction	4
ADDS 4010	Advanced Substance Use Counseling	4
ADDS 4015	Evidence-Based Substance Use Counseling	4
CHFS 2005	Child Abuse & Neglect	4
CHFS 2010	Exploring the Professions: Careers in Gerontology	2
CHFS 2015	Helping Children & Adolescents Cope with Bullying	4
CHFS 2122	Introduction to Family Studies	4
CHFS 3015	Child Welfare in the United States	4
CHFS 3020	Childhood Trauma: Theory Treatment & Recovery	4
CHFS 3022	Counseling Children & Adolescents	4
CHFS 3025	Elder Abuse	4
CHFS 3030	Family Intervention	4

CHFS 3045	Human Service Practice with Older Adults	4
CHFS 3050	Interpersonal Violence	4
CHFS 3055	Investigation for Protective Services	4
CHFS 3065	Supporting Active Military Veterans & their Families	4
CHFS 3127	Understanding Mental Illness in Children and Adolescents	4
CHFS 4005	Cognitive Behavioral Strategies	4
CHFS 3137	Child and Family Policy	4
CHFS 4020	Interventions with Vulnerable Youth	4
CHFS 4035	Trauma & Recovery in Adults	4
DISB 1010	Direct Support Professional Course 1	4
DISB 2005	Creative Arts Therapy with Children with Autism & Other Special Needs	4
DISB 2010	Disabilities in the Workplace	4
DISB 2020	Health & Disabilities in Human Services Advocacy	4
DISB 2025	Human Services Practice with Disabilities	4
DISB 2030	Direct Support Professional Course 2 – Individual	4
DISB 2035	Direct Support Professional Course 2 - Community	4
DISB 2040	Direct Support Professional Course 3	4
DISB 2045	Frontline Supervisors for Direct Support Professionals	4
DISB 3005	ADHD & Neurodiversity	4
DISB 3020	Human Service Practice with Children with Disabilities	4
DISB 3025	Psychosocial Impact of Illness & Disability	4
DISB 4005	Aging With a Developmental Disability	4
DISB 4010	Assessment & Evaluation of Disabilities	4
HLAD 3020	Cultural Competency in Health Care	4
HLAD 3025	Economic Issues in Health Care	4
HLAD 3040	Health Disparities	4
HLAD 3050	Healthcare Management	4
HLAD 3122	Principles of Public Health	4
HLAD 4015	Healthcare Policy	4
HLAD 4020	Leadership in Healthcare	4
HLAD 4030	Understanding Medical Marijuana: Multidisciplinary Perspectives	4
HLHS 3010	Creativity & Healing	4
HLHS 3015	Grief & Loss	3-4
HLHS 3020	Healing Through Music	4
HLHS 3030	Understanding Forgiveness and Healing in the Human Services	4
HLHS 4010	Exploring Happiness	4
HUSV 2010	Case Management	4
HUSV 2020	Crisis Intervention: Theory & Practice	4
HUSV 2025	Helping & Counseling Skills	4
HUSV 2035	Introduction to Human Services	4
HUSV 3005	Advocacy in Human Services	4
HUSV 3010	Animals Society and Human Services	4
HUSV 3015	Delivering Human Services	4
HUSV 3020	Documentation in Human Services	4
HUSV 3022	Crisis Intervention II: Counseling Skills and Models	4
HUSV 3025	Funding & Human Service Organizations	4

HUSV 3030	Group Work	4
HUSV 3040	Human Services Management	4
HUSV 3045	Outreach & Marketing in Human Service Organizations	4
HUSV 3050	Personal Coaching	4
HUSV 3055	Powerful Questions	4
HUSV 3065	Spirituality in the Helping Relationship	4
HUSV 3070	Supervision in Human Services	4
HUSV 3122	Conflict Management & Resolution in Human Services	4
HUSV 3127	Coping with Life Challenges	4
HUSV 3142	Disaster Mental Health Theory & Practice	4
HUSV 3147	Human Services in Disaster	4
HUSV 4005	Bereavement Counseling	4
HUSV 4010	Community Organizing	4
HUSV 4023	Stigma & Mental Illness	4
HUSV 4025	Understanding Holistic Healing in Human Services	4
HUSV 4035	Internship in Human Services	4
HUSV 4040	Program Evaluation	4
HUSV 4050	Social Policy Analysis	4
HUSV 4132	Refugees and Displaced Populations	4
HUSV 4152	Counseling Lesbian Gay Bisexual Transgender and Queer Populations	4
HUSV 4157	Health and Wellness for Human Service Professionals	4
HUSV 4162	Human Services with Special Populations	4

CHFS 3045	Human Service Practice with Older Adults	4
CHFS 3060	Multicultural Study of Children & Families	4
CHFS 3122	African American Relationships Marriages and Families	4
CHFS 3137	Child and Family Policy	4
CHFS 4020	Interventions with Vulnerable Youth	4
DISB 2010	Disabilities in the Workplace	4
DISB 2015	Disabled in America	4
DISB 2020	Health & Disabilities in Human Services Advocacy	4
DISB 3010	Cross-Cultural Perspectives on Disabilities	4
HLAD 3005	Community Health	4
HLAD 3015	Comparative Health Systems	4
HLAD 3020	Cultural Competency in Health Care	4
HLAD 3040	Health Disparities	4
HLHS 2013	Culture, Illness, and Healing	4
HLHS 3011	Vulnerable Populations: Health & Social Justice	4
HLHS 4127	Women and the Business of Healthcare	4
HUSV 3035	History of US Social Welfare Policy	4
HUSV 4020	Diversity in Human Services	4
HUSV 4132	Refugees and Displaced Populations	4
HUSV 4162	Human Services with Special Populations	4

Students pursuing degrees in Community and Human Services cannot use the terms "counseling" or "therapy" in their concentration titles. Students should consult with their mentors about concentration titles appropriate for their degree plans.

Learning Outcomes

- Foundation 1: Human Behavior, Students will be able to explain human behavior within the context of various social, developmental, global, economic, political, biological, and/or environmental systems.
- Foundation 2: Service Delivery, Students will be able to examine institutions and/or policies that are specific to the delivery of services in the proposed field of study.
- Foundation 3: Skills Application, Students will be able to identify skills in assessment, intervention, and evaluation with individuals, families, groups, and/or communities.
- Foundation 3: Skills Application, Students will be able to apply knowledge, values, and skills related to the proposed field of study.
- Foundation 4: Ethics, Students will be able to articulate the code of ethics and/or the professional standards within the proposed field of study.
- Foundation 4: Ethics, Students will be able to identify possible conflicts between one's own values and professional expectations.
- Foundation 5: Diversity, Students will be able to articulate the range of human diversity, including but not limited to, race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identify, geographic differences, and/or ability.
- Foundation 5: Diversity, Students will be able to identify the impact of one's own power, privilege, and oppression on work with individuals, families, groups, and communities.

ESSENTIAL Foundation #4: ETHICS

- Learning outcome: The student will be able to articulate the code of ethics and/or the professional standards within the proposed field of study.
- Learning outcome: The student will be able to identify possible conflicts between one's own values and professional expectations.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
HLAD 3045	Healthcare Ethics	4
HLAD 3050	Healthcare Management	4
HUSV 2035	Introduction to Human Services	4
HUSV 4030	Human Service Ethics	4

Essential Foundation #5: DIVERSITY

- Learning outcome: The student will be able to articulate the range of human diversity, including but not limited to, race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identify, geographic differences, and/or ability.
- Learning outcome: The student will be able to identify the impact of one's own power, privilege, and oppression on work with individuals, families, groups, and communities.
- Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
ADDS 3020	Substance Use with Special Populations	4
CHFS 2027	Stress and Resilience in Families	4
CHFS 3010	Cultural Perspectives on Aging	4
CHFS 3035	Global Perspectives on Aging	4

Criminal Justice: B.S.

The Bachelor of Science (B.S.) degree in Criminal Justice is a 120-credit program designed to prepare students interested in or currently working in public service, law enforcement, corrections, emergency services and community leadership positions.

The contemporary criminal justice environment is continuously evolving in response to critical social needs and new approaches to policing, addressing criminal behavior, and community/government relations. This program provides a rigorous examination of the social, economic and cultural contexts of criminal justice today from all perspectives. Students will become more effective in their roles within criminal justice and related fields.

The B.S. in Criminal Justice includes a set of required courses that all students must take, along with SUNY General Education and other academic requirements (p. 185), in order to be eligible to receive a degree. Courses are offered online, through independent studies, or through a blended approach. The required courses for programs in Criminal Justice can be found on the "Program Details" tab.

Students interested in leveraging their law enforcement academy training towards the B.S. in Criminal Justice program should consult with their mentor to explore credit recognition options through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168). This is particularly relevant for graduates from certain New York city and state law enforcement academies, including but not limited to the New York City Police Department (NYPD) and Suffolk County Police Department. Moreover, training completed with agencies following the Municipal Police Training Council's curriculum may also be eligible for consideration.

Our evaluation process is designed to map specific academy training components against our program's course requirements, potentially allowing for course substitutions and credit allocation. Below are examples of course substitutions previously approved for academy-trained professionals:

Criminal Justice Course Substitutions

Course Substitutions for Criminal Justice Program - MPTC (https://sunyempire.edu/media/academic-affairs/division-social-behavioral-science/Course-Substitutions-for-Criminal-Justice-Program---MPTC.pdf) (PDF 99kB) (https://sunyempire.edu/media/academic-affairs/division-social-behavioral-science/Course-Substitutions-for-Criminal-Justice-Program---MPTC.pdf)

Course Substitutions for Criminal Justice Program-NYPD (https://sunyempire.edu/media/academic-affairs/division-social-behavioral-science/Course-Substitutions-for-Criminal-Justice-Program---NYPD.pdf) (PDF 91kB) (https://sunyempire.edu/media/academic-affairs/division-social-behavioral-science/Course-Substitutions-for-Criminal-Justice-Program---NYPD.pdf)

Course Substitutions for Criminal Justice Program-SCPD (https://sunyempire.edu/media/academic-affairs/division-social-behavioral-science/Course-Substitutions-for-Criminal-Justice-Program---SCPD.pdf) (PDF 78kB) (https://sunyempire.edu/media/academic-affairs/division-social-behavioral-science/Course-Substitutions-for-Criminal-Justice-Program---SCPD.pdf)

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

Program Details

Students pursuing a bachelor's degree in criminal justice must complete the following courses:

Code	Title	Credits
CRJS 1005	Introduction to Criminal Justice	4
CRJS 3009	Criminal Law & Procedure	4
CRJS 3065	Race Crime & Justice	4
or CRJS 4025	Police Community Relations	
CRJS 4005	American Corrections	4
PAFF 4132	Legal & Ethical Foundations of Public Service	4
SOCI 1005	Exploring Society: An Introduction to Sociology	4
SOSC 3025	Social Science Research Methods	4
or SOSC 2010	Statistics for the Social Sciences	
or CRJS 3030	Criminal Investigation	
or SOSC 3020	Qualitative Social Science Research: Design & Methods	
CRJS 3005	Alternatives to Incarceration	4
CRJS 2005	Introduction to Criminology: Theorizing Crime	4
CRJS 3015	Courts & the Administration of Justice	4
Total Credits		**40**

Advanced- level electives

Students will be asked to complete two additional advanced-level courses chosen from the list below in consultation with a faculty mentor. The list below includes some of the available choices:

Code	Title	Credits
CRJS 3020	Law Enforcement Intelligence Analysis	4
CRJS 3045	Forensic Science	4
CRJS 3050	Juvenile Justice & Delinquency	4
CRJS 4010	Comparative Criminal Justice Systems	4
CRJS 4030	Women Crime & Criminology	4
INFT 3020	Cyber Crime & Computer Forensics	4
SOCI 3040	Deviance & Social Control	4
SOCI 4030	Power & Privilege	4
CRJS 3036	Principles of Fraud Examination & Financial Forensics	4
CRJS 3055	Organized Crime	4
CRJS 4015	Criminal Justice Management & Policy	4
ECON 3035	Economics of Crime	4
INFT 3010	Advanced Digital Crime & Digital Terrorism	4
LEST 3015	Mental Health & The Law	4
PAFF 3005	Terrorism & Homeland Security	4
PAFF 4005	Counterterrorism in a Changing World	4
PSYC 4080	Forensic Psychology	4
SOCI 3065	Perspectives on Terrorism	4
SOCI 3145	Violence: Systems & Solutions	4
SOSC 3010	Family Violence: Legal & Social Perspectives	4

*Note that some prior learning may substitute for some required courses. Faculty review and approval is required before a substitution can be made.

Learning Outcomes

- Students will be able to describe the function and structure of the criminal justice system in the United States of America.
- Students will be able to articulate and discuss the basic ethical dilemmas and issues in criminal justice.
- Students will be able to discuss the relationship between the legal system, criminal justice system, and political system.
- Students will be able to conduct research or investigation in criminal justice.
- Students will be able to explain the role of diverse experiences, perspectives, and identities in the American criminal justice system.
- Students will be able to compare alternative approaches to addressing criminal activity.

Cultural Studies: A.A., A.S.

Students in Cultural Studies will explore the ways in which human beings understand, organize, interpret and communicate their world. Students examine and analyze philosophical, literary, and artistic expressions; social structures, values, norms, belief systems and historical perspectives across time, place, and cultures on issues such as race, class, and gender. Cultural Studies students will sharpen their skills in critical thinking, reading, writing, and research.

Degree programs in Cultural Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. Concentrations in Cultural Studies can be developed using concentration guidelines or they can be developed individually. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies.

For more information about Cultural Studies, please visit the Literature, Communication and Cultural Studies webpage (https://www.esc.edu/literature-communication-culture/).

For sample degree programs and other degree planning resources, please visit the Department of Literature, Communication and Cultural Studies Degree Planning Resources web page (https://www.esc.edu/literature-communication-culture/degree-planning-resources/).

For more information about general undergraduate degree requirements, please visit

DEGREE GUIDELINES

Cultural studies explore how human beings make sense of our world and the qualities that make us most human. Disciplines such as communications and media, language, literature, philosophy, religion, and writing develop our awareness; our abilities to think, feel, and speak; our appreciation of the values and knowledge underlying these fields; and our sense of ourselves as connected to a greater whole.

Associate degree programs in Cultural Studies should address the following four guidelines. Courses listed below meet each foundation, but this list is not exhaustive. Students should work with their mentor ensure proper course choices.

Foundation #1: KNOWLEDGE OF A FIELD OR FIELDS

Code	Title	Credits
COMM 1020	Introduction to Communication	4
CUST 4020	Medical Humanities	4
LING 1005	Introduction to Linguistics	4
LING 3020	Language & Culture	4
LITR 1005	Introduction to Literature	4
PHIL 2005	Introduction to Philosophy	4
RELI 2025	Introduction to Religious Studies	4

Foundation #2: THEORETICAL KNOWLEDGE

Code	Title	Credits
ARTS 1140	Media and Visual Literacy	4
CUST 3015	Food & Drink in Cultural Context: Advanced	4
CUST 3152	Queering American Culture	4
CUST 3425	Sex and Sexuality: Facts and Fictions	4
CUST 4020	Medical Humanities	4
DIGA 4015	History & Theory of New Media	4
LING 1005	Introduction to Linguistics	4
LING 3020	Language & Culture	4
LITR 2035	Introduction to Literature: Hamlet	3
LITR 3050	Literary Theory	4
LITR 3172	Mythology	4
PHIL 2005	Introduction to Philosophy	4
PHIL 2020	Introduction to Ethics	4
RELI 2025	Introduction to Religious Studies	4
RELI 4010	Religious Thought in World Perspective	4

Foundation #3: DIVERSE PERSPECTIVES AND SOCIAL RESPONSIBILITY

Code	Title	Credits
ASLG 1005	American Sign Language and Deaf Culture I	4
COMM 1005	Intercultural Communication	2-3
COMM 3025	Media Ethics & Law	3,4
COMM 3045	Television & Culture	4
COMM 4015	Women, Girls & the Media	4
CUST 3015	Food & Drink in Cultural Context: Advanced	4
CUST 3152	Queering American Culture	4
CUST 3182	Exploring Place History: Advanced	4
CUST 3425	Sex and Sexuality: Facts and Fictions	4
CUST 4010	Exploring Place: Humanities	4
DIGA 4015	History & Theory of New Media	4
LING 3020	Language & Culture	4
LITR 2006	African American Literature: Intro	4
LITR 2040	World Literature: Introductory	4
LITR 3008	African American Literature: Advanced	4
LITR 3015	Cultural Diversity through Literary Art	4
LITR 3030	World Literature: Advanced	4
LITR 3080	Native American Literature	4
LITR 3130	US Multicultural Fiction	4
LITR 3132	Asian American Writers	4
LITR 3135	U.S. Women's Multicultural Life Writings	4
LITR 3160	Literature of the Holocaust	4
LITR 3172	Mythology	4
PHIL 2005	Introduction to Philosophy	4
PHIL 2020	Introduction to Ethics	4
RELI 2025	Introduction to Religious Studies	4
RELI 4010	Religious Thought in World Perspective	4
SPAN 1005	Spanish for Health Care Professionals	4
SPAN 3030	Latinx in the US	4

Foundation #4: CRITICAL THINKING, READING, AND WRITING

Code	Title	Credits
COMM 2010	Writing for Digital Media	4
COMM 3030	News & Feature Writing	4
COMM 3045	Television & Culture	4
COMM 4015	Women, Girls & the Media	4
COMW 1005	College Writing	3,4
COMW 1015	College Reading & Writing	3,4

COMW 2005	Effective Academic Writing	2,3
COMW 3005	Proposal Writing and Logical Argument	3
COMW 3006	Research Writing: Advanced	4
COMW 3122	Proposal Writing	2
Any CUST Course		4
Any LING Course		4
Any LITR Course		4
Any PHIL Course		4
Any RELI course		4

Learning Outcomes

- Foundation 1: Knowledge of a field or fields, Students will demonstrate knowledge and understanding of the historical foundations, current issues, and major texts in an area of Cultural Studies inquiry.
- Foundation 2: Theoretical knowledge, Students will examine, explain, and apply theories, critical approaches, and methodologies in an area of Cultural Studies inquiry.
- Foundation 3: Diverse perspectives and social responsibility, Students will examine and reflect on diverse cross-cultural perspectives in an area of inquiry (e.g., questions of race, gender, class, ethnicity, religion, sexual identity, disability, migration, etc.); and consider the responsibilities of members in a just society.
- Foundation 4: Critical thinking, reading, and writing, Students will read, write and evaluate print-based and digital media sources of information critically, i.e., with sustained attention to meaning, presentation, and argument. Build the capacity to identify and describe main ideas, underlying assumptions, and valid conclusions. Create and share information using a range of collaborative technologies; evaluate and cite sources correctly.

CONCENTRATION GUIDELINES

Concentrations in Cultural Studies begin with foundational studies, which prepare the student for more advanced-level work. Advanced-level competency should be developed in those areas which are most relevant to the specific concentration design and to the specific organizing framework. In planning the concentration, consideration should be given both to depth and breadth. Students wishing to pursue individualized concentrations should use the general Cultural Studies degree guidelines as an organizing framework for their degree plans.

Specific guidelines have been developed for concentrations in the following areas:

Students interested in journalism or broadcasting should consult the concentration guidelines for Communication and Media, Writing, or a combination of these. Students interested in English should consult the concentration guidelines for Literature, Writing, Communication and Media, or a combination of these.

If you are interested in an area not listed here, please contact your mentor about designing your own concentration.

CONCENTRATION IN COMMUNICATION AND MEDIA

Concentrations in communication and media studies should demonstrate knowledge of processes, procedures, methodologies and media involved in interactions between people and within groups, and the dissemination of information and ideas. Twenty-first-century studies in communication and media include an examination of media's impact on culture, democracy and digital identity in an era of rapid technological change and emerging environments as well as practical skills for the 21st century workplace.

ASSOCIATE DEGREES IN CULTURAL STUDIES WITH CONCENTRATION IN COMMUNICATIONS AND MEDIA

Associate students should take at least one course for each of the following outcomes and choose one professional skills track.

WRITING SKILLS (CORRELATES WITH THE CRITICAL THINKING, READING, AND WRITING GUIDELINE)

- Learning Outcome: demonstrate basic writing and research skills

FIELD KNOWLEDGE (CORRELATES WITH THE KNOWLEDGE OF A FIELD OR FIELDS GUIDELINE)

- Learning Outcome: explain fundamental principles of the field of communication including individual, group, and mass communication or media communication.
- Learning Outcome: interpret media artifacts, which may include examples from print, radio, television, and/or the internet
- Learning Outcome: Explain principles of individual and group communications

PROFESSIONAL SKILLS

- Learning Outcome: demonstrate basic skills in **one** of the following tracks

MARKETING TRACK

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
MRKT 1005	Marketing Principles	4
MRKT 3010	Consumer Behavior	4
MRKT 3025	Digital and Social Media Marketing	4
MRKT 3055	Public Relations	4
MRKT 3045	Marketing Management	4
MRKT 4035	Marketing Research	4
MRKT 4040	Marketing Strategy	4

WRITING/JOURNALISM TRACK

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 3030	News & Feature Writing	4
COMW 2005	Effective Academic Writing	2,3
COMW 3015	Technical Writing	4
COMW 3122	Proposal Writing	2
CRWR 1000	Introduction to Creative Writing	4
CRWR 1015	Creative Nonfiction: Introductory	4

CRWR 3015	Creative Nonfiction: Advanced	4
DIGA 3040	Digital Storytelling	4

DIGITAL COMMUNICATIONS TRACK
Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 2016	Digital Communication Strategies I	2
COMM 3015	Social Media: Communication & Culture	4
DIGA 1010	Digital Art & Design: Introductory	4
DIGA 3035	Digital Art & Design: Advanced	4
DIGA 3040	Digital Storytelling	4
DIGA 3045	Game Design & Development	4
DIGA 3050	Information Design	4
DIGA 3065	Digital Media Arts	4

INTERPERSONAL AND GROUP COMMUNICATIONS TRACK
Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 1030	Public Speaking	4
COMM 2016	Digital Communication Strategies I	2
COMM 3005	Communication Analysis	4
COMM 3055	Organizational Communication	3
COMM 3060	Political Communication	3
COMM 4025	Communication Decisions	4

CONCENTRATION IN LITERATURE

The literature concentration is designed to develop students' critical thinking, expository writing and analytic abilities through a study of works of literature written primarily in English. Through a study of texts from different periods, genres and national origins, students will develop a breadth and depth of knowledge and understanding of literature, including authors, themes and literary works. Students are expected to learn about formal aspects of writing as well as the broader cultural and historical contexts of literary texts.

Literature concentrations should address the following:

FOUNDATIONAL KNOWLEDGE (CORRELATES WITH THE KNOWLEDGE OF A FIELD GUIDELINE)
• Learning Outcome: demonstrate an understanding of the field of literary studies.

A course which meets this guideline include (but is not limited to):

Code	Title	Credits
LITR 1005	Introduction to Literature	4

THEORY AND CRITICISM (CORRELATES WITH THE THEORETICAL KNOWLEDGE GUIDELINE)
• Learning Outcomes: demonstrate an understanding of critical approaches to literature. B.A. degree plans should also demonstrate an advanced knowledge of literary theory

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LITR 2035	Introduction to Literature: Hamlet	3
LITR 3050	Literary Theory	4

DIVERSITY (CORRELATES WITH THE DIVERSE PERSPECTIVES AND SOCIAL RESPONSIBILITY GUIDELINE)
• Learning Outcome: demonstrate an understanding of issues of diversity in literary studies (African-American literature, Native-American literature, Asian-American literature, Latino-American literature, multicultural writers, women writers, women's and gender studies, queer fiction, immigrant literature, social protest fiction and disability studies)

Courses which contribute to the meeting of this guideline include (but are not limited to):

Code	Title	Credits
LITR 2006	African American Literature: Intro	4
LITR 2040	World Literature: Introductory	4
LITR 3008	African American Literature: Advanced	4
LITR 3015	Cultural Diversity through Literary Art	4
LITR 3030	World Literature: Advanced	4
LITR 3080	Native American Literature	4
LITR 3130	US Multicultural Fiction	4
LITR 3132	Asian American Writers	4
LITR 3133	American Women Writers	4
LITR 3135	U.S. Women's Multicultural Life Writings	4
LITR 3060	Literature of Addiction: Advanced	4

GENRES OF LITERATURE
• Learning Outcome: demonstrate an understanding of several genres of literature, including poetry, fiction, and drama (may also include knowledge of creative writing, memoir and more experimental techniques)

Courses which contribute to the meeting of this guideline include (but are not limited to):

Code	Title	Credits
LITR 2020	An Introduction to The Modern Short Story	4
LITR 2030	Children's Literature: Introductory	4
LITR 2050	Science Fiction & the Human Dynamic: Introduction	4
LITR 3010	Children's Literature: Advanced	4
LITR 3022	Ekphrasis Poetry	4
LITR 3025	Folktales, Fairy Tales, & Fantasy Literature	4
LITR 3035	Utopian Literature	4
LITR 3046	Poetry	4
LITR 3090	Science Fiction & the Human Dynamic: Advanced	4
LITR 3095	Shakespeare	4
LITR 3115	The Modern Short Story	4
LITR 3120	The Popular Romance Novel	4
LITR 3127	The Graphic Novel	4
LITR 3145	Young Adult Literature	4
LITR 3207	American Poetry	3

LITERARY PERIODS
• Learning Outcome: demonstrate an understanding of literary periods (may include knowledge of early/late British literature and/or/early/late American literature; it may include comparative literature from other literatures in English)

Courses which contribute to the meeting of this guideline include (but are not limited to):

Code	Title	Credits
LITR 2010	American Literature to 1865	4
LITR 2015	American Literature 1865-Present	4
LITR 3040	Jane Austen	4
LITR 3075	Literature & the Culture of the Vampire	4
LITR 3095	Shakespeare	4
LITR 3141	Modern American Literature	4
LITR 3192	20th Century American Literature	3

CONCENTRATION IN PHILOSOPHY

Existing both as an academic discipline in its own right and as the activity of philosophical inquiry (or "philosophizing") that is integral to numerous other academic areas (political theory, literary theory, fine arts, comparative religion, sociology of scientific knowledge, linguistics, etc.), philosophy is a cornerstone of the humanities. A concentration in philosophy can be organized in many different ways and should therefore reflect the student's particular learning goals. Note that students who are considering the pursuit of a graduate degree in the actual *discipline* of philosophy should research the expectations of graduate programs offering such a degree and plan their concentration accordingly.

Philosophy concentrations at both the Associates level should address the following:

ETHICS
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in:
- Ethics using vocabulary, concepts, and methods deriving from the discipline of
- Philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4
PHIL 2020	Introduction to Ethics	4

Courses which contribute to the meeting of this guideline include (but are not limited to):

Code	Title	Credits
HIST 2155	The Pursuit of Happiness in American History	4

POLITICS
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in politics using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4
POLI 3080	Modern Political Theory	4
POLI 3005	America's Founding Ideas	4
POLI 4010	Global Perspectives on Political Theory	4

METAPHYSICS (QUESTIONS OF "REALITY")
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in metaphysics using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4

EPISTEMOLOGY (QUESTIONS OF "KNOWING")
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in epistemology using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4

LOGIC AND REASONING
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in logic and reasoning using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4
CUST 2030	Introduction to Critical Thinking	2

Philosophy concentrations at the Bachelor's level should also address the following:

Two (or more) specialized areas of advanced-level philosophical inquiry. Examples of such areas include but are not limited to social and cultural theory (e.g., social justice, queer theory, feminist theory), philosophy of art (aesthetics), literary theory, environmental ethics, political philosophy/theory, philosophy of religion, African philosophy, East Asian philosophy, history of Western philosophy, philosophy of language, and logic.

- Learning Outcome: Articulate at an advanced-level philosophical questions, perspectives, and arguments in at least two specialized areas using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses that contribute to the meeting of this guideline include (to fully meet the guideline, two or more areas need to be addressed):

FOR SOCIAL AND CULTURAL THEORY

Code	Title	Credits
GSST 3015	Feminist Theory	4
SOSC 3015	Great Conversations in Social Thought	4
GSST 3152	Queering American Culture	4

Code	Title	Credits
SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	4

FOR PHILOSOPHY OF ART
Code	Title	Credits
ARTS 4070	What Is Art?	4
ARTP 4010	Performance Theory	4

FOR LITERARY THEORY
Code	Title	Credits
LITR 3050	Literary Theory	4

FOR POLITICAL PHILOSOPHY/THEORY
Code	Title	Credits
POLI 3005	America's Founding Ideas	4
POLI 3080	Modern Political Theory	4
POLI 4010	Global Perspectives on Political Theory	4

FOR HISTORY OF WESTERN PHILOSOPHY
Code	Title	Credits
HIST 3415	Renaissance & Reformation: Origin & Impacts	4
HIST 3490	The Enlightenment	4

FOR MISCELLANEOUSADVANCED-LEVEL TOPICS
Code	Title	Credits
LITR 3035	Utopian Literature	4
PHIL 3998	Individualized Studies in Philosophy (PHIL)	1-8

Note: Applied philosophy courses (e.g., professional ethics courses) may be included as part of a philosophy concentration but do not meet (partially or fully) the guideline for advanced-level philosophical inquiry.

Examples of such courses include:

Code	Title	Credits
BUSN 3010	Business Ethics	4
COMM 3025	Media Ethics & Law	4
DIGA 3036	Ethics of Digital Art & Design	4
EDST 3036	Legal and Ethical Dimensions of Technology for Educators	2
FSMA 3020	Finance Society & Ethics	4
HLAD 3045	Healthcare Ethics	4
MGMT 3015	Ethics for a Global Economy	4
PAFF 3122	Ethics and the Public Sector	4
PAFF 4132	Legal & Ethical Foundations of Public Service	4
PSYC 3065	Ethical Issues in Psychology	4

CONCENTRATION IN RELIGIOUS STUDIES

Religious stories and devotional behaviors are a core part of most human societies. Throughout time, religions and their varying communities and traditions of interpretation have played vital roles in culturally and politically shaping and reshaping our lives and world. To elucidate this complex of personal, social and historical interconnections requires multiple perspectives and the consideration of diverse religious texts, beliefs and practices.

Although individuals may find religious studies useful in the exploration of their personal beliefs, a degree in Cultural Studies with a concentration in Religious Studies shall also adopt a pluralistic perspective that examines multiple schools of religious thought, including critiques of religion itself, reflecting the tacit understanding that no tradition has exclusive access to religious truth, however that is defined.

Religious Studies concentrations at the Associates level should address the following:

THEORIES THAT DEFINE RELIGION
- Learning Outcome: Evaluate theories that define the phenomenon of religion by analyzing recurring religious themes, patterns, structures, language and practices; identifying and analyzing core components such as deity, cosmogony, theodicy and ethics; and critically examining the significance of sacred texts, scriptures, traditions, rituals and devotional practices.

A course which meets this guideline include (but are not limited to):

Code	Title	Credits
RELI 2025	Introduction to Religious Studies	4

RELIGIOUS TRADITIONS
- Learning Outcome: Investigate traditions from at least two of the following categories: religions of "The Book" (Judaism, Christianity, Islam) scriptural Asian religions (Hinduism, Buddhism, Confucianism, Daoism) indigenous Asian religions (Shintoism, Bonism, Shamanism) North and/or South American native religions, African and/or African diaspora religions.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
RELI 3998	Individualized Studies in RELI	2-8
HIST 1080	History of World Religions	4

Courses that partially meet this guideline include (to fully meet this guidelines at least two of these areas must be addressed):

FOR RELIGIONS OF "THE BOOK"
Code	Title	Credits
HIST 3260	History of Christianity	4

FOR NORTH AND/OR SOUTH AMERICAN NATIVE RELIGIONS
Code	Title	Credits
INDG 3015	First Peoples of North America	4

FOR AFRICAN AND/OR AFRICAN DIASPORA RELIGIONS
Code	Title	Credits
HIST 3010/ CUST 3167	African History & Culture	4

THEORETICAL FOUNDATIONS OF ALLIED DISCIPLINES
- Learning Outcome: Understand theoretical foundations of at least two academic disciplines that support the pluralistic study of religion, such as anthropology, art, philosophy, history, literature, political science, psychology, or sociology.

Courses that partially meet this guideline include (to fully meet this guideline at least two areas need to be addressed):

FOR ANTHROPOLOGY
Code	Title	Credits
ANTH 1010	Introduction to Cultural Anthropology	4

FOR ARTS

Code	Title	Credits
ARTS 1050	Humanities Through the Arts	4
ARTS 2020	Art History I: Prehistory to Renaissance	4
ARTS 2025	Art History II: Baroque to Modern	4
ARTS 4010	Art History: Methods and Theories	4

FOR HISTORY

Code	Title	Credits
HIST 1070	Global History from the 1500	4
HIST 1075	Global History to 1500	4
HIST 1115	Western Civilization I	4
HIST 2025	US History to 1865: What Does it Mean to be a Free Nation?	4
HIST 2030	US History From 1865 to the Present	4

FOR POLITICAL SCIENCE

Code	Title	Credits
POLI 3005	America's Founding Ideas	4
POLI 4010	Global Perspectives on Political Theory	4

FOR LITERATURE

Code	Title	Credits
LITR 1005	Introduction to Literature	4

FOR PHILOSOPHY

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4

FOR PSYCHOLOGY

Code	Title	Credits
PSYC 1005	Introduction to Psychology	4

FOR SOCIOLOGY

Code	Title	Credits
SOCI 1005	Exploring Society: An Introduction to Sociology	4
SOCI 2010	Introduction to Race Class & Gender	4
SOSC 3015	Great Conversations in Social Thought	4

CONCENTRATION IN WORLD LANGUAGES

Studies in world languages (e.g., ASL, French, Italian, Spanish, etc.) aim to foster cross-national and cross-cultural understanding and to facilitate the development of skills associated with language acquisition, such as speaking, writing, reading and listening. These skills are particularly important in the 21st century, when local and world cultures are increasingly intertwined. Indeed, linguistic and cultural competency opens numerous opportunities to experience and contribute to globalization and enhances learners' professional and personal growth.

World Languages concentrations should address the following general guidelines:

LANGUAGE SKILLS
- Learning Outcome: demonstrate the ability to use resources in the target language and to access cultural information

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3005	Advanced Spanish Composition	4
SPAN 3010	Spanish for Health Care Professionals: Advanced	4
SPAN 3015	Advanced Spanish: Language & Culture	4
SPAN 3020	Civilizations of the Spanish Speaking World	4
SPAN 4020	Spanish Avant-Garde(s): Literature Painting Film	4

ATTITUDE
- Learning Outcome: demonstrate an inquiring and open-minded attitude when faced with otherness.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LING 3020	Language & Culture	4
SPAN 3030	Latinx in the US	4
SPAN 3025	Contemporary Spanish American Theater	4

LANGUAGE AND LITERATURE
In their studies of world languages, students might want to focus on literature or language.

LITERATURE
If the focus is in literature, students' programs should address the following guidelines:

LITERARY KNOWLEDGE
- Learning Outcome: demonstrate an understanding of the literary, cultural, and political contexts of literature in the target language.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3025	Contemporary Spanish American Theater	4
SPAN 4005	Contemporary Latin American Literature	4
SPAN 4015	Jorge Luis Borges	4
SPAN 4020	Spanish Avant-Garde(s): Literature Painting Film	4

LINGUISTIC KNOWLEDGE
- Learning Outcome: demonstrate advanced-level knowledge of the target language and/or familiarity with theories of second language acquisition.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 4010	History of Spanish Language	4
LING 4010	Second Language Acquisition	4
LING 4030	Foreign Language Pedagogy	4

HISTORICAL/CULTURAL KNOWLEDGE
- Learning Outcome: demonstrate advanced-level knowledge of the civilization or history that focuses on the region where the target language is spoken

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3020	Civilizations of the Spanish Speaking World	4
SPAN 3030	Latinx in the US	4

LANGUAGE

If the focus is in language, students' programs should address the following guidelines:

LINGUISTIC KNOWLEDGE

- Learning Outcome: demonstrate knowledge of linguistic theory, the structure of the target language in the context of linguistic theory and/or familiarity with theories of second language acquisition

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 4010	History of Spanish Language	4
LING 1005	Introduction to Linguistics	4
LING 3020	Language & Culture	4
LING 4010	Second Language Acquisition	4
LING 4030	Foreign Language Pedagogy	4

LANGUAGE SKILLS

Learning Outcome: demonstrate advanced-level language and linguistics skills in the target language.

Courses which meet this guideline include (but are not limited to):

HISTORICAL/CULTURAL KNOWLEDGE

- Learning Outcome: demonstrate advanced-level knowledge of the civilization or history that focuses on the region where the target language is spoken.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3020	Civilizations of the Spanish Speaking World	4
SPAN 3030	Latinx in the US	4

CONCENTRATION IN WRITING

EXPOSITORY WRITING

Concentrations in expository writing generally reflect a competency-based program that enables students to become more effective writers of expository prose. It is a program of studies for students who have mastered:

- Basic lower-division writing skills, including correct use of grammar, diction, punctuation, sentence and paragraph structures.
- Clarity, coherence and concreteness in the development of thought.

Well-developed concentrations in expository writing should address the following guidelines:

THEORY

- Learning Outcome: demonstrate an understanding of at least one of rhetoric, grammar, logic, style, or linguistics

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMW 2005	Effective Academic Writing	2,3
COMW 3006	Research Writing: Advanced	3-4

HISTORY

- Learning Outcome: demonstrate an understanding of the development of the English language either through linguistic or literary studies

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LING 1005	Introduction to Linguistics	4
LING 3005	Introduction to Pragmatics	4
LITR 2010	American Literature to 1865	4
LITR 2015	American Literature 1865-Present	4
LITR 3040	Jane Austen	4
LITR 3075	Literature & the Culture of the Vampire	4
LITR 3095	Shakespeare	4
LITR 3141	Modern American Literature	4
LITR 3192	20th Century American Literature	3

PRACTICE

- Learning Outcome: demonstrate advanced-level facility in the writing of expository prose, professional writing and research

Courses that partially meet this guideline include (to fully meet this guideline at least two areas need to be addressed):

Code	Title	Credits
DIGA 2020	Writing for New Media	4
COMM 3030	News & Feature Writing	4
COMM 3060	Political Communication	3
COMM 3127	Advanced Public Relations	3,4
COMW 3005	Proposal Writing and Logical Argument	3
COMW 3006	Research Writing: Advanced	3-4
COMW 3015	Technical Writing	4
COMW 3122	Proposal Writing	2
CRWR 3015	Creative Nonfiction: Advanced	4

While much of the work in the concentration should include practice in expository writing, the degree program could reflect a broad range of cultural studies in other liberal arts and sciences, including studies that will give students the opportunity to write in subject areas in the humanities and social sciences.

CREATIVE WRITING

Concentrations in creative writing generally include studies that will focus on the form, structure and uses of language as it is applied to fiction, poetry or drama. For disciplinary concentrations in creative writing, major emphasis will be placed on the practice of writing with supporting attention to theoretical and historical studies.

Creative writing is a competency-based concentration which should address:

THEORY

- Learning Outcome: demonstrate an understanding of critical theory, particularly in the student's genre of primary interest

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LITR 2035	Introduction to Literature: Hamlet	3
LITR 3050	Literary Theory	4

HISTORY

- Learning Outcome: demonstrate an appreciation of at least one literary genre in historical perspective through the study of literary texts, major authors or literary criticism.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LITR 2010	American Literature to 1865	4
LITR 2015	American Literature 1865-Present	4
LITR 3040	Jane Austen	4
LITR 3075	Literature & the Culture of the Vampire	4
LITR 3095	Shakespeare	4
LITR 3141	Modern American Literature	4
LITR 3192	20th Century American Literature	3

PRACTICES

- Learning Outcome: demonstrate facility in writing fiction, poetry or drama.

Courses that partially meet this guideline include (to fully meet this guideline at least two areas need to be addressed):

- Any CRWR course

Cultural Studies: B.A., B.S.

Students in Cultural Studies will explore the ways in which human beings understand, organize, interpret and communicate the world. Students will have the opportunity to consider philosophical, literary, and artistic expressions, and social structures, values, norms, belief systems and historical perspectives across time, place and cultures on issues such as ethics, gender, class and race.

Cultural studies will enhance awareness and understanding of people all over the world. Students will sharpen skills in writing and research and critical reading and thinking, as, together with a faculty mentor, they create a program to meet their own specific needs and goals.

Students pursuing degrees in Cultural Studies design individualized degree plans based on their academic, professional, and/or personal goals and interests. General program guidelines can be found on the "Program Details" tab. Students can work with their academic mentors to choose courses and to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Cultural Studies by following applicable concentration guidelines or by proposing a concentration of their own design.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Literature, Communication and Cultural Studies Degree Planning Resources web page (https://www.sunyempire.edu/literature-communication-culture/degree-planning-resources/).

For more information about Cultural Studies, please visit the Literature, Communication and Cultural Studies webpage (https://www.sunyempire.edu/literature-communication-culture/).

Program Details

Cultural studies explore how human beings make sense of our world and the qualities that make us most human. Disciplines such as communications and media, language, literature, philosophy, religion, and writing develop our awareness; our abilities to think, feel, and speak; our appreciation of the values and knowledge underlying these fields; and our sense of ourselves as connected to a greater whole.

All bachelor's degree programs in Cultural Studies should address the following four guidelines. Courses listed below meet each foundation, but this list is not exhaustive. Students should work with their mentor ensure proper course choices.

Foundation #1: Knowledge of a Field or Fields

Code	Title	Credits
COMM 1020	Introduction to Communication	4
CUST 4020	Medical Humanities	4
LING 1005	Introduction to Linguistics	4
LING 3020	Language & Culture	4
LITR 1005	Introduction to Literature	4
PHIL 2005	Introduction to Philosophy	4
RELI 2025	Introduction to Religious Studies	4

Foundation #2: Theoretical Knowledge

Code	Title	Credits
ARTS 1140	Media and Visual Literacy	4
CUST 3015	Food & Drink in Cultural Context: Advanced	4
CUST 3152	Queering American Culture	4
CUST 3425	Sex and Sexuality: Facts and Fictions	4
CUST 4020	Medical Humanities	4
DIGA 4015	History & Theory of New Media	4
LING 1005	Introduction to Linguistics	4
LING 3020	Language & Culture	4
LITR 2035	Introduction to Literature: Hamlet	3
LITR 3050	Literary Theory	4
PHIL 2005	Introduction to Philosophy	4
PHIL 2020	Introduction to Ethics	4
RELI 2025	Introduction to Religious Studies	4
RELI 4010	Religious Thought in World Perspective	4

Foundation #3: Diverse Perspectives and Social Responsibility

Code	Title	Credits
ASLG 1005	American Sign Language and Deaf Culture I	4
COMM 1005	Intercultural Communication	2-3
COMM 3025	Media Ethics & Law	3,4
COMM 3045	Television & Culture	4
COMM 4015	Women, Girls & the Media	4
CUST 3015	Food & Drink in Cultural Context: Advanced	4
CUST 3152	Queering American Culture	4
CUST 3182	Exploring Place History: Advanced	4
CUST 3425	Sex and Sexuality: Facts and Fictions	4
CUST 4010	Exploring Place: Humanities	4

DIGA 4015	History & Theory of New Media	4
LING 3020	Language & Culture	4
LITR 2006	African American Literature: Intro	4
LITR 2040	World Literature: Introductory	4
LITR 3008	African American Literature: Advanced	4
LITR 3015	Cultural Diversity through Literary Art	4
LITR 3030	World Literature: Advanced	4
LITR 3080	Native American Literature	4
LITR 3130	US Multicultural Fiction	4
LITR 3132	Asian American Writers	4
LITR 3135	U.S. Women's Multicultural Life Writings	4
LITR 3160	Literature of the Holocaust	4
LITR 3172	Mythology	4
PHIL 2005	Introduction to Philosophy	4
PHIL 2020	Introduction to Ethics	4
RELI 2025	Introduction to Religious Studies	4
RELI 4010	Religious Thought in World Perspective	4
SPAN 1005	Spanish for Health Care Professionals	4
SPAN 3030	Latinx in the US	4

Foundation #4: Critical Thinking, Reading, and Writing

Code	Title	Credits
COMM 2010	Writing for Digital Media	4
COMM 3030	News & Feature Writing	4
COMM 3045	Television & Culture	4
COMM 4015	Women, Girls & the Media	4
COMW 1005	College Writing	3,4
COMW 1015	College Reading & Writing	3,4
COMW 2005	Effective Academic Writing	2,3
COMW 3005	Proposal Writing and Logical Argument	3
COMW 3006	Research Writing: Advanced	4
COMW 3122	Proposal Writing	2
Any CUST Course		4
Any LING Course		4
Any LITR Course		4
Any PHIL Course		4
Any RELI course		4

Learning Outcomes

- Foundation 1: Knowledge of a field or fields, Students will demonstrate knowledge and understanding of the historical foundations, current issues, and major texts in an area of Cultural Studies inquiry.
- Foundation 2: Theoretical knowledge, Students will examine, explain, and apply theories, critical approaches, and methodologies in an area of Cultural Studies inquiry.
- Foundation 3: Diverse perspectives and social responsibility, Students will examine and reflect on diverse cross-cultural perspectives in an area of inquiry (e.g., questions of race, gender, class, ethnicity, religion, sexual identity, disability, migration, etc.); and consider the responsibilities of members in a just society.
- Foundation 4: Critical thinking, reading, and writing, Students will read, write and evaluate print-based and digital media sources of information critically, i.e., with sustained attention to meaning, presentation, and argument. Build the capacity to identify and

describe main ideas, underlying assumptions, and valid conclusions. Create and share information using a range of collaborative technologies; evaluate and cite sources correctly.

Concentration Guidelines

Concentrations in Cultural Studies begin with foundational studies, which prepare the student for more advanced-level work. Advanced-level competency should be developed in those areas which are most relevant to the specific concentration design and to the specific organizing framework. In planning the concentration, consideration should be given both to depth and breadth. Students wishing to pursue individualized concentrations should use the general Cultural Studies degree guidelines as an organizing framework for their degree plans.

Specific guidelines have been developed for concentrations in the following areas:

- Communication and Media (p. 57)
- Literature (p. 59)
- Philosophy (p. 59)
- Religious Studies (p. 61)
- World Languages (p. 62)
- Writing (p. 63)

Students interested in journalism or broadcasting should consult the concentration guidelines for Communication and Media, Writing, or a combination of these. Students interested in English should consult the concentration guidelines for Literature, Writing, Communication and Media, or a combination of these.

If you are interested in an area not listed here, please contact your mentor about designing your own concentration.

Concentration In Communication And Media

Concentrations in communication and media studies should demonstrate knowledge of processes, procedures, methodologies and media involved in interactions between people and within groups, and the dissemination of information and ideas. Twenty-first-century studies in communication and media include an examination of media's impact on culture, democracy and digital identity in an era of rapid technological change and emerging environments as well as practical skills for the 21st century workplace.

Bachelor students should take at least one course for each of the following outcomes.

Field Knowledge (Correlates with the Knowledge of a Field Guideline)
- Learning Outcome: Explain fundamental principles of the field of communication including individual, group, and mass communication or media communication.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 1020	Introduction to Communication	4

- Learning Outcome: Interpret media artifacts, which may include examples from print, radio, television, and/or the internet

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
ARTS 1140	Media and Visual Literacy	4

Historical Knowledge and Currency
- Learning Outcome: Trace the development of the history of at least one form of media, including past and future technologies and products.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 3045	Television & Culture	4
COMM 4015	Women, Girls & the Media	4
DIGA 4015	History & Theory of New Media	4

- Learning Outcome: Demonstrate advanced usage of current media technologies

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 3015	Social Media: Communication & Culture	4

Theoretical or Methodological Application (Correlates with Theoretical Knowledge)
- Learning Outcome: examine, explain, and apply theories, critical approaches, and/or methodologies in communication and/or media.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
DIGA 4015	History & Theory of New Media	4

Diverse Perspectives and Social Responsibility (Correlates with Diverse Perspectives and Social Responsibility Outcome)
- Learning Outcome: examine and reflect on diverse cross-cultural perspectives in communication and/or media (e.g., questions of race, gender, class, ethnicity, religion, sexual identity, disability, migration, etc.); and consider the responsibilities of members in a just society.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 3045	Television & Culture	4
COMM 4015	Women, Girls & the Media	4

- Learning Outcome: Apply ethical and legal principles of communication and media

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 3025	Media Ethics & Law	3,4

Synthesis of Understanding and Future Preparation
- Learning Outcome: Synthesize knowledge and skills to prepare for future

Courses which meet this guideline include (but are not limited to):

COMM-3998 Capstone in Media & Communications

Skills
- Learning Outcome: Demonstrate basic writing and research skills

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMW 1005	College Writing	3,4
COMW 1015	College Reading & Writing	3,4
COMW 2005	Effective Academic Writing	2,3
COMW 3005	Proposal Writing and Logical Argument	3
COMW 3006	Research Writing: Advanced	4
COMW 3122	Proposal Writing	2

- Learning Outcome: Explain principles of individual and group communications

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMM 1010	Interpersonal Communication	4
COMM 2016	Digital Communication Strategies I	2

- Learning Outcome: Demonstrate advanced skills in **one** of the following tracks (choose at least one course)

Courses which meet this guideline include (but are not limited to):

Marketing Track

Code	Title	Credits
MRKT 1005	Marketing Principles Prerequisite for all other Marketing courses	4
MRKT 3010	Consumer Behavior	4
MRKT 3025	Digital and Social Media Marketing	4
MRKT 3055	Public Relations	4
MRKT 3045	Marketing Management	4
MRKT 4035	Marketing Research pre-requisite, Statistics and Marketing Principles	4
MRKT 4040	Marketing Strategy	4

Writing/Journalism Track

Code	Title	Credits
CRWR 1000	Introduction to Creative Writing	4
CRWR 1015	Creative Nonfiction: Introductory	4
COMW 2005	Effective Academic Writing	2,3
COMM 2010	Writing for Digital Media	4
COMM 3030	News & Feature Writing	4
CRWR 3015	Creative Nonfiction: Advanced	4
COMW 3015	Technical Writing	4
COMW 3122	Proposal Writing	2
DIGA 3040	Digital Storytelling	4

Interpersonal and Group Communications Track

Code	Title	Credits
COMM 1030	Public Speaking	4
COMM 2016	Digital Communication Strategies I	2
COMM 3055	Organizational Communication	3
COMM 3060	Political Communication	3
COMM 3005	Communication Analysis	4
COMM 4025	Communication Decisions	4

Concentration In Literature

The literature concentration is designed to develop students' critical thinking, expository writing and analytic abilities through a study of works of literature written primarily in English. Through a study of texts from different periods, genres and national origins, students will develop a breadth and depth of knowledge and understanding of literature, including authors, themes and literary works. Students are expected to learn about formal aspects of writing as well as the broader cultural and historical contexts of literary texts.

Literature concentrations should address the following:

Foundational Knowledge (Correlates with the Knowledge of a Field Guideline)

- Learning Outcome: demonstrate an understanding of the field of literary studies.

A course which meets this guideline include (but is not limited to):

Code	Title	Credits
LITR 1005	Introduction to Literature	4

Theory and Criticism (Correlates with the Theoretical knowledge Guideline)

- Learning Outcomes: demonstrate an understanding of critical approaches to literature. B.A. degree plans should also demonstrate an advanced knowledge of literary theory

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LITR 2035	Introduction to Literature: Hamlet	3
LITR 3050	Literary Theory	4

Diversity (Correlates with the Diverse Perspectives and Social Responsibility Guideline)

- Learning Outcome: demonstrate an understanding of issues of diversity in literary studies (African-American literature, Native-American literature, Asian-American literature, Latino-American literature, multicultural writers, women writers, women's and gender studies, queer fiction, immigrant literature, social protest fiction and disability studies)

Courses which contribute to the meeting of this guideline include (but are not limited to):

Code	Title	Credits
LITR 2006	African American Literature: Intro	4
LITR 2040	World Literature: Introductory	4
LITR 3008	African American Literature: Advanced	4
LITR 3015	Cultural Diversity through Literary Art	4
LITR 3030	World Literature: Advanced	4
LITR 3080	Native American Literature	4
LITR 3130	US Multicultural Fiction	4
LITR 3132	Asian American Writers	4
LITR 3133	American Women Writers	4
LITR 3135	U.S. Women's Multicultural Life Writings	4
LITR 3160	Literature of the Holocaust	4

Genres of Literature

- Learning Outcome: demonstrate an understanding of several genres of literature, including poetry, fiction, and drama (may also include knowledge of creative writing, memoir and more experimental techniques)

Courses which contribute to the meeting of this guideline include (but are not limited to):

Code	Title	Credits
LITR 2020	An Introduction to The Modern Short Story	4
LITR 2030	Children's Literature: Introductory	3-4
LITR 2050	Science Fiction & the Human Dynamic: Introduction	4
LITR 3010	Children's Literature: Advanced	4
LITR 3022	Ekphrasis Poetry	4
LITR 3025	Folktales, Fairy Tales, & Fantasy Literature	4
LITR 3035	Utopian Literature	4
LITR 3046	Poetry	4
LITR 3090	Science Fiction & the Human Dynamic: Advanced	4
LITR 3095	Shakespeare	4
LITR 3115	The Modern Short Story	4
LITR 3120	The Popular Romance Novel	4
LITR 3127	The Graphic Novel	4
LITR 3145	Young Adult Literature	4
LITR 3207	American Poetry	3

Literary Periods

- Learning Outcome: demonstrate an understanding of literary periods (may include knowledge of early/late British literature and/or early/late American literature; it may include comparative literature from other literatures in English)

Courses which contribute to the meeting of this guideline include (but are not limited to):

Code	Title	Credits
LITR 2010	American Literature to 1865	4
LITR 2015	American Literature 1865-Present	4
LITR 3040	Jane Austen	4
LITR 3075	Literature & the Culture of the Vampire	4
LITR 3095	Shakespeare	4
LITR 3141	Modern American Literature	4
LITR 3192	20th Century American Literature	3

Depth (Applies only to B.A. degree plans)

- Learning Outcome: demonstrate advanced knowledge of one or more major authors, literary movements, themes, or genres

Courses which meet this guideline include any appropriate advanced-level literature course.

Concentration In Philosophy

Existing both as an academic discipline in its own right and as the activity of philosophical inquiry (or "philosophizing") that is integral to numerous other academic areas (political theory, literary theory, fine arts, comparative religion, sociology of scientific knowledge, linguistics, etc.), philosophy is a cornerstone of the humanities. A concentration in philosophy can be organized in many different ways and should therefore reflect the student's particular learning goals. Note that students who are

considering the pursuit of a graduate degree in the actual *discipline* of philosophy should research the expectations of graduate programs offering such a degree and plan their concentration accordingly.

Philosophy concentrations at both the Associates and Bachelor's level should address the following:

Ethics
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in:
- Ethics using vocabulary, concepts, and methods deriving from the discipline of
- Philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4
PHIL 2020	Introduction to Ethics	4

Courses which contribute to the meeting of this guideline include (but are not limited to):

Code	Title	Credits
HIST 2155	The Pursuit of Happiness in American History	4

Politics
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in politics using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4
POLI 3080	Modern Political Theory	4
POLI 3005	America's Founding Ideas	4
POLI 4010	Global Perspectives on Political Theory	4

Metaphysics (Questions of "Reality")
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in metaphysics using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4

Epistemology (Questions of "Knowing")
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in epistemology using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4

Logic and Reasoning
- Learning Outcome: Articulate philosophical questions, perspectives, and arguments in logic and reasoning using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4
CUST 2030	Introduction to Critical Thinking	2

Philosophy concentrations at the Bachelor's level should also address the following:

Two (or more) specialized areas of advanced-level philosophical inquiry. Examples of such areas include but are not limited to social and cultural theory (e.g., social justice, queer theory, feminist theory), philosophy of art (aesthetics), literary theory, environmental ethics, political philosophy/theory, philosophy of religion, African philosophy, East Asian philosophy, history of Western philosophy, philosophy of language, and logic.

- Learning Outcome: Articulate at an advanced-level philosophical questions, perspectives, and arguments in at least two specialized areas using vocabulary, concepts, and methods deriving from the discipline of philosophy and/or other academic areas with significant philosophical components.

Courses that contribute to the meeting of this guideline include (to fully meet the guideline, two or more areas need to be addressed):

For Social and Cultural Theory

Code	Title	Credits
GSST 3015	Feminist Theory	4
SOSC 3015	Great Conversations in Social Thought	4
GSST 3152	Queering American Culture	4
SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	4

For Philosophy of Art

Code	Title	Credits
ARTS 4070	What Is Art?	4
ARTP 4010	Performance Theory	4

For Literary Theory

Code	Title	Credits
LITR 3050	Literary Theory	4

For Political Philosophy/Theory

Code	Title	Credits
POLI 3080	Modern Political Theory	4
POLI 3005	America's Founding Ideas	4
POLI 4010	Global Perspectives on Political Theory	4

For History of Western Philosophy

Code	Title	Credits
HIST 3490	The Enlightenment	4
HIST 3415	Renaissance & Reformation: Origin & Impacts	4

For miscellaneous Advanced-Level Topics

Code	Title	Credits
LITR 3035	Utopian Literature	4
PHIL 3998	Individualized Studies in Philosophy (PHIL)	1-8
PHIL 4998	Individualized Studies in Philosophy (PHIL)	1-8

Note: Applied philosophy courses (e.g., professional ethics courses) may be included as part of a philosophy concentration but do not meet (partially or fully) the guideline for advanced-level philosophical inquiry.

Examples of such courses include:

Code	Title	Credits
BUSN 3010	Business Ethics	4
COMM 3025	Media Ethics & Law	3,4
DIGA 3036	Ethics of Digital Art & Design	4
EDET 6020	Issues and Ethics in the Digital Age	3
EDST 3036	Legal and Ethical Dimensions of Technology for Educators	2
FSMA 3020	Finance Society & Ethics	4
HCLM 6045	Case Studies in Bioethics	3
HLAD 3045	Healthcare Ethics	4
MGMT 3015	Ethics for a Global Economy	4
PAFF 3122	Ethics and the Public Sector	4
PAFF 4132	Legal & Ethical Foundations of Public Service	4
PSYC 3065	Ethical Issues in Psychology	4

Concentration In Religious Studies

Religious stories and devotional behaviors are a core part of most human societies. Throughout time, religions and their varying communities and traditions of interpretation have played vital roles in culturally and politically shaping and reshaping our lives and world. To elucidate this complex of personal, social and historical interconnections requires multiple perspectives and the consideration of diverse religious texts, beliefs and practices.

Although individuals may find religious studies useful in the exploration of their personal beliefs, a degree in Cultural Studies with a concentration in Religious Studies shall also adopt a pluralistic perspective that examines multiple schools of religious thought, including critiques of religion itself, reflecting the tacit understanding that no tradition has exclusive access to religious truth, however that is defined.

Religious Studies concentrations at both the Associates and Bachelor's level should address the following:

Theories that Define Religion
- Learning Outcome: Evaluate theories that define the phenomenon of religion by analyzing recurring religious themes, patterns, structures, language and practices; identifying and analyzing core components such as deity, cosmogony, theodicy and ethics; and critically examining the significance of sacred texts, scriptures, traditions, rituals and devotional practices.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
RELI 2025	Introduction to Religious Studies	4

Religious Traditions
- Learning Outcome: Investigate traditions from at least two of the following categories: religions of "The Book" (Judaism, Christianity, Islam) scriptural Asian religions (Hinduism, Buddhism, Confucianism, Daoism) indigenous Asian religions (Shintoism, Bonism, Shamanism) North and/or South American native religions, African and/or African diaspora religions.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
RELI 3998	Individualized Studies in RELI	2-8
HIST 1080	History of World Religions	4

A course that partially meets this guideline include (to fully meet this guideline at least two of these areas must be addressed):

For Religions of "The Book"

Code	Title	Credits
HIST 3260	History of Christianity	4

For North and/or South American Native Religions

Code	Title	Credits
INDG 3015	First Peoples of North America	4

For African and/or African Diaspora Religions

Code	Title	Credits
HIST 3010	African History & Culture	4
CUST 3167	African History & Culture	4

Theoretical Foundations of Allied Disciplines
- Learning Outcome: Understand theoretical foundations of at least two academic disciplines that support the pluralistic study of religion, such as anthropology, art, philosophy, history, literature, political science, psychology, or sociology.

Courses that partially meet this guideline include (to fully meet this guideline at least two areas need to be addressed):

For Anthropology

Code	Title	Credits
ANTH 1010	Introduction to Cultural Anthropology	4

For Arts

Code	Title	Credits
ARTS 1050	Humanities Through the Arts	4
ARTS 2020	Art History I: Prehistory to Renaissance	4
ARTS 2025	Art History II: Baroque to Modern	4
ARTS 4010	Art History: Methods and Theories	4

For History

Code	Title	Credits
HIST 1070	Global History from the 1500	4
HIST 1075	Global History to 1500	4
HIST 1115	Western Civilization I	4
HIST 2025	US History to 1865: What Does it Mean to be a Free Nation?	4
HIST 2030	US History From 1865 to the Present	4

For Political Science

Code	Title	Credits
POLI 4010	Global Perspectives on Political Theory	4
POLI 3005	America's Founding Ideas	4

For Literature

Code	Title	Credits
LITR 1005	Introduction to Literature	4

For Philosophy

Code	Title	Credits
PHIL 2005	Introduction to Philosophy	4

For Psychology

Code	Title	Credits
PSYC 1005	Introduction to Psychology	4

For Sociology

Code	Title	Credits
SOCI 1005	Exploring Society: An Introduction to Sociology	4
SOCI 2010	Introduction to Race Class & Gender	4
SOSC 3015	Great Conversations in Social Thought	4

Religious Studies concentrations at the Bachelor's level should also address the following:

Comparison of Religious Traditions

- Learning Outcome: Compare traditions from at least three of the following categories: religions of "The Book" (Judaism, Christianity, Islam) scriptural Asian religions (Hinduism, Buddhism, Confucianism, Daoism) indigenous Asian religions (Shintoism, Bonism, Shamanism) North and/or South American native religions African and/or African diaspora religions.

Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
RELI 4010	Religious Thought in World Perspective	4

Critical Issues

- Learning Outcome: Investigate and compare critical issues in religious studies. Such issues might include but are not limited to:
- The place of religion in societies both as an institution and as an ethical and/or moral authority.
- How diverse traditions account for male and female roles.
- The role of religions as a political force from both historical and contemporary perspectives.

Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
RELI 4010	Religious Thought in World Perspective	4
RELI 4005	Comparative Religious Ethics	4
SOCI 3135	Religion in the US Today	4
HIST 3260	History of Christianity	4
HIST 3100	American Religious History I	4
HIST 3242	American Religious History II	4
HIST 3415	Renaissance & Reformation: Origin & Impacts	4
HIST 3490	The Enlightenment	4

Concentration In World Languages

Studies in world languages (e.g., ASL, French, Italian, Spanish, etc.) aim to foster cross-national and cross-cultural understanding and to facilitate the development of skills associated with language acquisition, such as speaking, writing, reading and listening. These skills are particularly important in the 21st century, when local and world cultures are increasingly intertwined. Indeed, linguistic and cultural competency opens numerous opportunities to experience and contribute to globalization and enhances learners' professional and personal growth.

World Languages concentrations should address the following general guidelines:

Language Skills

- Learning Outcome: demonstrate the ability to use resources in the target language and to access cultural information

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3015	Advanced Spanish: Language & Culture	4
SPAN 3010	Spanish for Health Care Professionals: Advanced	4
SPAN 3005	Advanced Spanish Composition	4
SPAN 4020	Spanish Avant-Garde(s): Literature Painting Film	4
SPAN 3020	Civilizations of the Spanish Speaking World	4

Attitude

- Learning outcome: demonstrate an inquiring and open-minded attitude when faced with otherness.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LING 3020	Language & Culture	4
SPAN 3030	Latinx in the US	4
SPAN 3025	Contemporary Spanish American Theater	4

Language and Literature

In their studies of world languages, students might want to focus on literature or language.

Literature

If the focus is in literature, students' programs should address the following guidelines:

Literary Knowledge

- Learning Outcome: demonstrate an understanding of the literary, cultural, and political contexts of literature in the target language.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3025	Contemporary Spanish American Theater	4
SPAN 4005	Contemporary Latin American Literature	4
SPAN 4015	Jorge Luis Borges	4
SPAN 4020	Spanish Avant-Garde(s): Literature Painting Film	4

Linguistic Knowledge
- Learning Outcome: demonstrate advanced-level knowledge of the target language and/or familiarity with theories of second language acquisition.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 4010	History of Spanish Language	4
LING 4030	Foreign Language Pedagogy	4
LING 4010	Second Language Acquisition	4

Historical/Cultural Knowledge
- Learning Outcome: demonstrate advanced-level knowledge of the civilization or history that focuses on the region where the target language is spoken

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3030	Latinx in the US	4
SPAN 3020	Civilizations of the Spanish Speaking World	4

Language
If the focus is in language, students' programs should address the following guidelines:

Linguistic Knowledge
- Learning Outcome: demonstrate knowledge of linguistic theory, the structure of the target language in the context of linguistic theory and/or familiarity with theories of second language acquisition

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 4010	History of Spanish Language	4
LING 1005	Introduction to Linguistics	4
LING 3020	Language & Culture	4
LING 4010	Second Language Acquisition	4
LING 4030	Foreign Language Pedagogy	4

Language Skills
Learning Outcome: demonstrate advanced-level language and linguistics skills in the target language.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3005	Advanced Spanish Composition	4
SPAN 3015	Advanced Spanish: Language & Culture	4
SPAN 3010	Spanish for Health Care Professionals: Advanced	4

Historical/Cultural Knowledge
- Learning Outcome: demonstrate advanced-level knowledge of the civilization or history that focuses on the region where the target language is spoken.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
SPAN 3020	Civilizations of the Spanish Speaking World	4
SPAN 3030	Latinx in the US	4

Concentration In Writing
Expository Writing
Concentrations in expository writing generally reflect a competency-based program that enables students to become more effective writers of expository prose. It is a program of studies for students who have mastered:

- Basic lower-division writing skills, including correct use of grammar, diction, punctuation, sentence and paragraph structures.
- Clarity, coherence and concreteness in the development of thought.

Well-developed concentrations in expository writing should address the following guidelines:

Theory
- Learning Outcome: demonstrate an understanding of at least one of rhetoric, grammar, logic, style, or linguistics

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
COMW 2005	Effective Academic Writing	2,3
COMW 3006	Research Writing: Advanced	3-4

History
- Learning Outcome: demonstrate an understanding of the development of the English language either through linguistic or literary studies

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LING 1005	Introduction to Linguistics	4
LING 3005	Introduction to Pragmatics	4
LITR 2010	American Literature to 1865	4
LITR 2015	American Literature 1865-Present	4
LITR 3040	Jane Austen	4
LITR 3075	Literature & the Culture of the Vampire	4
LITR 3095	Shakespeare	4
LITR 3141	Modern American Literature	4
LITR 3192	20th Century American Literature	3

Practice
- Learning Outcome: demonstrate advanced-level facility in the writing of expository prose, professional writing and research

Courses that partially meet this guideline include (to fully meet this guideline at least two areas need to be addressed):

Code	Title	Credits
DIGA 2020	Writing for New Media	4
COMM 3030	News & Feature Writing	4
COMM 3060	Political Communication	3
COMM 3127	Advanced Public Relations	3,4
COMW 3005	Proposal Writing and Logical Argument	3

COMW 3006	Research Writing: Advanced	3-4
COMW 3015	Technical Writing	4
COMW 3122	Proposal Writing	2
CRWR 3015	Creative Nonfiction: Advanced	4

While much of the work in the concentration should include practice in expository writing, the degree program could reflect a broad range of cultural studies in other liberal arts and sciences, including studies that will give students the opportunity to write in subject areas in the humanities and social sciences.

Creative Writing

Concentrations in creative writing generally include studies that will focus on the form, structure and uses of language as it is applied to fiction, poetry or drama. For disciplinary concentrations in creative writing, major emphasis will be placed on the practice of writing with supporting attention to theoretical and historical studies.

Creative writing is a competency-based concentration which should address:

Theory
- Learning Outcome: demonstrate an understanding of critical theory, particularly in the student's genre of primary interest

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LITR 2035	Introduction to Literature: Hamlet	3
LITR 3050	Literary Theory	4

History
- Learning Outcome: demonstrate an appreciation of at least one literary genre in historical perspective through the study of literary texts, major authors or literary criticism.

Courses which meet this guideline include (but are not limited to):

Code	Title	Credits
LITR 2010	American Literature to 1865	4
LITR 2015	American Literature 1865-Present	4
LITR 3040	Jane Austen	4
LITR 3075	Literature & the Culture of the Vampire	4
LITR 3095	Shakespeare	4
LITR 3141	Modern American Literature	4
LITR 3192	20th Century American Literature	3

Practices
- Learning Outcome: demonstrate facility in writing fiction, poetry or drama.

Courses that partially meet this guideline include (to fully meet this guideline at least two areas need to be addressed):

- Any CRWR course

Digital Communication: B.S.

The Bachelor of Science (B.S.) in Digital Communication is designed for students pursuing careers in fields such as digital journalism, social media management or marketing; or who aspire to be social media influencers or to otherwise promote a message through social or virtual media; those who plan to work in media professions such as broadcasting or film making that require digital skills; or those who wish to study media history, theory and culture, with particular consideration of digital media's place in history.

This flexible program of study integrates both theory and practice as students consider the cultural influences of digital media, ethical ways to utilize new media tools and interpret data, and practice skills they will use in future careers utilizing digital tools and media. Following a core of communication and media studies principles, students will learn to use a variety of online channels—including tools such as websites, social media such as Facebook, Twitter, Instagram, LinkedIn, and more specialized tools such as YouTube or Tiktok, online newspapers and magazines, and virtual meetings—to communicate effective messages. Students will consider the role of social media; conduct a campaign; utilize virtual media for small and large groups; learn about the history of digital media; consider global ramifications and regulations; learn to apply principles of diversity, equity and inclusion; learn to use digital media products, tools, and techniques in a legally and socially responsible way; and to apply academic theories to their work.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

Program Details

Lower-level Foundation Courses

Code	Title	Credits
COMM 1002	Digital Communication Culture and Careers: Intro	2
or COMM 3002	Digital Communication, Cultures & Careers Advanced	
COMM 1020	Introduction to Communication	4
ARTS 1140	Media and Visual Literacy	4
COMM 1005	Intercultural Communication	2
MRKT 1005	Marketing Principles	4
INFT 1005	Introduction to Web Publishing	4
INFS 2010	Introduction to Data Management Tools	4
COMM 2010	Writing for Digital Media	4
COMM 2016	Digital Communication Strategies I	2
Total Credits		**30**

Upper-level Foundation Courses

Code	Title	Credits
COMM 3015	Social Media: Communication & Culture	4
COMM 3016	Digital Communication Strategies II	4
COMM 3025	Media Ethics & Law	4
COMM 3027	Data Visualization	4
DIGA 3040	Digital Storytelling	4
or COMM 3045	Television & Culture	
COMM 3065	Global Communication & Media	4

Code	Title	Credits
DIGA 4015	History & Theory of New Media	4
Total Credits		**28**

Select two specialized electives from the below list:

Code	Title	Credits
ARTS 3010	20th Century Art History I	4
ARTS 3012	20th Century Art History II	4
ARTS 3075	Arts Management	4
ARTS 3135	Illustration	4
ARTS 4010	Art History: Methods and Theories	4
ARTS 4035	Images of Women in Western Art	4
ARTS 4070	What Is Art?	4
COMM 3030	News & Feature Writing	4
COMM 4015	Women, Girls & the Media	4
CRWR 3015	Creative Nonfiction: Advanced	4
DIGA 3015	Advanced Digital Photography	4
DIGA 3045	Game Design & Development	4
HIST 3390	News Sense: Producing & Consuming in the 21st Century	4
MRKT 3025	Digital and Social Media Marketing	4
MRKT 3030	Marketing Communications: Advertising & Promotion	4
MRKT 3055	Public Relations	4
MRKT 4035	Marketing Research	4
MRKT 4040	Marketing Strategy	4
MUSE 3015	Museum Studies	4
PHOT 3015	History of Photography: Advanced	4

Select one Capstone course from the below list:

Code	Title	Credits
COMM 4015	Women, Girls & the Media	4
COMM 4120	21st Century Journalism	4
DIGA 4122	Professional Digital Portfolio	4
MRKT 4050	Career Self-Management and Self-Marketing	4

Learning Outcomes

Students completing a Digital Communications degree will be able to:

- Students will be able to distinguish among appropriate digital tools for various uses including journalistic,marketing or promotional, artistic, professional networking, influencing and virtual meeting purposes.
- Students will be able to write effectively in a variety of styles appropriate to digital and social media using reliable data and valid research.
- Students will be able to utilize data visualization and visual communication to communicate using digital and social media.
- Students will be able to analyze data visualization and visual communication to communicate using digital and social media.
- Students will be able to analyze the historical, cultural and global contexts for digital communication.
- Students will be able to apply ethical and legal considerations to digital communication.

- Students will be able to differentiate facts and accurate reporting from misinformation and other forms of misleading media manipulations.
- Students will be able to create inclusive and accessible digital communication experiences and materials that consider diversity, equity, sustainability and social justice.
- Students will be able to evaluate communication theories, media theories, digital and new media theories and data visualization theories and apply them to communication practices and the use of social media.
- Students will be able to produce individual and collaborative projects and communication campaigns that use social and virtual media tools.
- Students will be able to synthesize their professional or theoretical abilities in program electives.
- Students will be able to integrate coursework in a capstone course.

Digital Media Arts: B.A., B.S.

The Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) in Digital Media Arts are designed for students pursuing careers in the digital media arts and design-related fields.

The B.A./B.S. in Digital Media Arts includes a set of required courses that all students must take, along with SUNY General Education and other academic requirements (p. 185), in order to be eligible to receive a degree.#The required courses for programs in Digital Media Arts can be found on the "Program Details" tab. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

This flexible program of study integrates both theory and practice into the design and development of digital media art. Students will critically evaluate digital media content and examine the ethical considerations of creating and designing with digital technologies. They will explore the historical, cultural, political, and societal contexts of digital media art and design. This program prepares students to be individual and collaborative producers of digital media with digital images, digital stories, graphic design, information design, web design, multimedia production, media art, animation, and digital art. The program culminates in a digital media capstone experience based on individual student interests and prepares learners to produce a substantial digital media project and/or digital portfolio. Students who complete the B.A. or B.S. in Digital Media Arts will pursue career paths in fields that require the effective evaluation, production, and design of digital media content with emerging technologies. Graduates from this program will pursue careers such as graphic designers, media writers, visual artists, photographers, information designers, art directors, animators, filmmakers, digital storytellers, game developers, and web designers.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

Program Details

Code	Title	Credits
Lower Level Core Courses		
ARTS 1140	Media and Visual Literacy	4
ARTS 1065	Introduction to Drawing	4
ARTS 2035	Diversity in the United States Arts	4
COMM 2010	Writing for Digital Media	4
DIGA 1010	Digital Art & Design: Introductory	4
INFT 1005	Introduction to Web Publishing	4
or PHOT 2010	The Photographic Vision	
Advanced Level Core Courses		
ARTS 3025	Advanced Drawing	4
or ARTS 3135	Illustration	
DIGA 3035	Digital Art & Design: Advanced	4
DIGA 3036	Ethics of Digital Art & Design	4
DIGA 3040	Digital Storytelling	4
DIGA 3050	Information Design	4
DIGA 3065	Digital Media Arts	4
DIGA 4015	History & Theory of New Media	4
DIGA 4999	Capstone in Digital Media Arts	4
Two Advanced Level Electives		8
Total Credits		**64**

Advanced Level Electives
Students will be asked to complete two additional advanced level courses chosen from the list below in consultation with a faculty mentor.

Code	Title	Credits
ARTS 3035	Advanced Graphic Design	4
ARTS 3075	Arts Management	4
DIGA 3015	Advanced Digital Photography	4
DIGA 3025	Advanced Web Design	4
DIGA 3045	Game Design & Development	4
DIGA 3080	Digital Painting	4

Learning Outcomes

Students completing a Digital Media Arts degree will be able to:

- Analyze the artistic theory of digital media in relation to art practice.
- Discuss the historical, cultural, political, and societal contexts for digital media arts.
- Apply the ethical considerations of digital media arts.
- Evaluate digital media content for authenticity and reliability.
- Describe the artistic practice of digital media art and artists.
- Design with an understanding of diversity, equity, and inclusion.
- Produce individual and collaborative digital media art and design projects.

Early Childhood Education: B.S.

Students enrolled in the Early Childhood Education program will examine the processes involved in teaching and learning for children from birth through grade 2. The program philosophy is rooted in the Professional Standards and Competencies for Early Childhood Educators (NAEYC, 2020) and the core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well- being of all young children. The curriculum provides a strong foundation in planning and implementing intentional, developmentally, culturally, and linguistically appropriate learning experiences that encourage the social and emotional

development, physical development and health, cognitive development, language and literacy development, and general learning competencies of each child served utilizing evidence-based practices. The majority of this program will be virtual with some evening virtual study groups, in-person observation hours, and practicum student teaching placements in the community.

A separate application for this degree completion program is required. In order to apply, students must have at least 60 credits that encompass a liberal arts and sciences major or the equivalent with a 2.5 GPA and coursework that covers the SUNY General Education Framework.

The following SUNY Transfer Path courses are required and should be included in an associate degree, whenever possible. However, they can be taken after admittance into the program:

- Foundations of Education

Code	Title	Credits
EDST 2005	Schooling in America	4

- Childhood Psychology

Code	Title	Credits
HUDV 1005	Child Development: Introductory	4

- Introduction to Early Childhood/Childhood Education

Code	Title	Credits
ECET 1010	Introduction to Early Childhood Education	4

Content Core

All candidates must provide academic transcripts documenting fulfillment of the NYSED requirements for a content core in the liberal arts and sciences. The AA/AS program may be in a content area such as English Language Arts, Science, Math, History, or the Arts, or include at least 30 credits in a concentration. A distributed concentration across Math, Science, English, History, and Social Science is also acceptable. Please find the planning charts for the liberal arts and sciences content core **here (https://sunyempire.edu/educational-studies/early-childhood-education/).**

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Program Details

Required Courses of the Degree
Below are two tables showing the required courses for the B.S. in Early Childhood Education program. Table One shows the required courses based on a student completing their first 60 credits at SUNY Empire, while Table Two shows the required courses based on a student transferring to SUNY Empire and completing their first 60 credits

elsewhere. Please note that there is a range of credits required in this program due to transfer equivalency courses. Students who bring in the three required transfer courses for 3 credits each are likely to require 61 total credits. Since the SUNY Empire equivalent courses are 4 credits each, students completing them at SUNY Empire will require 64 total credits in their program. In some cases, courses such as Introduction to Special Education, or the equivalent, may also be transferred into the program.

Table One (Based On First 60 Credits Completed at SUNY Empire)

Code	Title	Credits
SOSC 2005	Schooling in America	4
or EDST 2005	Schooling in America	
HUDV 1005	Child Development: Introductory	4
ECET 1010	Introduction to Early Childhood Education	4
ECET 3037	Professional Preparation for Early Childhood Education	2
HUDV 3060	Early Childhood Development	4
EDSP 2025	Introduction to Special Education	4
ECET 3080	Assessment in Early Childhood Education	2
ECET 2075	Early Childhood Curriculum Planning and Assessment	4
PSYC 3015	Educational Psychology: Advanced	4
ECET 3090	Early Childhood Experience: Special Education [1]	2
ECET 3040	Emergent Literacy	4
ECET 4030	Early Childhood Curriculum Planning Across the Content Areas	4
ECET 3085	Early Childhood Experience: Language and Literacy [1]	2
ECET 3060	Young Children & Technology	4
ECET 3070	Issues and Advocacy in Early Childhood Education	2
EDST 3037	Culturally Responsive Engagement in Home, School, and Community	2
ECET 4140	Early Childhood Practicum: Student Teaching I [2]	6
ECET 4150	Early Childhood Practicum: Student Teaching II [2]	6
Total Credits		**64**

Table Two (Based On First 60 Credits Completed Elsewhere)

Code	Title	Credits
Foundations of Education (transferred)		3
Child Psychology (transferred)		3
Introduction to Early Childhood Education (transferred)		3
ECET 3037	Professional Preparation for Early Childhood Education	2
HUDV 3060	Early Childhood Development	4
EDSP 2025	Introduction to Special Education	4
ECET 3080	Assessment in Early Childhood Education	2
ECET 2075	Early Childhood Curriculum Planning and Assessment	4
PSYC 3015	Educational Psychology: Advanced	4
ECET 3090	Early Childhood Experience: Special Education [1]	2
ECET 3040	Emergent Literacy	4
ECET 4030	Early Childhood Curriculum Planning Across the Content Areas	4
ECET 3085	Early Childhood Experience: Language and Literacy [1]	2

ECET 3060	Young Children & Technology	4
ECET 3070	Issues and Advocacy in Early Childhood Education	2
ECET 4140	Early Childhood Practicum: Student Teaching I [2]	6
ECET 4150	Early Childhood Practicum: Student Teaching II [2]	6
EDST 3037	Culturally Responsive Engagement in Home, School, and Community	2
Total Credits		**61**

Recommended Course Sequence for Full-Time Students

First Year

Term 1

		Credits
ECET 3037	Professional Preparation for Early Childhood Education	2
ECET 3080	Assessment in Early Childhood Education	2
EDSP 2025	Introduction to Special Education	4
HUDV 3060	Early Childhood Development	4
PSYC 3015	Educational Psychology: Advanced	4
	Credits	**16**

Term 2

ECET 2075	Early Childhood Curriculum Planning and Assessment	4
ECET 3040	Emergent Literacy	4
ECET 3090	Early Childhood Experience: Special Education [1]	2
General Elective, Upper Division		4
	Credits	**14**

Term 3

ECET 4030	Early Childhood Curriculum Planning Across the Content Areas	4
ECET 3085	Early Childhood Experience: Language and Literacy [1]	2
ECET 3060	Young Children & Technology	4
ECET 3070	Issues and Advocacy in Early Childhood Education	2
General Elective		4
	Credits	**16**

Second Year

Term 4

ECET 4140	Early Childhood Practicum: Student Teaching I [2]	6
ECET 4150	Early Childhood Practicum: Student Teaching II [2]	6
EDST 3037	Culturally Responsive Engagement in Home, School, and Community	2
	Credits	**14**
	Total Credits	**60**

Recommended Course Sequence for Part-time Students

First Year

Term 1

		Credits
ECET 3037	Professional Preparation for Early Childhood Education	2
HUDV 3060	Early Childhood Development	4
	Credits	**6**

Term 2

EDSP 2025	Introduction to Special Education	4
ECET 3060	Young Children & Technology	4
	Credits	**8**

Term 3

ECET 2075	Early Childhood Curriculum Planning and Assessment	4
PSYC 3015	Educational Psychology: Advanced	4
	Credits	**8**

Second Year

Term 4

ECET 3040	Emergent Literacy	4
ECET 3090	Early Childhood Experience: Special Education [1]	2
General Elective		2
	Credits	**8**

Term 5

ECET 3085	Early Childhood Experience: Language and Literacy [1]	2

ECET 4030	Early Childhood Curriculum Planning Across the Content Areas	4
	Credits	**6**

Term 6

ECET 3070	Issues and Advocacy in Early Childhood Education	2
General Elective, Upper Division		2
General Elective		4
	Credits	**8**

Third Year

Term 7

ECET 4140	Early Childhood Practicum: Student Teaching I [2]	6
EDST 3037	Culturally Responsive Engagement in Home, School, and Community	2
	Credits	**8**

Term 8

ECET 3080	Assessment in Early Childhood Education	2
ECET 4150	Early Childhood Practicum: Student Teaching II [2]	6
	Credits	**8**
	Total Credits	**60**

[1] Course includes clinical observation hours.

[2] Course includes full-time student teaching placements/practicum.

Learning Outcomes

- Foundation # 1: Professional standards: Define the professional standards including ethics in early childhood education.
- Foundation # 2: Foundational knowledge: Analyze the foundational knowledge of the field from either a historical, philosophical, or sociological perspective.
- Foundation # 3: Human development: Interpret stages of, and the diversity within, human development from birth through age 8 and the impact of development on learning.
- Foundation # 4: Curricular design, instructional strategies, and assessment: Analyze environments and comprehensive curriculum design including assessment, effective practices for planning and designing co-teaching and collaboration with peers and provide individualized instruction from birth through grade 2.
- Foundation # 5: Language and literacy development: Analyze language and literacy development for both native English speakers and students who are English Language Learners from birth to age 8.
- Foundation # 6: Learners and learning: Critically analyze knowledge of learners and the theoretical approaches that support the learning process.
- Foundation # 7: Uses of technology: Evaluate the appropriate use of technology in teaching and learning and evaluate its effectiveness in applied situations.
- Foundation # 8: Diversity: Analyze the impact and importance of human diversity and the implications for educational settings including building relationships between home, school, and community.
- Foundation # 9: Methods of Inquiry: Evaluate teaching practices that include curriculum development, implementation, and self-assessment of professional practices in early childhood educational settings.

Educational Studies: A.A., A.S.

There is an increasing need for individuals who can help others both learn new things and apply what they know in various settings. Students who choose to design a degree program in educational studies have

careers in diverse settings including training, teaching in certain settings or contexts, researching, and policymaking.

Students in educational studies will examine the processes involved in teaching and learning through courses that examine topics such as learning theories or the social context of learning, as well as be exposed to practical applications such as technology in the classroom and curriculum development. Through examination of current issues, innovations and research, students will build a foundation of historical, philosophical, sociological, political, and multicultural and gender perspectives in relation to education. Students will sharpen their skills in writing and research and critical reading and thinking.

Degree programs in Educational Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Educational Studies by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For more information about Educational Studies, including degree program resources, please visit the Educational Studies webpage (https://sunyempire.edu/educational-studies/).

Note: A degree in Educational Studies from Empire State University does not lead to teacher certification at the undergraduate level. Students who are seeking teacher certification should consider either Early Childhood Education (p. 66), or the Empire State University's Master of Arts in Teaching (MAT). All students need to submit an Undergraduate Teaching Certification Disclaime (https://banner.esc.edu/BannerExtensibility/customPage/page/ESC_TeacherCertification/)r.

NONDEGREE STUDENTS

Taking individual courses as a nondegree student (https://www.sunyempire.edu/degrees-programs/nondegree-study/) is possible and will offer the same range of courses and rigorous standards as degree-seeking undergraduate students. Even if you're not pursuing a degree, you can take courses (https://www.sunyempire.edu/educational-studies/courses/) to prepare for university-level study, stay current in your field, or improve your job skills.

Note: Information regarding Continuing Teacher and Leader Education (https://www.sunyempire.edu/graduate-studies/graduate-degrees/education-programs/continuing-teacher-leader-education/) is available.

Professional PREPARATION AND Credentials

- New York State Early Childhood Credentials (https://nyaeyc.org/) including the Infant Toddler Credential (https://nyaeyc.org/itc/) and the Children's Program Administration Credential (https://nyaeyc.org/cpac/) are recommended for individuals planning to work with young children in settings such as childcare or Head Start. Students can complete these credentials as non-matriculated students, or as part of a degree program.

- The Child Development Associate (CDA) (https://www.cdacouncil.org/en/) is available. Students would begin by taking HUDV 1005 Child Development: Introductory, then ECET 2075 Early Childhood Curriculum Planning and Assessment, followed by ECET 2010 Early Childhood Professionalism where they will begin to develop the required portfolio in a Virtual Study Group, completing other required components on their own.

Professional PREPARATION and certification

- Starting in Fall of 2024, SUNY Empire has a new program in **Early Childhood Education** leading to New York State B-2 Initial Certification. This is the only undergraduate program leading to initial certification at this time.
- Teacher certification is available at the graduate level in a variety of content areas through the Master of Arts in Teaching (https://www.esc.edu/graduate-studies/masters-degrees/education-programs/mat/). The M.A.T. program leads to Adolescent (grades 7-12) and Middle Childhood (grades 5-9) NYS Initial Certification in Biology, Chemistry, Earth Science, English Language Arts, Spanish, Mathematics, Physics, Social Studies, and Agricultural Education (pre-K to 12). Special Education is also available at the graduate level.
- Certification Areas and Content Requirements (https://sunyempire.edu/graduate-studies/combined-programs/) web page includes information about how degree study at the university can be relevant to certification, and outlines all content area requirements that should be included in the undergraduate degree.
- Combined Degree Programs in the Master of Arts in Teaching (https://sunyempire.edu/graduate-studies/combined-programs/) allow students to take specified master's level courses during their bachelor's degree and complete their program at an accelerated rate.

Program Details
Degree Guidelines for Associate of Arts and Associate of Science

Associate degree programs in Educational Studies are required to meet at least 5 essential foundations (the first five are recommended). Students will explain how they meet each relevant learning outcome in their rationale essay. Knowledge of each outcome can be demonstrated through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination, or specific courses at Empire State University. While many students will take one or more courses for each essential foundation, some courses may meet more than one essential foundation.

The concentrations in Educational Studies begin with the 10 essential foundations which prepare the student for more advanced-level work. Students who wish to concentrate in a specific area should review the concentration guidelines below to guide course selection.

Foundation #1: Professional Standards

Code	Title	Credits
ECET 1005	Exploring the Professions: Children & Child Care	2
ECET 1010	Introduction to Early Childhood Education	4
ECET 2010	Early Childhood Professionalism Family & Culture	4
ECET 3020	Children's Programs: Ethical & Professional Standards	4
EDST 1005	Introduction to Teaching	2

EDST 3036	Legal and Ethical Dimensions of Technology for Educators	2
EDSP 2025	Introduction to Special Education	4

Foundation #2: Foundational Knowledge

Code	Title	Credits
EDST 3030	Historical Foundation of American Education	4
SOSC 2005	Schooling in America	4
DISB 2015	Disabled in America	4
DISB 3030	The Disability Rights Movement: Policy and Legislation	4
HIST 3695	History of Educational Technology	4

Foundation #3: Human Development

Code	Title	Credits
HUDV 1005	Child Development: Introductory	4
HUDV 1015	Human Development: Introductory	4
HUDV 2005	Adolescent Development: Introductory	4
HUDV 2015	Adult Development: Introductory	4
HUDV 2025	Infant/Toddler Development: Introductory	4
HUDV 3015	Child Development: Advanced	4
HUDV 3030	Infant/Toddler Development: Advanced	4
HUDV 3060	Early Childhood Development	4
HUDV 3065	Human Exceptionalities	4

Foundation #4: Social Contexts of Learning

Code	Title	Credits
SOSC 2005	Schooling in America	4
SOCI 3055	Family & Society	4
SOCI 3095	Sociology of Education	4
ECET 4122	Poverty and Early Learning	4
DISB 3025	Psychosocial Impact of Illness & Disability	4

Foundation #5: Curricular Design, Instructional Strategies, and Assessment

Code	Title	Credits
ECET 2075	Early Childhood Curriculum Planning and Assessment	4
ECET 3030	Curriculum & Environments for Infants & Toddlers	4
ECET 3035	Curriculum & Environments for Preschoolers	4
ECET 3122	Inclusion in Early Childhood Education	4
ECET 4010	Curriculum Models in Early Childhood Education	4
EDST 3015	Curriculum Instruction & Assessment	4
EDST 3127	Models of Instructional Design	4
EDSP 3025	Curriculum and Instruction for Students with Disabilities	4

Foundation #6: Language and Literacy Development

Code	Title	Credits
ECET 3040	Emergent Literacy	4
EDST 3021	Language, Literacy, & Learning for School-age Children	4

Foundation #7: Learners and Learning

Code	Title	Credits
ECET 4020	The Science Behind Learning and Trauma in Early Childhood Settings	4
ECET 4122	Poverty and Early Learning	4
EDST 3021	Language, Literacy, & Learning for School-age Children	4
EDST 3045	Learning Theories	4
EDST 4005	Adults as Learners: Theories & Strategies	4
EDST 4010	Human Learning: A Developmental Approach	4
PSYC 3015	Educational Psychology: Advanced	4
PSYC 3100	Learning & Memory	4

Foundation #8: Uses of Technology

Code	Title	Credits
ECET 3015	Children's Programs: Design & Supervision	4
ECET 3060	Young Children & Technology	4
ECET 4122	Poverty and Early Learning	4
EDST 3065	Utilizing Technology in the Classroom	4

Foundation #9: Diversity

Code	Title	Credits
EDST 3008	LGBTQ+ Youth & Education	4
EDST 3020	Diversity in Educational Settings	4
EDST 3037	Culturally Responsive Engagement in Home, School, and Community	2
GSST 2005	Introduction to LGBTQ+ Studies	4
GSST 3008	LGBTQ+ Youth & Education	4
ECET 2010	Early Childhood Professionalism Family & Culture	4
ANTH 1010	Introduction to Cultural Anthropology	4
ANTH 3020	Families in Global Perspective	4
SOCI 1005	Exploring Society: An Introduction to Sociology	4
DISB 3010	Cross-Cultural Perspectives on Disabilities	4

Foundation #10: Methods of Inquiry

Code	Title	Credits
ECET 3050	Observation & Assessment of Children	4
SOSC 2010	Statistics for the Social Sciences	4
SOSC 3020	Qualitative Social Science Research: Design & Methods	4
SOSC 3025	Social Science Research Methods	4
EDST 4010	Human Learning: A Developmental Approach	4
EDST 4122	Measuring Learning	4
DISB 4010	Assessment & Evaluation of Disabilities	4
EDSP 4000	Assessment, Diagnosis and Evaluation of Student with Disabilities	4
HUDV 3085	Research Methods for Lifespan Development	4

Learning Outcomes

- Foundation 1: Professional Standards, Students will be able to define the professional standards including ethics, related to the chosen concentration.
- Foundation 2: Foundational Knowledge, Students will be able to analyze the foundational knowledge of the field from either a

historical or philosophical perspective, grounding them in the chosen concentration.

- Foundation 3: Human Development, Students will be able to interpret stages of human development appropriate to the chosen concentration.
- Foundation 4: Social Contexts of Learning, Students will be able to illustrate the sociological perspective of learning including the relationships between home, school, and community.
- Foundation 5: Curricular Design, Instructional Strategies, and Assessment, Students will be able to analyze comprehensive curriculum design appropriate to the concentration.
- Foundation 6: Language and Literacy Development, Students will be able to analyze language and literacy development appropriate to the concentration.
- Foundation 7: Learners and Learning, Students will be able to critically analyze knowledge of learners and the theoretical approaches that support the learning process.
- Foundation 8: Uses of Technology, Students will be able to evaluate the appropriate use of technology in teaching and learning and evaluate its effectiveness in applied situations appropriate to the concentration.
- Foundation 9: Diversity, Students will be able to analyze the impact and importance of human diversity, the impact of individual and collective power, privilege, and oppression, and potential implications for educational settings.
- Foundation 10: Methods of Inquiry, Students will be able to demonstrate skills in locating, evaluating, and critically thinking about research related to the chosen field.

CONCENTRATION GUIDELINES

Concentrations in Educational Studies begin with the ten foundations which prepare the student for more advanced-level work. Courses should be selected from those areas which are most relevant to the specific concentration design and to the specific organizing framework. In planning the concentration, consideration should be given to both the depth and breadth of knowledge. Students wishing to pursue individualized concentrations should use the general area of study guidelines as an organizing framework for their degree plans. Specific guidelines have been developed for a concentration core in the following areas:

- Early Childhood Studies (p. 71)
- Educational Technology (p. 71)
- Students with Exceptionalities (p. 71)
- Child Care Administration (p. 72)

EARLY CHILDHOOD STUDIES

Make a difference in the lives of young children and their families with a concentration in early childhood studies. This concentration is designed for students who wish to provide high-quality early learning for all young children, birth through age 8, in formal and informal settings such as childcare, Head Start, and private preschool programs. By connecting early childhood practice, policy, and research, students will be prepared to serve as leaders in this exciting field. Within the 10 essential foundations, students in Early Childhood Studies should specify in their rationale essay how they met the following objectives within their concentration of early childhood studies:

- Learning Outcome: Students will be able to define professionalism including ethics and the NAEYC Code of Ethical Conduct.

- Learning Outcome: Students will be able to interpret stages of human development with emphasis on birth through age 8.
  - Please note: A minimum of one developmental course is expected, and it's highly recommended that students also include HUDV 2035 Attachment in Early Childhood and/or HUDV 4015 Development and Meaning Play.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards with an emphasis on curriculum and environments that support play.
  - Please note: A minimum of one course related to curriculum is expected and it's highly recommended that students also include HUDV 4015 Development and Meaning Play.
- Learning Outcome: Students will be able to analyze language and literacy development from birth through age 8 that includes a family literacy component.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning from birth through age 8.
- Learning Outcome: Student will be able to demonstrate skills in locating, evaluating, and critically thinking about research related to their field including observation and assessment of children birth through age 8.

EDUCATIONAL TECHNOLOGY

Technological tools are as common to the modern educational experience as paper and pencil. From preschool programs to high schools and beyond, we see the incorporation of digital aids increasing our abilities to teach and learn. The mere presence of technology does not achieve learning goals. Students who choose to concentrate in Educational Technology will embark on a journey to understand the many dimensions of digital tools so that they can employ them in an informed and purposeful way across variety of settings to meet learning outcomes. Within the 10 foundations, students in Educational Technology should specify in their rationale essay how they met the following objectives within their concentration of educational technology:

- Learning Outcome: Students will be able to define professionalism in the field including a knowledge of relevant standards in areas such as cyber ethics and digital citizenship.
- Learning Outcome: Student will be able to analyze the foundational knowledge of the field from either a historical or philosophical perspective, exploring the impact of technology in the classroom-on-classroom transformation.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards with an emphasis on instructional design in virtual environments.
- Learning Outcome: Students will be able to interpret relevant standards and expectations for digital literacy including digital fluency and the impact of computing and computational thinking.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning demonstrating both breadth and depth.

STUDENTS WITH EXCEPTIONALITIES

The Students with Exceptionalities concentration is for those who have a passion for creating equitable and just environments for diverse learners within educational settings. Students who select this concentration are committed to enhancing the learning of students with exceptionalities and will find opportunities to expand their own knowledge and develop skills and proficiency through courses, applied practices, and research. Students will also explore topics of particular interest in their own practice through action research projects and directed readings. In

addition to the 10 foundations, students should specify in their rationale essay how they gained the specific knowledge of the following objectives:

- Learning Outcome: Students will be able to define professionalism in the field including the Council for Exceptional Children's (CEC) Ethical Principles and Professional Practice Guidelines for special educators.
- Learning Outcome: Students will be able to analyze the foundational knowledge of the field from either a historical or philosophical perspective, including the history of disability in America, and the historical and current legislation that supports students with exceptionalities.
- Learning Outcome: Students will be able to interpret stages of human development with emphasis on human exceptionalities.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards for inclusive learning environments with emphasis on evidence-based practices.
- Learning Outcome: Students will be able to analyze language and literacy development including research and practice for children with exceptionalities.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning, with an emphasis on assistive technology.

CHILD CARE ADMINISTRATION

Become a leader as an administrator of children's programs that make a difference in the lives of young children and their families with a concentration in Child Care Administration. This concentration is designed for students who wish to develop and/or lead high-quality early learning programs for all young children, birth through age 8, in formal and informal settings such as childcare and private preschool programs.

Please Note: For a concentration in Child Care Administration, students are expected to meet the first 4 learning outcomes listed below. The 5th learning outcome is optional, but is required for students who wish to apply for the Children's Program Administration Credential

- Learning Outcome: Students will be able to define professionalism from the perspective of an administrator including the principles and responsibilities fundamental to professionals working with children, families, staff, and the community.
- Learning Outcome: Students will be able to Summarize the administration of an effective organizational structure for children's programs including personnel and human resource management.
- Learning Outcome: Students will be able to analyze various professional practices associated with children's programs including curriculum development, design of the learning environment, and program assessment and evaluation.
- Learning Outcome: Students will be able to assess the critical nature of financial planning and budgeting and the process for children's educational programs.
- Learning Outcome: Students will be able to demonstrate breadth and depth through the integration of the information and principles and practices of children's program administration.

CHILD DEVELOPMENT ASSOCIATE (CDA)

A Child Development Associate (CDA) is for:

- A qualified caregiver that works with children from birth to age 5 years;
- Able to meet the specific needs of children;
- Works with parents, families, and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework;
- Evaluated using the CDA Competency Standards: 6 Competency Goals and 13 Functional Areas.

The CDA process is based upon 3 parts:

Training:

- Complete 480 hours (about 1-year full time) of experience working with infants, toddlers, or young children within the past 5 years.
- Complete 120 clock hours of formal education/training/coursework.

Assessment:

- Assessment is done through a combination of observation, parent opinion questionnaires, and written and oral evaluation. Students will be required to locate and arrange for support of these components on their own.

Credentialing:

- Upon recommendation of the Local Assessment Team, the CDA National Credentialing Program will either award the credential or invite the applicant to reapply for assessment.

Students complete the required 120 clock hours of formal education/ training/coursework by taking the following sequence of courses at SUNY Empire University. Students will begin writing the required competencies for the application process in courses, but they will need to arrange for the required observation by an authorized observer, parent opinion questionnaires, and written and oral evaluation through their employer within their local communities. Students are required to be employed and working in an age-appropriate childcare setting for the required observation.

Code	Title	Credits
Required Courses		
ECET 2075	Early Childhood Curriculum Planning and Assessment Fall, Spring, Summer	4
HUDV 1005	Child Development: Introductory Fall, Spring, Summer	4
ECET 2010	Early Childhood Professionalism Family & Culture Fall, Spring	4
Total Credits		**12**

It is recommended that students begin by taking HUDV 1005 Child Development: Introductory, then ECET 2075 Early Childhood Curriculum Planning and Assessment, followed by ECET 2010 Early Childhood Professionalism where students will begin to develop the required portfolio in a Virtual Study Group.

For registration information, go to https://www.sunyempire.edu/admissions/

INFANT-TODDLER EARLY CARE AND EDUCATION CREDENTIAL

The Infant-Toddler Early Care and Education Credential has been developed by the New York State Association for the Education of Young Children to assure that professionals have the specialized knowledge and skills needed to provide excellent programs for infants and toddlers.

The credential requires a combination of formal education and practical experience bound together by an individual portfolio. SUNY Empire State has all of the courses needed to meet the formal education requirements. Please visit https://nyaeyc.org/ for information about how to apply for the credential and submit the portfolio.

ELIGIBILITY REQUIREMENTS

College Coursework in infant toddler development and professional practice:

- Twelve (12) credits from a nationally accredited college in early childhood coursework that covers the standards of the New York State Infant Toddler Competencies. Three of these 12 credits must have been completed within the last five years.
- Experience: One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers, or two semesters of supervised field work course with infants and toddlers and six months work experience in the above, or Floater or substitute with 480 hours of documented experience.

Code	Title	Credits
Required Courses		
ECET 2010	Early Childhood Professionalism Family & Culture	4
HUDV 2025	Infant/Toddler Development: Introductory	4
ECET 3030	Curriculum & Environments for Infants & Toddlers	4
Total Credits		**12**

For registration information, go to https://www.sunyempire.edu/admissions/

Educational Studies: B.A., B.S.

There is an increasing need for individuals who can help others both learn new things and apply what they know in various settings.#Students who choose to design a degree program in educational studies have careers in diverse settings including training, teaching in certain settings or contexts, researching, and policymaking.

Students in educational studies will examine the processes involved in teaching and learning through courses that examine topics such as learning theories or the social context of learning, as well as be exposed to practical applications such as technology in the classroom and curriculum development. Through examination of current issues, innovations and research, students will build a foundation of historical, philosophical, sociological, political, and multicultural and gender perspectives in relation to education. Students will sharpen their skills in writing and research and critical reading and thinking. Students will broaden their knowledge and hone valuable skills related to teaching and learning, whether or not it is the goal to be a teacher.

Degree programs in Educational Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Educational Studies by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For more information about Educational Studies, including degree program resources, please visit the Educational Studies webpage (https://sunyempire.edu/educational-studies/).

WHY CHOOSE A DEGREE IN EDUCATIONAL STUDIES?
Students often pursue a degree in educational studies in order to prepare for:

- Early Childhood Studies and Child Care Administration
- Teaching or training programs for adults
- Workforce development
- Community education
- International training and development
- Advanced study in education such as the Master of Arts in Teaching (https://www.sunyempire.edu/graduate-studies/graduate-degrees/education-programs/mat/)
- Research in education

Note: A degree in Educational Studies from Empire State University does not lead to teacher certification at the undergraduate level. Students who are seeking teacher certification should consider either Early Childhood Education (p. 66), or the Empire State University's Master of Arts in Teaching (MAT). All students need to submit an Undergraduate Teaching Certification Disclaime (https://banner.esc.edu/BannerExtensibility/customPage/page/ESC_TeacherCertification/)r.

NONDEGREE STUDENTS
Taking individual courses as a nondegree student (https://www.sunyempire.edu/degrees-programs/nondegree-study/) is possible and will offer the same range of courses and rigorous standards as degree-seeking undergraduate students. Even if you're not pursuing a degree, you can take courses (https://www.sunyempire.edu/educational-studies/courses/) to prepare for university-level study, stay current in your field, or improve your job skills.

Note: Information regarding Continuing Teacher and Leader Education (https://www.sunyempire.edu/graduate-studies/graduate-degrees/education-programs/continuing-teacher-leader-education/) is available.

Professional PREPARATION AND Credentials
- New York State Early Childhood Credentials (https://nyaeyc.org/) including the Infant Toddler Credential (https://nyaeyc.org/itc/) and the Children's Program Administration Credential (https://nyaeyc.org/cpac/) are recommended for individuals planning to work with young children in informal settings such as childcare or Head Start. Students can complete these credentials as non-matriculated students, or as part of a degree program.
- The Child Development Associate (CDA) (https://www.cdacouncil.org/en/) is available. Students can earn 12 undergraduate credits in early childhood studies that can be applied toward associate or bachelor's degree programs. Students would begin by taking HUDV 1005 Child Development: Introductory, then ECET 2075 Early Childhood Curriculum Planning and Assessment, followed by ECET 2010 Early Childhood Professionalism where they

will begin to develop the required portfolio in a Virtual Study Group, completing other required components on their own.

Professional PREPARATION and certification

- Starting in Fall of 2024, SUNY Empire has a new program in **Early Childhood Education** leading to New York State B-2 Initial Certification. This is the only undergraduate program leading to initial certification at this time.
- Teacher certification is available at the graduate level in a variety of content areas through the Master of Arts in Teaching (https://www.esc.edu/graduate-studies/masters-degrees/education-programs/mat/). The M.A.T. program leads to Adolescent (grades 7-12) and Middle Childhood (grades 5-9) NYS Initial Certification in Biology, Chemistry, Earth Science, English Language Arts, Spanish, Mathematics, Physics, Social Studies, and Agricultural Education (pre-K to 12). Special Education is also available at the graduate level.
- Certification Areas and Content Requirements (https://sunyempire.edu/graduate-studies/combined-programs/) web page includes information about how degree study at the university can be relevant to certification, and outlines all content area requirements that should be included in the undergraduate degree.
- Combined Degree Programs in the Master of Arts in Teaching (https://sunyempire.edu/graduate-studies/combined-programs/) allow students to take specified master's level courses during their bachelor's degree and complete their program at an accelerated rate.

Empire State University has a partnership with New York Association for the Education of Young Children Partnership (NYAEYC) that allows students to work towards a credential from NYAEYC. For more information on this partnership visit New York Association for the Education of Young Children Partnerships (p. 77).

Program Details

Degree Guidelines FOR Bachelor of Arts and Bachelor of Science

Bachelor's Degree programs in Educational Studies must meet the 10 essential foundations listed below. Students will explain how they meet each relevant learning outcome in their rationale essay. Knowledge of each outcome can be demonstrated through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination, or specific courses at Empire State University. While many students will take one or more courses for each essential foundation, some courses may meet more than one essential foundation.

The concentrations in Educational Studies begin with the 10 essential foundations which prepare the student for more advanced-level work.

Please note: Associate degree programs are required to meet at least 5 essential foundations (the first five are recommended).

Foundation #1: PROFESSIONAL STANDARDS

Code	Title	Credits
ECET 1005	Exploring the Professions: Children & Child Care	2
ECET 1010	Introduction to Early Childhood Education	4
ECET 2010	Early Childhood Professionalism Family & Culture	4
EDSP 2025	Introduction to Special Education	4
ECET 3020	Children's Programs: Ethical & Professional Standards	4
EDST 1005	Introduction to Teaching	2

EDST 3036	Legal and Ethical Dimensions of Technology for Educators	2

Foundation #2: FOUNDATIONAL KNOWLEDGE

Code	Title	Credits
DISB 2015	Disabled in America	4
DISB 3030	The Disability Rights Movement: Policy and Legislation	4
EDST 3030	Historical Foundation of American Education	4
HIST 3695	History of Educational Technology	4
SOSC 2005	Schooling in America	4

Foundation #3: HUMAN DEVELOPMENT

Code	Title	Credits
HUDV 1005	Child Development: Introductory	4
HUDV 1015	Human Development: Introductory	4
HUDV 2005	Adolescent Development: Introductory	4
HUDV 2015	Adult Development: Introductory	4
HUDV 2025	Infant/Toddler Development: Introductory	4
HUDV 3015	Child Development: Advanced	4
HUDV 3030	Infant/Toddler Development: Advanced	4
HUDV 3060	Early Childhood Development	4
HUDV 3065	Human Exceptionalities	4

Foundation #4: SOCIAL CONTEXTS OF LEARNING

Code	Title	Credits
ECET 4122	Poverty and Early Learning	4
DISB 3025	Psychosocial Impact of Illness & Disability	4
SOSC 2005	Schooling in America	4
SOCI 3095	Sociology of Education	4
SOCI 3055	Family & Society	4

Foundation #5: CURRICULAR DESIGN, INSTRUCTIONAL STRATEGIES, AND ASSESSMENT

Code	Title	Credits
ECET 2075	Early Childhood Curriculum Planning and Assessment	4
ECET 3030	Curriculum & Environments for Infants & Toddlers	4
ECET 3035	Curriculum & Environments for Preschoolers	4
ECET 3080	Assessment in Early Childhood Education	2
ECET 3122	Inclusion in Early Childhood Education	4
ECET 4010	Curriculum Models in Early Childhood Education	4
EDST 3015	Curriculum Instruction & Assessment	4
EDST 3127	Models of Instructional Design	4
EDSP 3025	Curriculum and Instruction for Students with Disabilities	4

Foundation #6: Language and literacy development

Code	Title	Credits
ECET 3040	Emergent Literacy	4
EDST 3021	Language, Literacy, & Learning for School-age Children	4

Foundation #7: LEARNERS AND LEARNING

Code	Title	Credits
ECET 4020	The Science Behind Learning and Trauma in Early Childhood Settings	4
ECET 4122	Poverty and Early Learning	4
EDST 3021	Language, Literacy, & Learning for School-age Children	4
EDST 3045	Learning Theories	4
EDST 4005	Adults as Learners: Theories & Strategies	4
EDST 4010	Human Learning: A Developmental Approach	4
PSYC 3015	Educational Psychology: Advanced	4
PSYC 3100	Learning & Memory	4

Foundation #8: USES OF TECHNOLOGY

Code	Title	Credits
ECET 3015	Children's Programs: Design & Supervision	4
ECET 3060	Young Children & Technology	4
EDST 3065	Utilizing Technology in the Classroom	4

Foundation #9: DIVERSITY

Code	Title	Credits
ANTH 1010	Introduction to Cultural Anthropology	4
ANTH 3020	Families in Global Perspective	4
ECET 2010	Early Childhood Professionalism Family & Culture	4
EDST 3020	Diversity in Educational Settings	4
EDST 3037	Culturally Responsive Engagement in Home, School, and Community	2
EDST 4015	Teaching Critical Literacy	4
DISB 3010	Cross-Cultural Perspectives on Disabilities	4
GSST 2005	Introduction to LGBTQ+ Studies	4
GSST 3008	LGBTQ+ Youth & Education	4
SOCI 1005	Exploring Society: An Introduction to Sociology	4

Foundation #10: METHODS OF INQUIRY

Code	Title	Credits
ECET 3050	Observation & Assessment of Children	4
EDST 4010	Human Learning: A Developmental Approach	4
EDST 4122	Measuring Learning	4
DISB 4010	Assessment & Evaluation of Disabilities	4
HUDV 3085	Research Methods for Lifespan Development	4
SOSC 2010	Statistics for the Social Sciences	4
SOSC 3020	Qualitative Social Science Research: Design & Methods	4
SOSC 3025	Social Science Research Methods	4
EDSP 4000	Assessment, Diagnosis and Evaluation of Student with Disabilities	4

Learning Outcomes

- Foundation 1: Professional Standards, Students will be able to define the professional standards including ethics, related to the chosen concentration.
- Foundation 2: Foundational Knowledge, Students will be able to analyze the foundational knowledge of the field from either a historical or philosophical perspective, grounding them in the chosen concentration.
- Foundation 3: Human Development, Students will be able to interpret stages of human development appropriate to the chosen concentration.
- Foundation 4: Social Contexts of Learning, Students will be able to illustrate the sociological perspective of learning including the relationships between home, school, and community.
- Foundation 5: Curricular Design, Instructional Strategies, and Assessment, Students will be able to analyze comprehensive curriculum design appropriate to the concentration.
- Foundation 6: Language and Literacy Development, Students will be able to analyze language and literacy development appropriate to the concentration.
- Foundation 7: Learners and Learning, Students will be able to critically analyze knowledge of learners and the theoretical approaches that support the learning process.
- Foundation 8: Uses of Technology, Students will be able to evaluate the appropriate use of technology in teaching and learning and evaluate its effectiveness in applied situations appropriate to the concentration.
- Foundation 9: Diversity, Students will be able to analyze the impact and importance of human diversity, the impact of individual and collective power, privilege, and oppression, and potential implications for educational settings.
- Foundation 10: Methods of Inquiry, Students will be able to demonstrate skills in locating, evaluating, and critically thinking about research related to the chosen field.

Concentration Guidelines

Concentrations in Educational Studies begin with the ten foundations which prepare the student for more advanced-level work. Courses should be selected from those areas which are most relevant to the specific concentration design and to the specific organizing framework. In planning the concentration, consideration should be given to both the depth and breadth of knowledge. Students wishing to pursue individualized concentrations should use the general area of study guidelines as an organizing framework for their degree plans. Specific guidelines have been developed for a concentration in the following areas:

Early Childhood Studies

Make a difference in the lives of young children and their families with a concentration in early childhood studies. This concentration is designed for students who wish to provide high-quality early learning for all young children, birth through age 8, in formal and informal settings such as childcare, Head Start, and private preschool programs. By connecting early childhood practice, policy, and research, students will be prepared to serve as leaders in this exciting field. Within the 10 essential foundations, students in Early Childhood Studies should specify in their rationale essay how they met the following objectives within their concentration of early childhood studies:

- Learning Outcome: Students will be able to define professionalism including ethics and the NAEYC Code of Ethical Conduct.

- Learning Outcome: Students will be able to interpret stages of human development with emphasis on birth through age 8.
  - Please note: A minimum of one developmental course is expected, and it's highly recommended that students also include HUDV 2035 Attachment in Early Childhood and/or HUDV 4015 Development and Meaning Play.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards with an emphasis on curriculum and environments that support play.
  - Please note: A minimum of one course related to curriculum is expected and it's highly recommended that students also include HUDV 4015 Development and Meaning Play.
- Learning Outcome: Students will be able to analyze language and literacy development from birth through age 8 that includes a family literacy component.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning from birth through age 8.
- Learning Outcome: Student will be able to demonstrate skills in locating, evaluating, and critically thinking about research related to their field including observation and assessment of children birth through age 8.

As expectations for the educational preparation of workers in the fields of early care and education rise, Empire State University offers you the coursework that prepares you to work and advance in the early childcare and education profession, such as day care programs, infant/toddler and nursery school settings, preschool programs, and Head Start. Your individually designed degree program may be an associate or#bachelor's degree, or both.

SUNY Empire offers the flexibility a childcare provider needs. You can choose from a variety of opportunities at the university, including study groups, online courses and guided independent study.

Note: SUNY Empire does not offer teacher certification programs at the **undergraduate** level which is required to teach in public schools. To find out about the teaching certification requirements in your state, contact your state education department. In New York state, go to the New York State Office of Teaching Initiatives (http://www.highered.nysed.gov/tcert/).

Educational Technology

Technological tools are as common to the modern educational experience as paper and pencil. From preschool programs to high schools and beyond, we see the incorporation of digital aids increasing our abilities to teach and learn. The mere presence of technology does not achieve learning goals. Students who choose to concentrate in Educational Technology will embark on a journey to understand the many dimensions of digital tools so that they can employ them in an informed and purposeful way across variety of settings to meet learning outcomes. Within the 10 foundations, students in Educational Technology should specify in their rationale essay how they met the following objectives within their concentration of educational technology:

- Learning Outcome: Students will be able to define professionalism in the field including a knowledge of relevant standards in areas such as cyber ethics and digital citizenship.
- Learning Outcome: Student will be able to analyze the foundational knowledge of the field from either a historical or philosophical

perspective, exploring the impact of technology in the classroom-on-classroom transformation.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards with an emphasis on instructional design in virtual environments.
- Learning Outcome: Students will be able to interpret relevant standards and expectations for digital literacy including digital fluency and the impact of computing and computational thinking.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning demonstrating both breadth and depth.

Students With Exceptionalities

The Students with Exceptionalities concentration is for those who have a passion for creating equitable and just environments for diverse learners within educational settings. Students who select this concentration are committed to enhancing the learning of students with exceptionalities and will find opportunities to expand their own knowledge and develop skills and proficiency through courses, applied practices, and research. Students will also explore topics of particular interest in their own practice through action research projects and directed readings. Within the 10 foundations, students should specify in their rationale essay how they gained the specific knowledge of the following objectives:

- Learning Outcome: Students will be able to define professionalism in the field including the Council for Exceptional Children's (CEC) Ethical Principles and Professional Practice Guidelines for special educators.
- Learning Outcome: Students will be able to analyze the foundational knowledge of the field from either a historical or philosophical perspective, including the history of disability in America, and the historical and current legislation that supports students with exceptionalities.
- Learning Outcome: Students will be able to interpret stages of human development with emphasis on human exceptionalities.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards for inclusive learning environments with emphasis on evidence-based practices.
- Learning Outcome: Students will be able to analyze language and literacy development including research and practice for children with exceptionalities.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning, with an emphasis on assistive technology.

Child Care Administration

Become a leader as an administrator of children's programs that make a difference in the lives of young children and their families with a concentration in Child Care Administration. This concentration is designed for students who wish to develop and/or lead high-quality early learning programs for all young children, birth through age 8, in formal and informal settings such as childcare and private preschool programs.

Please Note: For a concentration in Child Care Administration, students are expected to meet the first 4 learning outcomes listed below. The 5th learning outcome is optional, but is required for students who wish to apply for the Children's Program Administration Credential.

- Learning Outcome: Students will be able to define professionalism from the perspective of an administrator including the principles and responsibilities fundamental to professionals working with children, families, staff, and the community.
- Learning Outcome: Students will be able to Summarize the administration of an effective organizational structure for children's programs including personnel and human resource management.
- Learning Outcome: Students will be able to analyze various professional practices associated with children's programs including curriculum development, design of the learning environment, and program assessment and evaluation.
- Learning Outcome: Students will be able to assess the critical nature of financial planning and budgeting and the process for children's educational programs.
- Learning Outcome: Students will be able to demonstrate breadth and depth through the integration of the information and principles and practices of children's program administration.

CHILD DEVELOPMENT ASSOCIATE (CDA)

A Child Development Associate (CDA) is for:

- A qualified caregiver that works with children from birth to age 5 years;
- Able to meet the specific needs of children;
- Works with parents, families, and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework;
- Evaluated using the CDA Competency Standards: 6 Competency Goals and 13 Functional Areas.

The CDA process is based upon 3 parts:

Training:

- Complete 480 hours (about 1-year full time) of experience working with infants, toddlers, or young children within the past 5 years.
- Complete 120 clock hours of formal education/training/coursework.

Assessment:

- Assessment is done through a combination of observation, parent opinion questionnaires, and written and oral evaluation. Students will be required to locate and arrange for support of these components on their own.

Credentialing:

- Upon recommendation of the Local Assessment Team, the CDA National Credentialing Program will either award the credential or invite the applicant to reapply for assessment.

Students complete the required 120 clock hours of formal education/training/coursework by taking the following sequence of courses at SUNY Empire University. Students will begin writing the required competencies for the application process in courses, but they will need to arrange for the required observation by an authorized observer, parent opinion questionnaires, and written and oral evaluation through their employer within their local communities. Students are required to be employed and working in an age-appropriate childcare setting for the required observation.

Code	Title	Credits
Required Courses		
ECET 2075	Early Childhood Curriculum Planning and Assessment Fall, Spring, Summer	4
HUDV 1005	Child Development: Introductory Fall, Spring, Summer	4
ECET 2010	Early Childhood Professionalism Family & Culture Fall, Spring	4
Total Credits		**12**

It is recommended that students begin by taking HUDV 1005 Child Development: Introductory, then ECET 2075 Early Childhood Curriculum Planning and Assessment, followed by ECET 2010 Early Childhood Professionalism where students will begin to develop the required portfolio in a Virtual Study Group.

For registration information, go to https://www.sunyempire.edu/admissions/

INFANT-TODDLER EARLY CARE AND EDUCATION CREDENTIAL

The Infant-Toddler Early Care and Education Credential has been developed by the New York State Association for the Education of Young Children to assure that professionals have the specialized knowledge and skills needed to provide excellent programs for infants and toddlers.

The credential requires a combination of formal education and practical experience bound together by an individual portfolio. SUNY Empire State has all of the courses needed to meet the formal education requirements. Please visit https://nyaeyc.org/ for information about how to apply for the credential and submit the portfolio.

ELIGIBILITY REQUIREMENTS

College Coursework in infant toddler development and professional practice:

- Twelve (12) credits from a nationally accredited college in early childhood coursework that covers the standards of the New York State Infant Toddler Competencies. Three of these 12 credits must have been completed within the last five years.
- Experience: One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers, or two semesters of supervised field work course with infants and toddlers and six months work experience in the above, or Floater or substitute with 480 hours of documented experience.

Code	Title	Credits
Required Courses		
ECET 2010	Early Childhood Professionalism Family & Culture	4
HUDV 2025	Infant/Toddler Development: Introductory	4
ECET 3030	Curriculum & Environments for Infants & Toddlers	4
Total Credits		**12**

For registration information, go to https://www.sunyempire.edu/admissions/

CHILDREN'S PROGRAMS ADMINISTRATOR CREDENTIAL (CPAC)

The Children's Programs Administrator Credential has been developed by the New York State Association for the Education of Young Children

to assure that childcare administrators have the knowledge and skills needed to provide excellent programs.

The credential requires a combination of formal education and practical experience bound together by an individual portfolio. SUNY Empire State College has all of the courses needed to meet the formal college education requirements. Please visit https://nyaeyc.org/ for information about how to apply for the credential and submit the portfolio.

College Credits Needed for Candidacy:
1. An Associate's Degree (or 60 credits towards a bachelor's degree).
2. 18 credits in child development or related courses (could be part of associate degree).
3. 18 credits in children's program administration.

Total college credits routinely needed is 78. On a rare occasion a candidate may have a combination of courses that would reduce that number.

It is strongly recommended that the courses be taken in the order listed and students are required to complete the first 4 courses before taking the final capstone course.

Code	Title	Credits
Required Courses		
ECET 3010	Children's Programs: Administration Spring, Summer	4
ECET 3015	Children's Programs: Design & Supervision Fall, Spring	4
ECET 3020	Children's Programs: Ethical & Professional Standards Fall, Spring	4
ECET 3025	Children's Programs: Financial Planning & Budgeting Spring	4
ECET 4005	Children's Program Administration: Capstone Fall, Spring	4
Total Credits		**20**

 Please note: Students seeking the credential will need to complete 200 hours in administration in order to submit their application to the New York State Association for the Education of Young Children.

For registration information, go to https://www.sunyempire.edu/admissions/

NYC PARAPROFESSIONAL PROGRAM

Empire State University is proud to serve Paraprofessionals in partnership with the United Federation of Teachers (UFT), the New York State United Teachers (NYSUT) Education and Learning Trust, and the Department of Education (DOE).

Paraprofessionals can use their DOE vouchers to take college-level courses online, virtually, or at SUNY Empire and UFT locations throughout the NYC Boroughs in pursuit of a SUNY Empire degree to advance their career in any field of study—including education.

Empire's program provides Paraprofessionals with a full range of support services which include assistance with admissions and registration, an assigned primary faculty mentor, access to special events and training, and the support of dedicated tutors and coaches.

PARAPROFESSIONAL PROGRAM HIGHLIGHTS

- Use your voucher – SUNY Empire is an approved college at which your voucher can cover tuition costs, up to 6 credits per term.

- Career Advancement – Credits received may be eligible for use toward salary upgrades.
- Dedicated Guidance – A designated faculty-mentor provides guidance to help you plan and complete an associate or bachelor's degree in any field of study.
- CTLE Courses – SUNY Empire is an approved CTLE provider and offers courses that have been reviewed and approved for CTLE credit.
- Improve your skills – You develop key skills needed in your workplace, such as classroom management, time management, student teacher interaction, problem solving, socio-emotional intervention, and stress management.
- Become a role model – As a student, you become a role model for your own students and your own children.
- Join a community of learners – Connect with students and professionals through special programming targeting your needs and interests.
- Convenience and Flexibility – We're committed to helping you find a way to learn that makes sense for where you are right now, and where you want to be in the future. Whether you prefer instruction online, in-person, or a combination of both, we have courses and degree programs that meet your unique needs.

For more information, please contact Chanel Clark at chanel.clark@sunyempire.edu or (347) 695-9606, ext #1733.

General Studies: A.A., A.S.

Our Associate in Arts (A.A.) or Associate in Science (A.S.) in General Studies is a 64-credit program that is designed to allow students with a variety of college credits and life experiences without a completed degree to quickly complete an associate degree and move into a bachelor's degree program at the university. This is accomplished by maximizing transferrable credit and prior learning assessment, not requiring an area of concentration, and requires a minimum of 12 credits taken at Empire State University.

The broad approach of the program makes it possible for students to explore their academic interests without having to define a disciplinary focus, while laying a foundation for the next step in their educational path.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree .

Program Details

This program allows for a maximum of 52 transfer and life experience credits with a minimum of 12 credits earned at Empire State University for a total of 64 credits.

Of these 64 credits, a minimum of 30 must meet SUNY General Education requirements.

Code	Title	Credits
Transfer/Prior Learning Credits: May use up to		**52**
Minimum Residency Requirements:		
Required Course #1: Elective or Gen Ed		4
Required Course #2: Elective or Gen Ed		4
Required Course #3: Elective or Gen Ed		4
Total Credits		**64**

Specific credit requirements for the Associate in Arts and Associate in Science are specified below.

Keep in mind that General Education and credits designated as Liberal may come from a combination of transfer credits, prior learning credits, and/or courses taken at Empire State University.

Degree	Total Credits Required	Minimum Credits to be Earned at SUNY Empire	Minimum Liberal Arts and Sciences Credits Required	Minimum General Education Credits	Minimum Advanced-level Credit in Concentra	Minimum Advanced-level Credits in Degree Program
A.A. in General Studies	64	12	48	30	NA	NA
A.S. in General Studies	64	12	32	30	NA	NA

Learning Outcomes

- Students will be able to fulfill all of the SUNY general education requirements in at least seven content areas, with a minimum of 30 credits.
- Students will be able to examine potential college-level learning completed outside of a traditional college setting which may be included.
- Students will have completed the requisite number of liberal credits (48 credits for the A.A. or 32 credits for the A.S.).

Historical Studies: A.A., A.S.

Historical Studies students will explore human history and the nature of human existence by examining topics such as the development of social, political and religious groups; national experiences; a particular time period or important historic figure or event; or themes such as women in history. Students also will develop valuable research, analytical and communications skills as, together with a faculty mentor, create a program to meet specific needs and goals.

Degree programs in Historical Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests.General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests.Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies.Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Historical Studies by following the general program guidelines as well as any applicable concentration guidelines.Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For more information about programs in Historical Studies, please visit the Department of Historical Studies website (https://www.esc.edu/historical-studies/).

Program Details
Associate Degree Guidelines
Students seeking an A.A. degree in Historical Studies will complete at least 12 credits of coursework in Historical Studies, demonstrating a foundation for advanced level learning/course work in the discipline.

Faculty in Historical Studies are available to consult with generalist mentors and their students about creating individualized concentrations and selecting courses that align with the department guidelines.

Learning Outcomes
- Students will be able to demonstrate an understanding of historical processes and historical developments that have shaped social change and contemporary human problems as presented in a survey course or courses.
- Students will be able to demonstrate a foundation for advanced level learning in historical studies by completing one or more introductory courses (depending on concentration) in their area or topic.
- Students will be able to demonstrate learning that goes beyond a single time period, national or cultural experience, and reflects an understanding of diversity.
- Students will be able to explain how the study of history is related to other disciplines. At least one course must link the student's program to other disciplines, including but not limited to literature, languages, or political science.
- Students will be able to analyze and evaluate primary and secondary sources.

Historical Studies: B.A., B.S.

As a Historical Studies student, you will explore human history and the nature of human existence by examining topics such as the development of social, political and religious groups; national experiences; a particular time period or important historic figure or event; or themes such as women in history. You also will develop valuable research, analytical and communications skills as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Degree programs in Historical Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests.General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests.Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies.Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Historical Studies by following the general program guidelines as well as any applicable concentration guidelines.Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For more information about programs in Historical Studies, please visit the Department of Historical Studies website (https://www.sunyempire.edu/historical-studies/).

Program Details
Historical Studies concentrations should be tailored to students' needs and interests. The result of the educational planning process should be a degree program with a coherent set of courses that are affiliated with and build upon each other. A sample of concentration titles in Historical Studies, approved by the academic review process, include American History, Historical Studies, Military History, Western or European History, and World History.

Students can make a case for courses outside of those mapped here that meet the same learning objectives in their rationales.

The history faculty expects that bachelor degree programs in historical studies will consist of the following elements and allow students to acquire specific enabling skills and competencies. As students write their rationale essays, they should demonstrate how their degree program meets these guidelines, aligning their courses and other learning activities to the elements below. The courses listed below will meet each foundation, though these lists are not exhaustive.

Foundation # 1: Introductory Learning
Students will be able to demonstrate a foundation for advanced learning in historical studies by completing one or more introductory courses (depending on concentration) in their area or topic.

Code	Title	Credits
Concentration in American History		
HIST 2025	US History to 1865: What Does it Mean to be a Free Nation?	4
HIST 2030	US History From 1865 to the Present	4
Concentration in Historical Studies		
HIST 1070	Global History from the 1500	4

HIST 1075	Global History to 1500	4
HIST 1115	Western Civilization I	4
HIST 1120	Western Civilization II	4
HIST 2025	US History to 1865: What Does it Mean to be a Free Nation?	4
HIST 2030	US History From 1865 to the Present	4

Concentration in Global History

HIST 1070	Global History from the 1500	4
HIST 1075	Global History to 1500	4
HIST 1115	Western Civilization I	4
HIST 1120	Western Civilization II	4

Foundation #2: Breadth

The intention of this foundation is for mentors and students to locate one or more courses that broaden the learning in the concentration. Breadth might be defined in terms of geography, time period, national or cultural experience, or, even, methodology. A concentration in American History or Historical Studies, for example, might include one or more courses on Africa, China, or Europe.

Foundation #3: Diversity

Code	Title	Credits
HIST 1010	African- American History to 1861	4
HIST 1015	African-American History: 1861 −1941	4
HIST 1030	American Military History	4
HIST 2013	Race in United States Politics	4
HIST 2025	US History to 1865: What Does it Mean to be a Free Nation?	3-4
HIST 2030	US History From 1865 to the Present	3,4
HIST 2035	Women & Work in American History	4
HIST 2045	American Environmental History: Introduction	4
HIST 2050	History of American Medicine and Public Health: Introductory	4
HIST 2055	History of American Families and Children: Introductory	4
HIST 2060	History of Social Welfare: Introductory	4
HIST 2065	Long Island History: Introduction	4
HIST 2137	The Civil War: Introduction	4
HIST 3060	American Environmental History	4
HIST 3070	American Immigration	4
HIST 3085	American Labor History	4
HIST 3086	U.S. Unions since the 1960s	4
HIST 3090	American Military History: Advanced	4
HIST 3100	American Religious History I	4
HIST 3110	American Urban & Suburban History	4
HIST 3115	American Women's History	4
HIST 3152	History of Social Welfare in the US: Advanced	4
HIST 3190	Fashion in U.S. History	4
HIST 3200	Food in American History	4
HIST 3230	Health & Wellness in American History	4
HIST 3237	History of the American Presidency	4
HIST 3242	American Religious History II	4
HIST 3250	History of American Popular Culture	4
HIST 3255	History of American Sexuality	4

HIST 3272	History of American Families and Children: Advanced	4
HIST 3320	Jews of Russia Poland Ukraine: 1772-1917	4
HIST 3345	Modern American History	4
HIST 3385	New York State History	4
HIST 3440	American Ethnic History	4
HIST 3590	Hip Hop America: The Evolution of a Cultural Movement	4
HIST 3605	Madness in American History	4
HIST 3630	The Civil Rights Movement	4
HIST 3635	Foundations in American History: Advanced	4
HIST 3650	Civil War History	4
HIST 3655	Adirondack History	4
HIST 3665	Long Island History: Advanced	4
HIST 3690	History of Antisemitism	4
HIST 3710	Jews in US History: 1654-present	4
HIST 3715	Movin' on Up: Class in America in the Movies	4
HIST 3720	The Holocaust	4
HIST 4005	Mad Men Mad Women: History of Women in the Twentieth Century	4
HIST 4010	Rock and Roll History	4

Foundation #4: Links to Other Disciplines

At least one course must link the student's program to other disciplines, including but not limited to anthropology, economics, literature, political science, psychology, and sociology. The department encourages mentors and students to choose courses outside of the department that supports learning in the student's concentration.

A concentration in World History might, for example, incorporate a course outside of the discipline in economics (e.g., ECON 3110 Social and Economic Contexts of Globalization), literature (e.g., LITR 3140 West African Literature), or political science (POLI 3065 International Politics and Relations).

Foundation #5: Independent Inquiry, Research, and Analysis

At least one upper-level course must require the student to conduct independent inquiry and research.

In that course the student is asked to evaluate primary and secondary sources that record and interpret the past toward completion of a final research project, documented using the Chicago Manual of Style.

One or more of the following courses, equivalent transcript credit, or prior learning will meet this guideline:

Code	Title	Credits
HIST 3005	19th Century Eastern Europe	4
HIST 3012	Hillary vs. Trump: The 2016 Presidential Election	4
HIST 3050	American Colonial History: Advanced	4
HIST 3090	American Military History: Advanced	4
HIST 3110	American Urban & Suburban History	4
HIST 3125	Ancient Rome: Republic & Empire: Advanced	4
HIST 3152	History of Social Welfare in the US: Advanced	4
HIST 3180	Enlightenment: Advanced Research	4
HIST 3207	Age of Jackson	4
HIST 3212	Age of Reagan	4
HIST 3215	Generals of the American Civil War	4

HIST 3217	Progressivism & Normalcy	4
HIST 3222	The Liberal Ascendancy	4
HIST 3225	German Nationalism 1800-Present	4
HIST 3227	Federalists and Jeffersonians	4
HIST 3232	The Great War 1914-1918	4
HIST 3237	History of the American Presidency	4
HIST 3242	American Religious History II	4
HIST 3245	Historiography & Methods	4
HIST 3260	History of Christianity	4
HIST 3260	History of Christianity	4
HIST 3272	History of American Families and Children: Advanced	4
HIST 3277	French Revolution	4
HIST 3282	Europe in the Global Age: 1950-present	4
HIST 3305	Imperial Russia	4
HIST 3315	Jews of Habsburg Austria: 1670-1918	4
HIST 3320	Jews of Russia Poland Ukraine: 1772-1917	4
HIST 3325	Jews & Germans: 1770-1933	4
HIST 3345	Modern American History	4
HIST 3345	Modern American History	4
HIST 3355	Modern Russia	4
HIST 3370	Nationalism in Modern Europe	4
HIST 3375	Native American Histories & Cultures: Advanced	4
HIST 3382	History of New York City	4
HIST 3400	Pirates & Privateers	4
HIST 3420	Revolutionary America: Advanced	4
HIST 3495	The Great Depression & the New Deal	4
HIST 3510	The Reformation	4
HIST 3535	World War II	4
HIST 3500	History of Warfare in Western World	4
HIST 3570	Women in the Middle East	4
HIST 3635	Foundations in American History: Advanced	4
HIST 3650	Civil War History	4
HIST 3665	Long Island History: Advanced	4
HIST 3670	Barack Obama & His Presidency	4
HIST 3675	History of America in the 1960s Era	4
HIST 3685	History of American Politics: 1974-2008	4
HIST 3690	History of Antisemitism	4
HIST 3705	History of the US Navy	4
HIST 3710	Jews in US History: 1654-present	4
HIST 3715	Movin' on Up: Class in America in the Movies	4
HIST 3720	The Holocaust	4
HIST 3725	The Evangelical Right in American Politics and Culture	4
HIST 3730	The Tea Party in American Politics	4
HIST 4006	History of Conservative Talk Radio, Media, and U.S. Politics	4
HIST 4015	Multiethnic Empire: Habsburg Austria -1740-1918	4
HIST 4020	Senior Thesis I: Research	4
HIST 4025	Senior Thesis II: Writing & Presentation	4
HIST 4122	Contemporary Issues in US Immigration	4

Students need at least 24 advanced level credits in their concentration area for bachelor's degrees.

Learning Outcomes

- Foundation 1: Introductory Learning, Students will be able to demonstrate an understanding of historical processes and historical developments that have shaped social change and contemporary human problems as presented in a survey course or courses.
- Foundation 2: Breadth, Students will be able to demonstrate learning that goes beyond a single time period, national or cultural experience.
- Foundation 3: Diversity, Students will be able to demonstrate learning that reflects an understanding of diversity.
- Foundation 4: Links to Other Disciplines, Students will be able to explain how the study of history is related to other disciplines.
- Foundation 5: Independent Inquiry, Research, and Analysis, Students will be able to analyze and evaluate primary and secondary sources.

Concentration in Public History

Students who wish to pursue a concentration in Public History must complete the courses listed below along with additional courses to meet all of the Historical Studies guidelines.

Code	Title	Credits
HIST 3410	Public History: A Shared Conversation with the Past	4
HIST 3240	Historic Preservation	4
HIST 4050	Historical Studies Internship	4
MUSE 3015	Museum Studies	4

Human Development: A.A., A.S.

Students of Human Development gain an understanding of changes across the lifespan and how the social environments we inhabit influence those changes. The study of Human Development enables students to better understand themselves and others, enhances their ability to work with people in various capacities, and prepares them for more advanced study in fields including, but not limited to, the mental health and health-care professions, law, business, education, and nonprofit agencies.

Degree programs in Human Development offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Human Development by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Psychology and Human Development Degree Planning Resources web page (https://www.esc.edu/psychology-human-development/degree-planning-resources/).

Program Details

Associate degrees in Human Development include the lifespan foundation and three of the other foundations listed here:

1. Lifespan Development
2. Biological Bases of Development
3. Cognitive Bases of Development
4. Social & Emotional Bases of Development
5. Cultural Diversity
6. Methodology & Ethics

These foundations may be met through transcript credit; college-level knowledge demonstrated through individual prior learning assessment (iPLA), professional learning evaluations (PLE), or credit by examination; or individual courses, a series of courses, or components within individual courses with Empire State University. The student's degree plan rationale essay should clearly explain how the degree plan meets each of the foundations in the concentration, what will be learned, and how the student will build on these foundations to meet personal, academic, or career goals.

Associate in Arts (A.A.) and Associate in Science (A.S.)

For an associate degree, students must address the lifespan development foundation plus three of the remaining foundations.

Associate Degree in Human Development Concentration – Psychology: Students who are interested in psychology may earn an Associate in Arts or Associate in Science degree in Human Development with a concentration in Psychology. For this concentration, Introduction to Psychology is a required course, in addition to the required lifespan

development foundation. Students would still choose three more of the remaining foundations.

Students should consult the B.A. in Psychology to make informed choices about courses in the associate degree in case they continue for the bachelor's degree in psychology.

Foundation #1: Lifespan Development

Code	Title	Credits
HUDV 1015	Human Development: Introductory	4
HUDV 3025	Human Development: Advanced	4

Students may learn about lifespan development through a series of developmental courses that cover the whole lifespan (i.e., childhood, adolescence, adulthood, and later life) rather than in one lifespan human development course.

To cover **child development** the student may take (pick one):

Code	Title	Credits
HUDV 1005	Child Development: Introductory	4
OR		
HUDV 3015	Child Development: Advanced	4
OR		
HUDV 1010	Child & Adolescent Development: Introductory	4
OR		
HUDV 3020	Child & Adolescent Development: Advanced	4

To cover **adolescent development**, students who have not covered it in one of the combined child and adolescent development courses mentioned above may take (pick one):

Code	Title	Credits
HUDV 2005	Adolescent Development: Introductory	4
OR		
HUDV 3080	Adolescent Development: Advanced	4

To cover **adult development** the student may take (pick one):

Code	Title	Credits
HUDV 2015	Adult Development: Introductory	4
OR		
HUDV 3005	Adult Development: Advanced	4
OR		
HUDV 2020	Adult Development & Aging: Introductory	4
OR		
HUDV 3010	Adult Development & Aging: Advanced	4

To cover the **aging** years, students who have not covered it in one of the combined adult development and aging courses listed above may take one of the following (pick one):

Code	Title	Credits
HUDV 2010	Gerontology	4
OR		
PSYC 3115	Psychology of Aging	4

Foundation #2: Biological Bases of Development

Code	Title	Credits
HUDV 3055	Developmental Neurobiology: A Lifespan View	2
HUDV 3056	Developmental Neurobiology: A Lifespan View	4
PSYC 2005	Brain & Behavior	4
PSYC 3040	Biological Psychology	4
BIOL 1002	Human Biology	4

Students may use a combination of courses to learn about biological processes and how they change over time by learning about development through the major age phases of childhood, adolescence, adulthood, and aging.

Foundation #3: Cognitive Bases of Development

Code	Title	Credits
HUDV 3057	Cognitive Development	4
PSYC 2025	Educational Psychology: Introductory	4
PSYC 3015	Educational Psychology: Advanced	4
EDST 4005	Adults as Learners: Theories & Strategies	4
EDST 4010	Human Learning: A Developmental Approach	4

Students may use a combination of courses to learn about cognitive bases of development and how they change over time by learning about development through the major age phases of childhood, adolescence, adulthood, and aging.

Foundation #4: Social and Emotional Bases of Development

Code	Title	Credits
HUDV 2035	Attachment in Early Childhood: Introductory	4
HUDV 3065	Human Exceptionalities	4
HUDV 3066	Developmental Psychopathology	4
HUDV 3035	Attachment Across the Lifespan	4
ECET 4015	Development & Meaning of Play	4

Students may use a combination of courses to learn about social and emotional bases of development and how they change over time by learning about development through the major age phases of childhood, adolescence, adulthood, and aging.

Foundation #5: Cultural Diversity

Code	Title	Credits
HUDV 3065	Human Exceptionalities	4
HUDV 3075	Western Civilization & Human Development	4
HUDV 4010	Development of Gender Identity	4
PSYC 3055	Cultural Psychology	4
PSYC 4030	Media Psychology	4
PSYC 4035	Multicultural Counseling	4
ANTH 1010	Introduction to Cultural Anthropology	4
GSST 1005	Introduction to Women's Gender & Sexuality Studies	4
GSST 2005	Introduction to LGBTQ+ Studies	4
SOCI 2010	Introduction to Race Class & Gender	4
ANTH 3020	Families in Global Perspective	4
ANTH 3030	Immigration Today: Gender & Family	4
CHFS 3060	Multicultural Study of Children & Families	4
GSST 3030	Sex & Gender in Global Perspective	4

Foundation #6: Methodology and Ethics

Code	Title	Credits
HUDV 3085	Research Methods for Lifespan Development	4
SOSC 3025	Social Science Research Methods	4

*Note: Students interested in attending graduate school are strongly encouraged to add a course in Statistics (such as SOSC 2010: Statistics for the Social Sciences), which is usually required for admission to master-level programs in the behavioral sciences (e.g., Master of Social Work, Master of Mental Health).

Learning Outcomes

- Foundation 1: Lifespan Development, Students will be able to describe development (e.g., physical, biological/neural, cognitive, emotional, and social) across the lifespan in relation to theories of human development.
- Foundation 2: Biological Bases of Development, Students will be able to analyze biological influences on emotional, cognitive, and behavioral change over time.
- Foundation 3: Cognitive Bases of Development, Students will be able to apply primary theories of cognitive development across the lifespan.
- Foundation 4: Social and Emotional Bases of Development, Students will be able to analyze intrapersonal and interpersonal processes of normative and non-normative human behavior and development.
- Foundation 5: Cultural Diversity, Students will be able to analyze human diversity, including the impact of power, privilege, and oppression on individuals who differ in race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, gender identity, national origin, and/or ability.
- Foundation 6: Methodology and Ethics, Students will be able to develop ethical research skills for gathering, interpreting, analyzing, and drawing evidence-based conclusions about human development and behavior.

Human Development: B.A., B.S.

Students of Human Development gain an understanding of changes across the lifespan and how the social environments we inhabit influence those changes. The study of Human Development enables students to better understand themselves and others, enhances their ability to work with people in various capacities, and prepares them for more advanced study in fields including, but not limited to, the mental health and health-care professions, law, business, education, and nonprofit agencies.

Degree programs in Human Development offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Human Development by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Psychology and Human Development Degree Planning Resources web page (https://www.sunyempire.edu/psychology-human-development/degree-planning-resources/).

Program Details

Bachelor's degrees in Human Development include the following six foundations:

1. Lifespan Development
2. Biological Bases of Development
3. Cognitive Bases of Development
4. Social & Emotional Bases of Development
5. Cultural Diversity
6. Methodology & Ethics

These foundations may be met through transcript credit; college-level knowledge demonstrated through individual prior learning assessment (iPLA), professional learning evaluations (PLE), or credit by examination; or individual courses, a series of courses, or components within individual courses with Empire State University. The student's degree plan rationale essay should clearly explain how the degree plan meets each of the foundations in the concentration, what will be learned, and how the student will build on these foundations to meet personal, academic, or career goals.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.)

Students must meet all six of the foundations for a bachelor's degree in Human Development.

Foundation #1: Lifespan Development

Code	Title	Credits
HUDV 1015	Human Development: Introductory	4
HUDV 3025	Human Development: Advanced	4

Students may learn about lifespan development through a series of developmental courses that cover the whole lifespan (i.e., childhood, adolescence, adulthood, and later life) rather than in one lifespan human development course.

To cover **child development** the student may take (pick one):

Code	Title	Credits
HUDV 1005	Child Development: Introductory	4
OR		
HUDV 3015	Child Development: Advanced	4
OR		
HUDV 1010	Child & Adolescent Development: Introductory	4
OR		
HUDV 3020	Child & Adolescent Development: Advanced	4

To cover **adolescent development**, students who have not covered it in one of the combined child and adolescent development courses mentioned above may take (pick one):

Code	Title	Credits
HUDV 2005	Adolescent Development: Introductory	4
OR		
HUDV 3080	Adolescent Development: Advanced	4

To cover **adult development** the student may take (pick one):

Code	Title	Credits
HUDV 2015	Adult Development: Introductory	4
OR		
HUDV 3005	Adult Development: Advanced	4
OR		
HUDV 2020	Adult Development & Aging: Introductory	4
OR		
HUDV 3010	Adult Development & Aging: Advanced	4

To cover the **aging** years, students who have not covered it in one of the combined adult development and aging courses listed above may take one of the following (pick one):

Code	Title	Credits
HUDV 2010	Gerontology	4
OR		
PSYC 3115	Psychology of Aging	4

Foundation #2: Biological Bases of Development

Code	Title	Credits
HUDV 3055	Developmental Neurobiology: A Lifespan View	2
HUDV 3056	Developmental Neurobiology: A Lifespan View	4
PSYC 2005	Brain & Behavior	4
PSYC 3040	Biological Psychology	4
BIOL 1002	Human Biology	4

Students may use a combination of courses to learn about biological processes and how they change over time by learning about development through the major age phases of childhood, adolescence, adulthood, and aging.

Foundation #3: Cognitive Bases of Development

Code	Title	Credits
HUDV 3057	Cognitive Development	4
PSYC 2025	Educational Psychology: Introductory	4
PSYC 3015	Educational Psychology: Advanced	4
EDST 4005	Adults as Learners: Theories & Strategies	4
EDST 4010	Human Learning: A Developmental Approach	4

Students may use a combination of courses to learn about cognitive bases of development and how they change over time by learning about development through the major age phases of childhood, adolescence, adulthood, and aging.

Foundation #4: Social and Emotional Bases of Development

Code	Title	Credits
HUDV 2035	Attachment in Early Childhood: Introductory	4
HUDV 3065	Human Exceptionalities	4
HUDV 3066	Developmental Psychopathology	4

| HUDV 3035 | Attachment Across the Lifespan | 4 |
| ECET 4015 | Development & Meaning of Play | 4 |

Students may use a combination of courses to learn about social and emotional bases of development and how they change over time by learning about development through the major age phases of childhood, adolescence, adulthood, and aging.

Foundation #5: Cultural Diversity

Code	Title	Credits
HUDV 3065	Human Exceptionalities	4
HUDV 3075	Western Civilization & Human Development	4
HUDV 4010	Development of Gender Identity	4
PSYC 3055	Cultural Psychology	4
PSYC 4030	Media Psychology	4
PSYC 4035	Multicultural Counseling	4
ANTH 1010	Introduction to Cultural Anthropology	4
GSST 1005	Introduction to Women's Gender & Sexuality Studies	4
GSST 2005	Introduction to LGBTQ+ Studies	4
SOCI 2010	Introduction to Race Class & Gender	4
ANTH 3020	Families in Global Perspective	4
ANTH 3030	Immigration Today: Gender & Family	4
CHFS 3060	Multicultural Study of Children & Families	4
GSST 3030	Sex & Gender in Global Perspective	4

Foundation #6: Methodology and Ethics

Code	Title	Credits
HUDV 3085	Research Methods for Lifespan Development	4
SOSC 3025	Social Science Research Methods	4

*Note: Students interested in attending graduate school are strongly encouraged to add a course in Statistics (such as SOSC 2010: Statistics for the Social Sciences), which is usually required for admission to master-level programs in the behavioral sciences (e.g., MSW, MMH).

Students interested in studying psychology at the baccalaureate degree level should consult the B.A. in Psychology.

Learning Outcomes

- Foundation 1: Lifespan Development, Students will be able to describe development (e.g., physical, biological/neural, cognitive, emotional, and social) across the lifespan in relation to theories of human development.
- Foundation 2: Biological Bases of Development, Students will be able to analyze biological influences on emotional, cognitive, and behavioral change over time. Students may use a combination of courses to learn about biological processes and how they change over time by learning about development through the major age phases of childhood, adolescence, adulthood, and aging.
- Foundation 3: Cognitive Bases of Development, Students will be able to apply primary theories of cognitive development across the lifespan.
- Foundation 4: Social and Emotional Bases of Development, Students will be able to analyze intrapersonal and interpersonal processes of normative and non-normative human behavior and development.
- Foundation 5: Cultural Diversity, Students will be able to analyze human diversity, including the impact of power, privilege, and oppression on individuals who differ in race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, gender identity, national origin, and/or ability.
- Foundation 6: Methodology and Ethics, Students will be able to develop ethical research skills for gathering, interpreting, analyzing, and drawing evidence-based conclusions about human development and behavior.

Human Resource Management: B.S.

The Bachelor of Science (B.S.) degree in Human Resource Management is a 124-credit program designed to serve students who are interested in pursuing future careers in the field of human resource management.

The B.S. in Human Resource Management includes a set of required courses that all students must take, along with SUNY General Education (p. 188) and other academic requirements (p. 185), in order to be eligible to receive a degree.#The required courses for programs in Human Resource Management can be found on the "Program Details" tab. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

The Human Resource Management (HRM) professional is an essential partner in developing and executing the strategy of the organization. Another important function of the HR manager is to oversee many laws that protect the individual, as well as the organization, from unethical or unsafe conditions. Human Resource managers must carry out many different functions in the organization. The areas of responsibility include recruitment and selection, compensation and benefits, training and development, employee relations, employment and labor law, and other related functions. It is the HRM professional's responsibility to ensure HRM policies, procedures and practices are matched effectively with the organization's strategies. This includes functions such as:

- recruiting/staffing
- training
- planning and development
- reward systems including direct and indirect monetary rewards
- workplace safety and health
- employee/labor relations.

To perform these functions, an HR professional needs to interact with people across the organization. The HR professional is in a trusted position; those who serve in this field are held to high standards of integrity, discretion and discernment.

Issues that currently face professionals in this field are numerous and complex. The legal, economic and political environments at the local, state, country and international levels impact how HR strategies can be achieved. In addition to understanding the broad framework of the relevant laws (e.g., for equal opportunity, income security, safety and health, labor-management relations), the HR professional also needs to understand the economic, social and political environments and their impact on HR activities within an organization. Of critical importance are issues such as globalization, rise of knowledge worker and technology. The HR function is frequently asked to implement policies and programs to enhance the organization's ability to thrive in environments undergoing rapid change.

It is important for any business student to understand the roles and functions of a manager; to understand the basic accounting forms managers use; to understand how economics impact the business environment; to understand the impact of financial risk and debt, and to understand the purpose of marketing initiatives. Students who seek a B.S. in Human Resource Management will eventually work in HR settings that require them to interact with personnel from all departments, and thus, will benefit from understanding the workings of all facets of their organizations.

Human Resource managers are often asked to handle complex problems and collaborate with strategic problems that require ability to synthesize complex material. A capstone course is included in this program so that students have opportunity to practice this kind of synthesis.

Program Details

Code	Title	Credits
MGMT 1005	Principles of Management	4
ACCT 2005	Introductory Accounting I: Financial Accounting	4
ECON 2015 & ECON 2020	Macroeconomics and Microeconomics (4 Cr. ea.)	6-8
or ECON 2010	Introductory Economics: Micro & Macro 6 Cr.	
MRKT 1005	Marketing Principles	4
FSMA 3010	Corporate Finance	4
BUSN 3010	Business Ethics	4
BUSN 2010	Business Statistics	4
HRMS 3020	Human Resources Information System	4
HRMS 3015	Human Resource Management	4
HRMS 3040	Staffing the Organization	4
HRMS 3005	Compensation & Benefits	4
HRMS 4010	Employment & Labor Law	4
HRMS 3010	Diversity in the Workplace	4
HRMS 3043	Training & Development	4
MGMT 3060	Organizational Behavior	4
HRMS 3025	International Human Resources Management	4
HRMS 4020	Strategic Human Resource Management	4
Total Credits		**70-72**

Learning Outcomes

- Knowledge of Business: Students will be able to define the basic roles and functions of managers in general and in specific departments critical to the organization.
- Ethical Standards and Conduct: Students will be able to apply learning in business ethics to the supervision of ethical standards in the organization.
- Quantitative and Analytical Skills and Knowledge: Students will be able to apply quantitative knowledge and skills to the development of databases and analysis pertinent to HR.
- The Human Resource Management Portfolio of Responsibility: Students will be able to apply laws and regulations that pertain to the recruitment and compensation, and ethical treatment of employees to the solution of case studies.
- Understanding and Developing People and Organizations: Students will be able to develop sample training programs that reflect optimal attention to different learning styles and motivational needs.
- Understanding and Developing People and Organizations: Students will be able to use organizational behavior concepts to develop practices that assist leaders to attain organizational goals.
- Global Competency: Students will be able to develop programs (such as compensation, benefits, or training) that impact employees in different cultural environments.

- Comprehensive Skills, Knowledge, and Abilities to Perform in a Human Resource Management Role: Students will be able to integrate knowledge earned, either through course work or experience in the key functional areas of Human Resource Management, to provide responses to real life case studies.

Interdisciplinary/Multidisciplinary Studies: A.A., A.S.

Interdisciplinary/Multidisciplinary Studies will allow students to explore a particular area of interest, theme, theory, concern, profession or topic from more than one perspective. Close, interdisciplinary examination will be the basis of both discovery and integration of interconnected ideas from different areas. Students will sharpen their skills in writing and research and critical reading and thinking, as, together with a faculty mentor, create a program to meet specific needs and goals.

Degree programs in Interdisciplinary/Multidisciplinary Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Interdisciplinary/Multidisciplinary Studies by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Interdisciplinary and Multidisciplinary Studies Degree Planning web page (https://www.esc.edu/interdisciplinary-multidisciplinary-studies/degree-planning-resources/).

For more information about Interdisciplinary and Multidisciplinary Studies, please visit the Interdisciplinary and Multidisciplinary Studies web site (https://www.esc.edu/interdisciplinary-multidisciplinary-studies/).

Program Details

Guidelines for an Associate of Science or Associate in Arts degree

Students will develop a concentration in multiple areas that combine around a well-explained problem, question, theme, or interdisciplinary field. Concentrations must have a title, in addition to the Area of Study in Interdisciplinary and Multidisciplinary Studies.

Foundation #1: Foundations
- Learning Outcome: Students will be able to explain fundamental concepts and principles of at least two of the fields involved in the concentration, at least one of which must be a liberal arts and sciences field. These fields include The Arts (including visual, performing, or digital arts), Cultural Studies (including literature, communication, creative writing, expository writing, languages/linguistics, literature, philosophy religion), Historical Studies, Social and Behavioral Sciences (including anthropology, economics, human development, political science, public affairs, sociology, or psychology), Natural Sciences (including biology, chemistry, environmental science, physical sciences) and Mathematics, but not professional disciplines such as Human Services, Educational Studies, or Business.

These fields include The Arts (including visual, performing, or digital arts), Cultural Studies (including literature, communication, creative writing, expository writing, languages/linguistics, literature, philosophy religion), Historical Studies, Social and Behavioral Sciences (including anthropology, economics, human development, political science, public affairs, sociology, or psychology), Natural Sciences (including biology, chemistry, environmental science, physical sciences) and Mathematics, but not professional disciplines such as Human Services, Educational Studies, or Business.

These foundations will vary based on student interest and focus but are likely met through survey courses at the 1000-level with titles that might include words such as introduction/introductory, principles, exploring, foundations, or literacy, but may be a single subject that serves as a prerequisite to further study in that field. Examples include, but are not limited to: Introduction to Literature, Media and Visual Literacy, Introduction to Psychology, Biology I, Foundations of Anatomy and Physiology, Marketing Principles, or Statistics.

Foundation #2: Communication
- Learning Outcome: Students will be able to develop effective arguments in writing and speech, including demonstrating critical listening, reading and interpretation skills, in multiple contexts and through multiple strategies.

This guideline may be met by any course that meets the General Education category of Basic Communication, but most often is met through courses such as College Writing, Composition, Effective Academic Writing, or Public Speaking.

foundation #3: Critical Thinking and Problem Solving
- Learning Outcome: Students will develop abilities in reading, writing, and evaluating information critically, i.e., with sustained attention to meaning, presentation, and argument.
- Learning Outcome: Students will build the capacity to identify and describe main ideas, underlying, assumptions, and valid conclusions.

These guidelines are most often met through courses that specifically deal with reasoning, such as Introduction to Critical Thinking, Introduction to Philosophy or Proposal Writing and Logical Argument.

foundation #4: Quantitative Literacy
- Learning Outcome: Students will be able to apply basic quantitative skills to the analysis and interpretation of real-world quantitative information to draw conclusions.
- Learning Outcome: Students will be able to apply and present quantitative information to support personal, professional, and societal goals.

These guidelines are most often met through any course meeting the General Education category of Mathematics. Courses include Statistics, Algebra, Contemporary Mathematics, Visualizing Math, The History of Math, and Discovering Math Across Generations.

foundation #5: Research Skills and Information and Digital Literacy
- Learning Outcome: Students will be able to apply information from a variety of media, including digital media, with an emphasis on scholarly sources.

- Learning Outcome: Students will be able to critically evaluate sources and reach well-reasoned conclusions, attributing sources appropriately, to effectively convey information.
- Learning Outcome: Students will be able to use digital tools to advance learning, as well as personal and professional development.

    These guidelines may be met through courses that infuse digital research skills, such as Digital Literacy, or Media and Visual Literacy, or by courses that discuss the transformation of culture and society due to digital technologies, such as Communication through New Media, Digital Culture and Society, Ethics of Digital Art and Design, History and Theory of New Media or Digital Storytelling.

foundation #6: Social Responsibility
- Learning Outcome: Students will be able to engage in ethical reasoning and reflect on issues such as: democratic citizenship; diversity, such as gender, race, class, sexuality; social justice; and environmental sustainability, both locally and globally.

    Courses to meet this guideline might include references to subjects such as ethics, diversity, equity and inclusion, or the environment in their titles and include titles such as Introduction to Ethics, Business Ethics, Media, Ethics and Law, Sex and Gender in Western Culture, Images of Women in Western Civilization, African American Literature, Environmental Studies, Social, Professional, and Ethical Issues in Computing or Sustainability and Agriculture.

All students at SUNY Empire are expected to demonstrate Breadth and Depth of Knowledge. Students may use Educational Planning as an integrating study or capstone in order to explore connections and patterns within their learning, including prior learning. They do this through the following guidelines:

Foundation #7: Building on Foundations
- Learning Outcome: Students will be able to apply learning in at least two of the fields involved in the concentration and a progression that builds on fundamental concepts and principles. This will be demonstrated through courses from at least the 2000 level in the foundation areas.

Foundation #8: Interconnections
- Learning Outcome: Students will be able to describe how their concentration combines two or more distinct disciplinary areas.
- Learning Outcome: Students will be able to identify connections and contrasts among two or more disparate approaches or perspectives, or multiple fields that combine to respond to a question, topic, or theme.

Students earning associate degrees must earn at least 8-12 credits in each of two areas, or 16-24 credits from three or more areas that come together to constitute a response to a well-explained problem, question, theme, or interdisciplinary field.

Learning Outcomes
- Foundations: Students will be able to explain fundamental concepts and principles of at least two of the fields involved in the concentration, at least one of which must be a liberal arts and sciences field.
- Communication: Students will be able to develop effective arguments in writing and speech, including demonstrating critical listening, reading and interpretation skills, in multiple contexts and through multiple strategies.

- Critical Thinking and Problem Solving: Students will develop abilities in reading, writing, and evaluating information critically, i.e., with sustained attention to meaning, presentation, and argument.
- Critical Thinking and Problem Solving: Students will build the capacity to identify and describe main ideas, underlying, assumptions, and valid conclusions.
- Quantitative Literacy: Students will be able to apply basic quantitative skills to the analysis and interpretation of real-world quantitative information to draw conclusions.
- Quantitative Literacy: Students will be able to apply and present quantitative information to support personal, professional, and societal goals.
- Research Skills and Information and Digital Literacy: Students will be able to apply information from a variety of media, including digital media, with an emphasis on scholarly sources.
- Research Skills and Information and Digital Literacy: Students will be able to critically evaluate sources and reach well-reasoned conclusions, attributing sources appropriately, to effectively convey information.
- Research Skills and Information and Digital Literacy: Students will be able to use digital tools to advance learning, as well as personal and professional development.
- Social Responsibility: Students will be able to engage in ethical reasoning and reflect on issues such as: democratic citizenship; diversity, such as gender, race, class, sexuality; social justice; and environmental sustainability, both locally and globally.
- Building on Foundations: Students will be able to apply learning in at least two of the fields involved in the concentration and a progression that builds on fundamental concepts and principles. This will be demonstrated through courses from at least the 2000 level in the foundation areas.
- Interconnections: Students will be able to describe how their concentration combines two or more distinct disciplinary areas.
- Interconnections: Students will be able to identify connections and contrasts among two or more disparate approaches or perspectives, or multiple fields that combine to respond to a question, topic, or theme.

Interdisciplinary/Multidisciplinary Studies: B.A., B.S., B.P.S.

Degree programs in Interdisciplinary/Multidisciplinary Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. Interdisciplinary/Multidisciplinary Studies will allow students to explore a particular area of interest, theme, theory, concern, profession, or topic from more than one perspective. The close, interdisciplinary examination will be the basis of both discovery and integration of interconnected ideas from different areas. Students will sharpen their skills in writing and research and critical reading and thinking. Together with a faculty mentor, students create a program to meet their specific needs and goals.

General program guidelines can be found on the "Program Details" tab, and students work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students develop a specialized concentration

in Interdisciplinary/Multidisciplinary Studies by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Interdisciplinary and Multidisciplinary Studies Degree Planning web page (https://www.sunyempire.edu/interdisciplinary-multidisciplinary-studies/degree-planning-resources/).

For more information about Interdisciplinary and Multidisciplinary Studies, please visit the Interdisciplinary and Multidisciplinary Studies web site (https://www.sunyempire.edu/interdisciplinary-multidisciplinary-studies/).

Program Details

Students will develop a concentration in multiple areas that combine around a well-explained problem, question, theme, or interdisciplinary field. Concentrations must have a title, in addition to the Area of Study in Interdisciplinary and Multidisciplinary Studies.

Foundation #1: Foundations

- Learning outcome: Students will be able to explain fundamental concepts and principles of at least two of the fields involved in the concentration, at least one of which must be a liberal arts and sciences field. These fields include The Arts (including visual, performing, or digital arts), Cultural Studies (including literature, communication, creative writing, expository writing, languages/linguistics, literature, philosophy religion), Historical Studies, Social and Behavioral Sciences (including anthropology, economics, human development, political science, public affairs, sociology, or psychology), Natural Sciences (including biology, chemistry, environmental science, physical sciences) and Mathematics, but not professional disciplines such as Human Services, Educational Studies, or Business.

  These foundations will vary based on student interest and focus but are likely met through survey courses at the 1000-level with titles that might include words such as introduction/introductory, principles, exploring, foundations, or literacy, but may be a single subject that serves as a prerequisite to further study in that field. Examples include, but are not limited to: Introduction to Literature, Media and Visual Literacy, Introduction to Psychology, Biology I, Foundations of Anatomy and Physiology, Marketing Principles, or Statistics.

Foundation #2: Communication

- Learning outcome: Students will be able to develop effective arguments in writing and speech, including demonstrating critical listening, reading and interpretation skills, in multiple contexts and through multiple strategies.

  This guideline may be met by any course that meets the General Education category of Basic Communication, but most often is met through courses such as College Writing, Composition, Effective Academic Writing, or Public Speaking.

Foundation #3: Critical Thinking and Problem Solving

- Learning outcome: Students will develop abilities in reading, writing, and evaluating information critically, i.e., with sustained attention to meaning, presentation, and argument.

- Learning outcome: Students will build the capacity to identify and describe main ideas, underlying assumptions, and valid conclusions.

  These guidelines are most often met through courses that specifically deal with reasoning, such as Introduction to Critical Thinking, Introduction to Philosophy or Proposal Writing and Logical Argument.

Foundation #4: Quantitative Literacy

- Learning outcome: Students will be able to apply basic quantitative skills to the analysis and interpretation of real-world quantitative information to draw conclusions.
- Learning outcome: Students will be able to apply and present quantitative information to support personal, professional, and societal goals.

  These guidelines are most often met through any course meeting the General Education category of Mathematics. Courses include Statistics, Algebra, Contemporary Mathematics, Visualizing Math, The History of Math, and Discovering Math Across Generations.

Foundation #5: Research Skills and Information and Digital Literacy

- Learning outcome: Students will be able to apply information from a variety of media, including digital media, with an emphasis on scholarly sources.
- Learning outcome: Students will be able to critically evaluate sources and reach well-reasoned conclusions, attributing sources appropriately, to effectively convey information.
- Learning outcome: Students will be able to use digital tools to advance learning, as well as personal and professional development.

  These guidelines may be met through courses that infuse digital research skills, such as Digital Literacy, or Media and Visual Literacy, or by courses that discuss the transformation of culture and society due to digital technologies, such as Communication through New Media, Digital Culture and Society, or The Digital Environment in a Post-Truth World.

Foundation #6: Social Responsibility

- Learning outcome: Students will be able to engage in ethical reasoning and reflect on issues such as: democratic citizenship; diversity, such as gender, race, class, sexuality; social justice; and environmental sustainability, both locally and globally.

  Courses to meet this guideline might include references to subjects such as ethics, diversity, equity and inclusion, or the environment in their titles and include titles such as Introduction to Ethics, Business Ethics, Media, Ethics and Law, Sex and Gender in Western Culture, Images of Women in Western Civilization, African American Literature, Environmental Studies, Social, Professional, and Ethical Issues in Computing or Sustainability and Agriculture.

All students at SUNY Empire are expected to demonstrate Breadth and Depth of Knowledge. Students in IMS with a specific concentration do this through the following guidelines:

Foundation #7: Development of Knowledge and Current Perspectives

- Learning outcome: Students will be able to analyze the system of ideas on which a field or discipline is based. This may mean tracing the definition, foundations, vocabulary, and scope of a field or it might mean discussing the environment in which ideas or priorities change and explain current thinking in the field.

Courses meeting this guideline will be at the advanced (3000, 4000 or graduate) level, and include courses such as Art History, History and Theories of New Media, Globalization: Business and Society in the Information Age, Economic Issues in Health Care or Contemporary Environmental Issues.

Foundation #8: Theoretical and/or Methodological Knowledge

- Learning outcome: Students will be able to evaluate, critique, and apply theories, critical approaches, and/or methodologies in at least two of the areas of inquiry within the concentration or a single already well-established interdisciplinary field.

  Courses meeting this guideline will be at the advanced (3000, 4000 or graduate) level, and typically include courses with words such as theory/theories, methods, critical in their titles such as Performance Theory, Communication Theories, Social Science Research Methods, Theory of Computation, Travel and Tourism: A Critical Perspective, and/or course descriptions that refer to these concepts such as Literature and Culture of the Vampire, Advertising and Society, or Evolution.

Foundation #9: Synthesis of knowledge

- Learning outcome: Students will be able to analyze and form critical perspectives through the synthesis of two or more areas of study through either a capstone study, a senior project or thesis, or through identifying a study or through Prior Learning Assessment that combine at least two areas as discussed thoroughly in the degree rationale.
- Learning outcome: Students will be able to identify connections and contrasts between two or more disparate approaches or perspectives, or multiple fields.

Learning Outcomes

- Foundations: Students will be able to explain fundamental concepts and principles of at least two of the fields involved in the concentration, at least one of which must be a liberal arts and sciences field.
- Communication: Students will be able to develop effective arguments in writing and speech, including demonstrating critical listening, reading and interpretation skills, in multiple contexts and through multiple strategies.
- Critical Thinking and Problem Solving: Students will develop abilities in reading, writing, and evaluating information critically, i.e., with sustained attention to meaning, presentation, and argument.
- Critical Thinking and Problem Solving: Students will build the capacity to identify and describe main ideas, underlying assumptions, and valid conclusions.
- Quantitative Literacy: Students will be able to apply basic quantitative skills to the analysis and interpretation of real-world quantitative information to draw conclusions.
- Quantitative Literacy: Students will be able to apply and present quantitative information to support personal, professional, and societal goals.
- Research Skills and Information and Digital Literacy: Students will be able to apply information from a variety of media, including digital media, with an emphasis on scholarly sources.
- Research Skills and Information and Digital Literacy: Students will be able to critically evaluate sources and reach well-reasoned conclusions, attributing sources appropriately, to effectively convey information.

- Research Skills and Information and Digital Literacy: Students will be able to use digital tools to advance learning, as well as personal and professional development.
- Social Responsibility: Students will be able to engage in ethical reasoning and reflect on issues such as: democratic citizenship; diversity, such as gender, race, class, sexuality; social justice; and environmental sustainability, both locally and globally.
- Development of Knowledge and Current Perspectives: Students will be able to analyze the system of ideas on which a field or discipline is based. This may mean tracing the definition, foundations, vocabulary, and scope of a field or it might mean discussing the environment in which ideas or priorities change and explain current thinking in the field.
- Theoretical and/or Methodological Knowledge: Students will be able to evaluate, critique, and apply theories, critical approaches, and/or methodologies in at least two of the areas of inquiry within the concentration or a single already well-established interdisciplinary field.
- Synthesis of Knowledge: Students will be able to analyze and form critical perspectives through the synthesis of two or more areas of study through either a capstone study, a senior project or thesis, or through identifying a study or through Prior Learning Assessment that combine at least two areas as discussed thoroughly in the degree rationale.
- Synthesis of Knowledge: Students will be able to identify connections and contrasts between two or more disparate approaches or perspectives, or multiple fields.

Concentration Guidelines

Specific guidelines have been developed for concentrations in General Studies (Bachelor degree only) and Environmental Studies. Students can work with their mentor to develop an individualized concentration, and should use the general area of study guidelines as an organizing framework for their degree plans.

Concentration In General Studies

Guidelines For A Bachelor Of Science Degree

Students will explain what led them to make the decision to earn a concentration in General Studies rather than a degree with more of a disciplinary or interdisciplinary focus.

Foundation #1: Foundations

- Learning Outcome: Students will be able to explain fundamental concepts and principles of at least two of the fields involved in the degree.

  These foundations will vary based on student interest and focus but are likely met through survey courses at the 1000-level with titles that might include words such as introduction/introductory, principles, exploring, foundations, or literacy, but may be a single subject that serves as a prerequisite to further study in that field. Examples include, but are not limited to:

Code	Title	Credits
LITR 1005	Introduction to Literature	4
ARTS 1140	Media and Visual Literacy	4
PSYC 1005	Introduction to Psychology	4
BIOL 1210	Biology I: Lecture	3
BIOL 1300	Anatomy & Physiology I	4

MRKT 1005	Marketing Principles	4
MATH 1065	Statistics	3-4

Foundation #2: Communication

- Learning Outcome: Students will be able to develop effective arguments in writing and speech, including demonstrating critical listening, reading and interpretation skills, in multiple contexts and through multiple strategies.

This guideline may be met by any course that meets the General Education category of Basic Communication, but most often is met through courses such as:

Code	Title	Credits
COMW 1005	College Writing	3,4
COMW 2005	Effective Academic Writing	2,3
COMM 1030	Public Speaking	4

Foundation #3: Critical Thinking And Problem Solving

Learning Outcome: Students will develop abilities in reading, writing, and evaluating information critically, i.e., with sustained attention to meaning, presentation, and argument.

Learning Outcome: Students will build the capacity to identify and describe main ideas, underlying assumptions, and valid conclusions.

These guidelines are most often met through courses that specifically deal with reasoning, such as:

Code	Title	Credits
CUST 2030	Introduction to Critical Thinking	2
PHIL 2005	Introduction to Philosophy	4
COMW 3005	Proposal Writing and Logical Argument	3

Foundation #4: Quantitative Literacy

- Learning Outcome: Students will be able to apply basic quantitative skills to the analysis and interpretation of real-world quantitative information to draw conclusions.
- Learning Outcome: Students will be able to apply and present quantitative information to support personal, professional, and societal goals.

These guidelines are most often met through any course meeting the General Education category of Mathematics. Courses include:

Code	Title	Credits
MATH 1065	Statistics	3-4
MATH 1040	Algebra	3,4
MATH 1005	Contemporary Mathematics	4
MATH 1030	Visualizing Mathematics	4
MATH 2005	History of Mathematics: Introductory	4
MATH 1010	Discovering Math Across Generations	4

Foundation #5: Research Skills And Information And Digital Literacy

- Learning Outcome: Students will be able to apply information from a variety of media, including digital media, with an emphasis on scholarly sources.
- Learning Outcome: Students will be able to critically evaluate sources and reach well-reasoned conclusions, attributing sources appropriately, to effectively convey information.

- Learning Outcome: Students will be able to use digital tools to advance learning, as well as personal and professional development.

These guidelines may be met through courses that infuse digital research skills, such as:

Code	Title	Credits
CUST 3015	Food & Drink in Cultural Context: Advanced	4
ARTS 1140	Media and Visual Literacy	4

or by courses that discuss the transformation of culture and society due to digital technologies, such as:

Code	Title	Credits
COMM 3015	Social Media: Communication & Culture	4

Foundation #6: Social Responsibility

- Learning Outcome: Students will be able to engage in ethical reasoning and reflect on issues such as: democratic citizenship; diversity, such as gender, race, class, sexuality; social justice; and environmental sustainability, both locally and globally.

Courses to meet this guideline might include references to subjects such as ethics, diversity, equity and inclusion, or the environment in their titles and include titles such as:

Code	Title	Credits
PHIL 2020	Introduction to Ethics	4
BUSN 3010	Business Ethics	4
COMM 3025	Media Ethics & Law	3,4
ANTH 3122	Sex & Gender in Global Perspective	4
ARTS 4035	Images of Women in Western Art	4
LITR 2006	African American Literature: Intro	4
ENSC 1200	Environmental Science	4
INFT 3045	Social, Professional & Ethical Issues in Computing	4
ENST 3010	Sustainability & Agriculture	4

All students at SUNY Empire are expected to demonstrate Breadth and Depth of Knowledge. Students may use Educational Planning as an integrating study or capstone in order to explore connections and patterns within their learning, including prior learning. They do this through the following guidelines:

Foundation #7: Building On Foundations

- Learning outcome: Students will be able to explain concepts in at least one subject or topic in their degree plan or PLA and a progression that builds on fundamental concepts and principles and includes intermediate and advanced study.

8. Interconnections

- Learning Outcome: Students will be able to describe how their concentration combines two or more distinct disciplinary areas.
- Learning Outcome: Students will be able to identify connections and contrasts between two or more disparate approaches or perspectives, or multiple fields.

Students concentrating in General Studies must earn at least 12 upper-level credits in a single area of focus, which may include any liberal arts and sciences subject, professional disciplines such as Business, Education, or Human Services, or topics assessed through PLA, and 8 upper-level credits in any second area of focus, discipline, or PLA.

Concentration In Environmental Studies

About Environmental Studies

Environmental Studies is the interdisciplinary academic field that focuses on human interactions with the natural environment. Concentrations with Interdisciplinary and Multidisciplinary designs contain more than one academic discipline focused on a theme, question, problem, or issue. A concentration in Environmental Studies has natural sciences as one of its foundation academic fields to provide the student with a broad perspective on the complex dynamics of natural environmental systems. If you are interested in this area, you are encouraged to think broadly about how you would like to explore human-environmental interactions.

To more fully understand human interactions with the natural environment, you have the opportunity to integrate natural science with any number of other disciplines, depending on your goals and interests. For example, you might choose education, art, history, business, the social sciences (anthropology, economics, political science, psychology, sociology, law, public affairs), and/or cultural studies (philosophy, religious studies, communications, media studies, literature) in order to study human relationships with nature.

If your primary interest is studying the environment from a scientific perspective, you would be best served by a degree in Science, Mathematics and Technology with a concentration in Environmental Science (p. 118).

If your primary interests in human-environmental interactions fall outside the sciences, you can design a concentration with a title other than Environmental Studies in Interdisciplinary Studies or any other Area of Study. Examples of possible concentration titles include: Environment and Culture, Business and the Environment, Environmental Policies.

If you are interested in integrating the study of the environment with studies in business, you could consider incorporating Empire State University's Business and Environmental Sustainability certificate (p. 146) into your degree plan.

Learning Outcomes

After completing a concentration in Environmental Studies, you will be able to:

- Apply multiple modes of inquiry to analyze human interactions with the natural environment
- Demonstrate a foundation in the Natural Sciences
- Demonstrate an advanced understanding of systems in the natural environment 2
- Demonstrate a foundation in one or more additional disciplines
- Demonstrate advanced level understanding in your selected disciplines
- Acquire skills necessary to your individual inquiry which will vary by discipline (for example, specialized skills in mathematics, technology, literary analysis, media analysis, social science, and research methods)
- Analyze a specific individualized inquiry about an environmental problem, theme, or issue through a multidisciplinary or interdisciplinary approach (see paragraph below for more information)
- Apply understanding of the ethical relationship between people and the natural environment to your individualized inquiry.

For a full explanation of these terms and outcomes, see the guidelines below.

Guidelines

You should explain in your rationale essay what elements in your degree plan, including past learning experiences, meet each of these guidelines.

I. Natural Sciences Foundation

At the introductory level, learning experiences should focus on physical and biological systems in the natural environment. Learning experiences should include introductory biology, chemistry, and physics. Studies with all three titles are not required, but sources of learning in each of these disciplines should be discussed in the rationale essay. Knowledge in the natural sciences should be sufficient to support the Environmental Science Core. Advanced studies in the natural sciences can be added if they meet your interests and goals. For example, if the plan focuses on chemistry or physics, advanced studies applicable to your research agenda can be included in the concentration.

II. Environmental Science Core

You should include environmental science studies in your degree plan that cover the breadth of the discipline and demonstrate progression of learning. At the introductory level, learning experiences should focus on physical and biological systems in the natural environment.

Advanced environmental science studies should build upon introductory studies and can be tailored to your interests and goals. You might be interested in topics such as conservation, environmental mitigation, natural resources, or sustainable development. The advanced studies chosen would allow you to learn about your selected topic in greater depth and could focus on either advanced knowledge in biological systems (examples might include forest ecology, marine biology, ornithology, and wildlife management,) or physical systems (examples might include climate change, hydrology, natural disasters, and soil science).

III. Interdisciplinary Design

Please refer to the Interdisciplinary Studies Area of Study and learn about how to combine disciplines in order to pursue your particular interests. First choose the disciplines that best address your interests. Then, choose between a multidisciplinary or interdisciplinary approach to degree program design. In either case, you will focus through natural science and one or more additional disciplines.

In designing your program, work closely with your mentor to explore and define your interests, to understand multidisciplinary or interdisciplinary design, and to select studies and learning experiences that meet the guidelines and allow you to pursue your interests and goals. A multidisciplinary approach enables you to compare the distinctly different ways that two or more disciplines approach human relationships with the environment. An Interdisciplinary approach takes the additional step of synthesizing two or more disciplines for integrated learning, which reaches new understanding of a theme or issue or suggests new solutions to a problem or question.

For example, a multidisciplinary approach to understanding human interactions with the environment might lead a student to study environmental science and psychology. The focus would be on comparing how each of these disciplines uses different concepts, theories, and methods to consider the theme, problem, or issue of particular interest to you. For example, if your interest was pollution, you might consider how and why humans contribute to pollution from a

science perspective and from a psychological perspective and how these approaches differ in understanding this issue.

An interdisciplinary approach using the same fields would focus on synthesizing or integrating the concepts, theories, and methods of both disciplines to arrive at new ideas and knowledge that relate to your focus. Using the above example, an interdisciplinary approach to understanding pollution might focus on how psychological principles can be used to convey scientific ideas in a way that would affect behavior and reduce pollution.

IV. Additional Skills And Knowledge
Environmental Ethics
Environmental ethics is a branch of philosophy that concerns the ethical relationship between people and the natural environment and is a typical knowledge component of a Concentration in Environmental Studies degree program. You should either take an Environmental Ethics course, or identify learning that demonstrates ethical reasoning in the context of the environment.

Mathematics
You will need sufficient quantitative skills to help you understand the natural environment. The amount and level of quantitative studies will depend on your area of 4 interest, and in many cases, mathematics studies which fulfill the general education requirement will meet this guideline. Knowledge of statistics is recommended because it enables students to analyze environmental data and understand the results of research on environmental issues.

Technology
In addition to the information literacy requirement for an ESC degree, knowledge of specific technology may be appropriate for your Concentration in Environmental Studies. Information about the natural environment is often collected using specialized technology and having skills in the use of such technology could position you for a particular career path.

Research, Data Collection, And Analytic Tools
You should understand the research methods and analytic tools associated with the disciplines in your degree plan. For example, if you are combining natural science and social science, you will need to understand research methods for both academic fields and should explain in your rationale how you have acquired that knowledge.

Communication
Communicating information about the environment is an important component of an environmental studies degree. Depending on your interests and goals, skills in public speaking may be appropriate. Being able to communicate in written forms through various modes, such as social media, is also important.

V. Capstone Experience Or Study
All Concentrations in Environmental Studies should include a capstone study or experience. You might work with a mentor to design your own research project, identify an internship, fieldwork, or service learning opportunity within the local community.

If you choose a multidisciplinary approach, you should identify a capstone that compares your learning from two or more selected disciplines to gain varied perspectives of your theme, question, problem, or issue. If you choose an interdisciplinary approach, you should identify a capstone that synthesizes your learning from two or more selected disciplines to gain an integrated perspective of your theme, question,

problem, or issue that can lead to new knowledge. In your rationale essay, you should discuss the way your capstone meets these requirements.

To illustrate: suppose your second field of interest is human behavior; you might design an Environmental Studies concentration which includes studies in environmental science and psychology.

For a multidisciplinary capstone, you might apply your scientific learning to look at how yard fertilizer with phosphorus contributes to runoff, affecting the water quality of streams and rivers. You might apply your learning from psychology to look at how peer pressure related to maintaining a green lawn influences neighborhood lawn maintenance practices. In this multidisciplinary capstone, you would compare two aspects this type of water pollution. You might uncover interesting similarities and differences between the dynamics of the larger natural system and the dynamics of human communities.

In contrast, for an interdisciplinary capstone with the same disciplines and content, you would integrate and apply what you learned about these similarities and differences. Integration typically leads to conclusions beyond both disciplines. You might apply synthesized learning about these two aspects of this particular kind of water pollution to consider how behavioral reinforcement methods might be introduced to shift neighborhood priorities from uniformly green lawns to clean water.

Labor Studies: A.A., A.S., B.A., B.S.

Students of Labor Studies will examine the topics of work, workers and worker organizations. Students will study the history of the labor movement, labor law and collective bargaining, and focus on current problems and policies generated by changes in the global economy, technology, the workforce and the workplace.

Students will sharpen skills in writing and research and critical reading and thinking, as, together with a faculty mentor, create a program to meet specific needs and goals. Labor Studies is an interdisciplinary field, which draws on the methodologies and subject matter of the social sciences and humanities and other interdisciplinary areas, such as American studies, women's studies and African-American studies.

Degree programs in Labor Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credits, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Labor Studies by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

Labor Studies degrees are offered through The Harry Van Arsdale, Jr. School of Labor Studies (https://www.sunyempire.edu/labor-studies-school/) in New York City and online.

Program Details

Labor studies comprises an examination of work, workers, and worker organizations, both historically and in contemporary contexts. It provides the opportunity for workers/students to critically examine the forces and relations of power that shape their lives, and to collectively assess ideas, policies, and worker-centered strategies for social change and justice.

A liberal arts/social science-based mode of inquiry, Labor Studies draws upon the methodologies and subject matter of a wide range of academic disciplines in order to bring into focus the social, cultural and political presence of workers and the organizations that represent them. The goal is to engage in an educational process that enables workers to situate themselves in relation to broader processes of political-economic and cultural change and encourage informed and active citizenship.
  In a Labor Studies classroom, students' experience, as workers, is a point of departure for ongoing academic inquiry into the historical and contemporary role of work, workers, and the institutions they create in the making of a democratic society.   Labor Studies courses also provide understanding of relevant methodological approaches.

Below are the Labor Studies program's foundational outcomes and examples of the courses that meet them.

FOUNDATION 1: EXAMINE LABOR HISTORY, AND THE ROLE OF WORKERS AND WORKER-BASED INSTITUTIONS IN EFFECTIVE SOCIAL AND POLITICAL CHANGE.

Code	Title	Credits
LABR 2010	US History: Workers' Perspectives	4
LABR 3042	Labor, Education, and Social Progress	4
LABR 3072	United States Labor History	4
LABR 3090	Labor & the Sociological Imagination	4
LABR 3120	The Political Economy of New York City: Workers' Perspectives	4
LABR 3155	Global History: Workers Beyond the West	4

FOUNDATION 2: EXPLORE RELATIONS AND INSTITUTIONS OF POLITICAL ECONOMIC POWER IN THE WORKPLACE, INCLUDING THOSE RELATED TO ENDURING CLASS, GENDER, AND RACIAL INEQUALITIES.

Code	Title	Credits
LABR 1010	Class Race & Gender for Workers	4
LABR 1040	Economics for Workers	4
LABR 3005	Collective Bargaining	4
LABR 3025	Diversity in the Workplace: Union Perspectives	4
LABR 3060	Labor Law	4
LABR 3130	Women, the Economy & the Trades	4

FOUNDATION 3: ANALYZE THE RELATIONSHIP BETWEEN CULTURAL EXPRESSION THROUGH THE ARTS, THE LABOR MOVEMENT, AND WORKER POWER.

Code	Title	Credits
LABR 1050	Literature & Society for Workers	4
LABR 3135	Working-class Themes in Literature	4
LABR 3150	Labor on Film	4
LABR 3160	Public Art as Social Practice: Labor & Cultural Organizing	4

A variety of degree designs can correspond to the above foundational outcomes. While no individual degree program need include all of the following, Labor Studies students consider such topics as:

• The breadth of labor studies — the interdisciplinary characteristics of Labor Studies; methodologies that labor studies specialists draw from the social sciences and humanities; subject matter from other disciplines relevant to labor studies.

• Labor history — the impact of workers and labor movements on historical development; how history has shaped labor's role in society; how organized workers and those outside trade unions have come to recognize distinct interests and traditions; how workers formulated strategies for defending and extending their interests in light of employer interests and government policy.

• Institutional dynamics — what labor organizations do and how they function; how workers utilize political institutions to achieve their goals; how family, community and educational structures define labor; how racial, gender and ethic identities influence work, the workplace and the labor movement.

• Social and cultural factors — how class, racial, ethnic and gender divisions function within society; how social identities are formed and social inequalities maintained or modified; how people experience and affect social structures and institutions.

• How the economy affects labor — how market economies create the framework for labor movements; how worker and employer interests

manifest themselves in the workplace; how wages are determined; how local, regional and international economic development affect labor.

- Labor-management relations — how workers organize unions; how workers bargain for and enforce contracts; how labor addresses such issues as wages, hours, health and safety, and social benefits; how management responds to worker strategies; how legislation mirrors and influences labor relations; how government's role in labor-management relations changes.
- Workers outside the United States — the degree to which the histories, interests and institutions of workers in other countries are similar to those of their counterparts in the U.S.; regional or global trends that affect workers in different parts of the world.
- Images of workers — how images of work, workers and their organizations are depicted in literature, the arts and the media; how workers create images of themselves.
- Theories of the labor movement — philosophies that analyze, influence and reflect labor's growth; how the labor movement shifts divergent perspectives regarding short-term and long-term objectives.

NOTE: The Labor Studies area of study is offered only in New York City and through online study.

Learning Outcomes

- Students will be able to examine labor history, the role of workers and worker-based institutions in effecting social and political change.
- Students will be able to explore relations and institutions of political economic power in the workplace, including those related to enduring class, gender, and racial inequalities.
- Students will be able to analyze the relationship between cultural expression through the arts, the labor movement, and worker power.

Liberal Arts: B.A.

The Bachelor of Arts (B.A.) degree in Liberal Arts is a 124-credit program perfect for students who are relentlessly inquisitive about the world, for students who thrive on understanding how things work, and for leaders who want to learn from the great thinkers, artists, and scientists of the past in order to create the future worthy of this greatness.

While the B.A. degree in Liberal Arts does not have a set of specific required courses, it does require students to take courses in five different subject areas, as well as taking 16 advanced level credits in one of 13 designated subject areas. Students must also take 8 additional advanced level credits in any course designated as Liberal Arts and Sciences in the course catalog. Details about the degree requirements can be found on the "Program Details" tab. Students will work with a faculty mentor to develop a degree plan that matches their goals and meets all program requirements. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

The Liberal Arts program is a flexible choice. It can be:

- A "completion" degree. Are you a student with most of your coursework already completed and just want to get your degree? Empire State University's student-friendly transfer policies and expertise with evaluating prior learning make the Liberal Arts degree an attractive option for students who are returning to school after taking a break.
- An issue-driven program. Are there issues you really care about? Do you want to know how your education can make a difference? Choose courses, residencies, and faculty closely connected to issues that are important to you.
- A "Great Books" program. Do you want to understand the world around you in a deeper way? Work with your faculty mentor to identify classics in philosophy, history, cultural studies, art, literature, and politics from around the globe.
- An employment readiness program. Are you interested in acquiring the skills employers are looking for? A solid liberal arts education at SUNY Empire provides students with the skills needed to become lifelong learners and adapt with the times or as you change careers.

Program Details

A. Students must demonstrate learning in social responsibility.

Courses that fulfill this requirement include:

Code	Title	Credits
PHIL 2020	Introduction to Ethics	4
POLI 3080	Modern Political Theory	4
ENSC 2000	Principles of Environmental Sustainability	4

Other SUNY Empire courses, transfer courses, or prior learning may be applied towards this requirement. Students wishing to use credits other than those from these courses are advised to consult with their academic mentors and to provide in their program portfolio rationale essay an explanation of how this degree requirement is being met.

B. Students must demonstrate learning in communication.

Any course carrying a Basic Communication SUNY General Education designation can be used to satisfy this requirement.

C. Students must demonstrate learning in critical thinking and problem solving.

Courses that fulfill this requirement include:

Code	Title	Credits
CUST 2030	Introduction to Critical Thinking	2
PHIL 2005	Introduction to Philosophy	4

Other SUNY Empire courses, transfer courses, or prior learning may be applied towards this requirement. Students wishing to use credits other than those from these courses are advised to consult with their academic mentors and to provide in their program portfolio rationale essay an explanation of how this degree requirement is being met.

D. Students must demonstrate learning in quantitative literacy.

Any course carrying a Mathematics SUNY General Education designation can be used to satisfy this requirement.

E. Students must demonstrate learning in information and digital literacy.

Courses that fulfill this requirement include:

Code	Title	Credits
EDST 1122	Introduction to Digital Literacy	4

Other SUNY Empire courses, transfer courses, or prior learning may be applied towards this requirement. Students wishing to use credits other than those from these courses are advised to consult with their academic mentors and to provide in their program portfolio rationale essay an explanation of how this degree requirement is being met.

F. Students must take a minimum of 16 advanced level credits in one of the following subject areas:

ANTH - Anthropology

ARTS - Arts

BIOL - Biology

COMM - Communications

CUST - Cultural Studies

DIGA - Digital Arts

LITR - Literature

PHIL - Philosophy

POLI - Political Science

SOCI - Sociology

PSYC - Psychology

HIST - Historical Studies

SOSC - Social Science

G. minimum of 8 additional advanced level credits designated as Liberal Arts and Sciences

In addition to the credits in a single subject area outlined in F (above), students must take a minimum of 8 additional advanced level credits in any courses designated as Liberal Arts and Sciences courses in the college catalog.

Learning Outcomes

- Social Responsibility: Students will be able to engage in ethical reasoning and reflect on issues such as democratic citizenship, diversity, social justice and environmental sustainability, both locally and globally.
- Communication: Students will be able to express and receive ideas effectively, in multiple contexts and through mutiple strategies.
- Critical Thinking and Problem Solving: Students will be able to evaluate, analyze, synthesize and critique key concepts and experiences and apply diverse perspectives to find creative solutions to problems concerning human behavior, society and the natural world.
- Quantitative Literacy: Students will be able to read, interpret, use, and present quantitative information effectively.
- Information and Digital Media Literacy: Students will be able to critically assess, evaluate, understand, create, and share information using a range of collaborative technologies to advance learning, as well as personal and professional development.

Management: B.S.

The Bachelor of Science (B.S.) in Management is a 124-credit program is designed to serve students who are interested in pursuing future careers as managers or small business owners. The program provides the foundation of core competencies, theoretical and technical bodies of knowledge in the content areas of management, business, as well as SUNY liberal arts and general education requirements.

The B.S. in Management includes a set of required courses that all students must take, along with SUNY General Education (p. 188) and other academic requirements (p. 185), in order to be eligible to receive a degree.The required courses for programs in Management can be found on the "Program Details" tab. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

The B.S. in Management is organized around a core of set of knowledge and skills (competencies) that can be demonstrated through studies, course work and/or prior learning assessment. These competencies encompass a wide range of topics within the fields of management history and theory, the social sciences, quantitative and analytical business skills, globalization, leadership, organizational behavior, human resources and strategic management. A well-designed, comprehensive degree program will, in turn, address each of these through the key learning outcomes. A capstone study will help provide the student with the opportunity to synthesize several different studies into a final learning experience.

Program Details

Code	Title	Credits
LOWER DIVISION		
ACCT 2005 & ACCT 2010	Introductory Accounting I: Financial Accounting and Introductory Accounting II: Managerial Accounting	6,8
or ACCT 1005	Accounting for Decision Makers	
BUSN 1010	Business Law I	4
BUSN 2010	Business Statistics	4
or MATH 1065	Statistics	
ECON 2015 & ECON 2020	Macroeconomics and Microeconomics (4 Cr. ea.)	6,8
or ECON 2010	Introductory Economics: Micro & Macro 6 Cr.	
MGMT 1005	Principles of Management	3,4
MRKT 1005	Marketing Principles	4
UPPER DIVISION		
BUSN 3010	Business Ethics	4
BUSN 3122	Management Information Systems	4
FSMA 3010	Corporate Finance	4
HRMS 3010	Diversity in the Workplace	4
HRMS 3015	Human Resource Management	4
MGMT 3020	International Cross Cultural Management	4
MGMT 3025	Leadership	4
MGMT 3060	Organizational Behavior	4

MGMT 4035	Strategic Management	3-4
Total Credits		**62-68**

Learning Outcomes

- Broad-Based Knowlege of Management Fundamentals: Students will identify, analyze, and resolve management-related challenges.
- Specific Knowledge of Management Practice: Students will define and evaluate management roles, functions, methods, processes, and technologies while demonstrating the ability to apply them to a variety of organizations in local and global-management contexts.
- Critical Thinking and Applied Learning Skills: Students will evaluate the effective use of the management function in support of organizational development in highly competitive, diverse markets.
- Ethically and Globally Responsibility Management: Students will evaluate justice, equality, sustainability, and ethical standards for effective leaders who conduct business in culturally and ethically complex global environments.
- Building on all prior management learning, students will be able to apply management knowledge to real life case studies.

Nursing: B.S.N.

The Bachelor of Science in Nursing (RN to B.S.N.) degree program at Empire State University is a 124-credit program designed for registered nurses (RN) looking to advance their leadership capabilities and advance their career in healthcare settings.

The B.S.N. degree program includes a set of required courses that all students must take, along with SUNY General Education (p. 188) and other academic requirements, (p. 185) in order to be eligible to receive a degree.The required courses for the B.S.N. can be found on the "Program Details" tab. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

RN To BSN Program Admission Requirements

- An admissions application.
- An active, unencumbered New York state RN license.
- An associate degree or diploma from an accredited nursing program.

Program Details

The RN to BSN program requires a total of 124 credits completed through a combination of nursing component requirements, transfer credits and credits earned by meeting Empire State University general learning requirements.

This upper-division nursing program includes online courses and two, community-based, precepted experiences. Most students enroll on a part-time basis and complete the program in as little as three terms.*

Students should be prepared to spend approximately the following hours per week (reading, research, discussions, and writing) in a 4-credit hour course:

- 8-week course – 22.5 hours per week
- 15-week course – 12 hours per week

Code	Title	Credits
Nursing Component		
Core		
NURS 3005	Transition to Baccalaureate Nursing	4
NURS 3010	Health Assessment	4
NURS 3015	Pharmacology	4
NURS 3020	Nursing Informatics	4
NURS 3025	Nursing Research	4
NURS 4005	Health Care Delivery Systems & Policy	4
NURS 4010	Leadership and Management	4
NURS 4015	Population and Community Health Nursing	4
NURS 4020	Baccalaureate Nursing Capstone (This requirement may not be met via of transfer credit or prior learning assessment.)	5
Elective Requirement		
Examples of nursing courses that can be used to meet the elective requirement are:		4

NURS 3035	Interdisciplinary Perspectives in Global Health	
NURS 3040	Foundations of Palliative Care	

More than 50 online courses have been approved by the nursing faculty to meet the elective requirement.

In addition, the following professional certifications also have been approved to meet the elective requirement:

- AACN Certification Corporation: Certification for Adult Critical Care Nurses (CCRN Adult)
- AACN Certification Corporation: Certification for Neonatal Critical Care Nurse (CCRN Neonatal)
- AACN Certification Corporation: Certification for Pediatric Critical Care Nurses (CCRN Pediatric)
- AACN Certification Corporation: Certification for Progressive Care Nurses (PCCN)
- American Board of Neuroscience Nursing (ABNN): Certified Neuroscience Registered Nurse (CNRN) [3]
- American Board of Perianesthesia Nursing Certification: Certified Ambulatory Perianesthesia Nurse (CAPA)
- American Board of Perianesthesia Nursing Certification: Certified Post Anesthesia Nurse (CPAN)
- American Board of Wound Management (ABWM): Certified Wound Specialist (CWS)
- American Heart Association (ACLS)
- American Heart Association (PALS)
- American Nurses Credentialing Center: Certified Gerontological (ADN) Nurse
- American Nurses Credentialing Center: Psychiatric and Mental Health Nurse Generalist
- Board of Certification for Emergency Nursing: Certified Emergency Nurse (CEN)
- Competency and Credentialing Institute: Certified Perioperative Nurse (CNOR)
- Medical-Surgical Nursing Certification Board: Certified MedicalSurgical Registered Nurse (CMSRN)
- National Board for Cert of Hospice and Palliative Nurses: Certified Hospice and Palliative Nurse (CHPN)
- Nursing Case Management Certification (ANCC)
- Oncology Nursing Certifications Corporation (ONCC): Certified Breast Care Nurse (CBNC)
- Pediatric Nursing Certification Board: Certified Pediatric Nurse (CPN)
- Wound, Ostomy, and Continence Nurse Cert Board: Certified Continence Care Nurse (CCCN)
- Wound, Ostomy, and Continence Nurse Cert Board: Certified Ostomy Care Nurse (COCN)
- Wound, Ostomy, and Continence Nurse Cert Board: Certified Wound Care Nurse (CWCN)

General Learning Component

The remaining 83 credits are obtained via the transfer of credits and by completing SUNY Empire State College general learning requirements. Students are required to meet all of the SUNY undergraduate General Education Requirements outlined in the Undergraduate Catalog.	83
Total Credits	**124**

*based on required individual degree planning

Undergraduate Precepted Practice Experiences

Precepted practice experience requirements are embedded in the Population and Community Health Nursing and Baccalaureate Nursing Capstone courses. These practice experiences are designed to meet both predetermined and personal learning objectives. Students design practice experiences with a faculty member, in collaboration with a local preceptor.

These courses are completed near the end of the program and are offered in the fall, spring and summer terms. Advance planning to integrate the clinical experiences and course work into employment and family schedules is required. The faculty recommend that students begin the planning process at least six months before course registration.

Students initiate the planning process by contacting the School of Nursing's clinical coordinator to receive approval for both the preceptor and clinical agency. **This contact should be made by Oct. 1 for a spring precepted experience, Feb. 1 for a summer precepted experience and June 1 for a fall precepted experience.**

Guidelines For Practice Experiences

The Community Health Nursing course requires 45 direct practice experience hours working with a preceptor in a community health setting. This course focuses on community health nursing and involves viewing populations and aggregates as the client. Some examples are entire communities within a geographic region, migrant workers, teen parents, older adults, veterans or children with special needs. Some examples of appropriate settings include, a public health agency, school, community hospice, and parish nurse program or outpatient clinic with community outreach programs.

The preceptor for this experience must be an experienced RN with a minimum of a bachelor's degree in nursing. In some instances, upon approval from the dean or her designee, a professional colleague from another licensed health care discipline, such as a physician or social worker may be deemed an appropriate preceptor for the clinical practice experience.

The Baccalaureate Nursing Capstone requires 90 direct practice hours over the 15-week term. This is a nursing leadership course with four specialty tracks, including administration, clinical, education and informatics. Students choose practice sites based on their area of interest. Examples of appropriate settings include: a hospital, long-term-care facility, school, clinic, medical office or hospice. Community settings also may be utilized as long as the experience focuses on leadership. The preceptor must be an experienced RN in a leadership role with a minimum of a bachelor's degree in nursing.

Professional Expectations

The nursing program prepares nurses to function as professional nurses. In completing their academic program, nursing students come into direct contact with health agency staff and patients as part of their precepted practice experience. SUNY Empire State College has an obligation to protect patients and staff; cannot tolerate student behavior that exploits, endangers, compromises or threatens the welfare, safety or rights of staff and patients. SUNY Empire State College expects students to demonstrate a set of values and attitudes consistent with the highest professional standards, and to comply with professional nursing standards and institutional codes of conduct.

As noted by the ANA, The Standards of Professional Performance (2010) are as follows:

> The Standards of Professional Performance describe a competent level of behavior in the professional role. All registered nurses are expected to engage in professional role activities, including leadership, reflective of their education, experience, and position. The competencies accompanying each standard may be evidence of demonstrated compliance with the corresponding standard. The list of competencies is not exhaustive. Whether a particular standard or competency applies depends on the context, circumstances, or situation. Registered nurses are accountable for their professional actions to themselves, healthcare consumers, peers, and ultimately to society.

Learning Outcomes

- Integrate knowledge from the nursing, biological and social sciences, and the humanities to provide culturally competent care to individuals, families and communities;
- Apply a variety of communication strategies in establishing positive relationships with patients, families and members of the health care team;
- Use evidence and information technology to enhance patient safety and promote quality care outcomes;
- Integrate principles of leadership in promoting collaboration with interdisciplinary teams;
- Analyze how the baccalaureate-prepared nurse develops professional role identity, including consideration of values, and legal and ethical aspects to nursing practice.

Nursing: B.S.N. Multi-Award with Nassau Community College

Nassau Community College (NCC) and Empire State University offer a multi-award program with the awarding of the Associate in Science (A.S.) degree by NCC and the Bachelor of Science in Nursing (B.S.N.) by SUNY Empire. Nassau's Associate in Science nursing (https://collegecatalog.ncc.edu/current/programs/nursing/) program, is accredited by the Accreditation Commission for Education in Nursing (ACEN*), leading to eligibility for the National Council Licensure Examination (NCLEX) and to become licensed as Registered Nurses. The Bachelor of Science in nursing (https://www.esc.edu/nursingalliedhealth/rn-to-bsn/) degree program, is accredited by Commission on Collegiate Nursing Education (CCNE), and open to individuals who hold a registered nurse (RN) license.

The goal of the multi-award program is to prepare pre-licensure and post-licensure nursing students to practice safe and competent patient-centered nursing care in a variety of health settings and to optimize human health and wellness potential across the life span, within a rapidly changing health care system.

These programs are designed to empower students with the knowledge and skills that are essential in meeting the health care needs of a diverse population within the community, and to inspire in the nursing student a sense of integrity, commitment and competence.

Throughout these programs, students' competencies will grow incrementally in the attainment and utilization of nursing knowledge, critical thinking, clinical reasoning, communication, leadership and technology skills essential to their role within the profession and the health care team.

The multi-award program requires the completion of 124 credits (53 credits of Liberal Arts/ Sciences/ General Education and 71 credits of Professional Nursing Education). The program is designed to be completed in four (4) years of full-time study. This integrated curriculum includes classroom instruction at Nassau Community College, with on-campus laboratory and clinical placements throughout Nassau County. Empire State University courses will be delivered using an online platform, with NCC as the home campus throughout the Nursing program.

1. Associate of Science Degree in Nursing will be awarded by NCC after the completion of the required 84 credits (39 Nursing credits and 45 General Education credits).
2. Nursing students must PASS the NCLEX-RN Exam to continue into the sixth semester of the program.
3. Bachelor of Science Degree in Nursing awarded by Empire State University after completion of the required 124 credits.

All interested students must apply to this program (https://www.ncc.edu/admissions/) at Nassau Community College.

Program Requirements

Students in the multi-award program should follow the below program to ensure proper sequence and pre-requisites are met. Please check with you advisor/mentor for questions regarding when you take your courses.

Term 1	Credits
ENG 101, ENG 100, ENG 108 NCC	3
MAT 102 Introduction to Statistics NCC	3
PSY 203 General Psychology I NCC	3
PHI 110 Biomedical Ethics NCC	3
HIST 3345 Modern American History	4
Credits	**16**

Term 2		
NUR 101 Fundamentals of Nursing NCC		7
AHS 131 Anatomy & Physiology I NCC		4
PSY 216 Lifespan Human Development NCC		3
ALLH 3030	Contemporary Applications of Diversity, Equity, Inclusion, and Social Justice in Healthcare	4
Credits		**18**

Term 3		
NUR 105 Comprehensive Nursing Care I NCC		8
AHS 132 Anatomy & Physiology II NCC		4
NURS 3010	Health Assessment	4
Credits		**16**

Term 4		
NUR 203 Comprehensive Nursing Care II		8
AHS 202 Medical Microbiology NCC		4
NURS 3015	Pharmacology	4
Credits		**16**

Term 5		
NUR 204 Comprehensive Nursing Care III NCC		8
ENG 102, ENG 103, ENG 109 NCC		3
BIO 131 Pathophysiology NCC		3
NURS 3005	Transition to Baccalaureate Nursing	4
Credits		**18**

Term 6		
NURS 3025	Nursing Research	4
NURS 4005	Health Care Delivery Systems & Policy	4
NURS 3020	Nursing Informatics	4
SOCI 3010	Aging & Society	4
Credits		**16**

Term 7		
NURS 4010	Leadership and Management	4
HLAD 3020	Cultural Competency in Health Care	4
NURS 4015	Population and Community Health Nursing *	4
Credits		**12**

Term 8		
NURS 6010	Professional Role Development & Ethics	3
NURS 4020	Baccalaureate Nursing Capstone *	5
NURS 3035 or NURS 3040	Interdisciplinary Perspectives in Global Health or Foundations of Palliative Care	4
Credits		**12**
Total Credits		**124**

NCC- Course to be taken at Nassau Community College

*- Courses have clinical placement

Learning Outcomes

- Integrate knowledge from the nursing, biological and social sciences, and the humanities to provide culturally competent care to individuals, families and communities;
- Apply a variety of communication strategies in establishing positive relationships with patients, families and members of the health care team;
- Use evidence and information technology to enhance patient safety and promote quality care outcomes;
- Integrate principles of leadership in promoting collaboration with interdisciplinary teams;

- Analyze how the baccalaureate-prepared nurse develops professional role identity, including consideration of values, and legal and ethical aspects to nursing practice.

Psychology: B.A.

Psychology is the study of behavior, mental processes, and experience. It is an empirical science focused on expanding our understanding of individuals through both research and clinical work. Subjects include, but are not limited to, how the brain, behavior, and environment interact; how people develop cognitive, emotional, and behavioral problems, as well as how to intervene; how people interact with the world around them, and how these processes are integrated into personality under interpersonal, social, and cultural influences.

The Bachelor of Arts (B.A.) in Psychology is a 120-credit program that includes study in biological, cognitive, developmental, social, cultural, and individual aspects of people, as well as specific study of research methodologies (including statistics) employed within the discipline and how psychology can be applied in real life. Once this foundational knowledge is gained, students may customize their program based on their personal, educational, and career goals by choosing from a variety of courses to fulfill the degree requirements. The bachelor's degree in psychology serves as good preparation for most careers that involve working with others, as well as for graduate study in psychology and related fields.

The B.A. in Psychology includes a set of required courses that all students must take, along with SUNY General Education (p. 188) and other academic requirements (p. 185), in order to be eligible to receive a degree.The required courses for programs in Psychology can be found on the "Program Details" tab. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

Learning Outcomes

- Students will be able to describe overarching themes in the field of psychology, as well as key concepts in major domain and application areas of psychology.
- Students will be able to use scientific reasoning and methodology to interpret psychological and behavioral phenomena, including demonstrating psychology information literacy.
- Students will be able to articulate ethical values in evaluating psychological science and practice in a diverse world.
- Students will be able to interact effectively with others, including demonstration effective writing and presentation skills.
- Students will develop meaningful professional direction that can utilize psychological knowledge and skills.

Program Details

Students completing the B.A. in Psychology will need to complete the following course requirements.

Code	Title	Credits
HUDV 1015	Human Development: Introductory	4
or HUDV 3025	Human Development: Advanced	
PSYC 1005	Introduction to Psychology	4
PSYC 2030	Social Psychology: Introductory	4
or PSYC 3020	Social Psychology: Advanced	
PSYC 3010	Abnormal Psychology: Advanced	4
PSYC 3040	Biological Psychology	4
PSYC 3045	Cognitive Psychology	4
or PSYC 3100	Learning & Memory	
PSYC 3055	Cultural Psychology	4
SOSC 2010	Statistics for the Social Sciences	4
SOSC 3025	Social Science Research Methods	4
Two Advanced Level PSYC or HUDV Electives		8
Total Credits		**44**

Public Affairs: B.A., B.S., B.P.S.

Students of Public Affairs will be well-equipped to serve society through public service, civic engagement, political and government careers, public communications or nonprofit service. The interdisciplinary Public Affairs area of study will prepare students with leadership and decision-making skills to operate in the public interest, addressing social issues and societal concerns.

As students work toward their degree, they will examine the theoretical and philosophical underpinnings of their chosen concentration, meanwhile gaining an understanding of American governmental and public institutions, within their social context, and becoming familiar with the broad and complex economic, financial and legal environments within which public institutions function. Students in Public Affairs have the opportunity to engage intellectually with ethical questions related to their area of concentration, and the values that drive the development of public policy. Public Affairs students will sharpen their skills in writing, research and critical reading and thinking, as, together with a faculty mentor, create a program to meet your specific needs and goals.

Degree programs in Public Affairs offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Public Affairs by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For some concentrations, specific technical or scientific knowledge might be necessary.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Social Science and Public Affairs Degree Planning Resources web page. (https://www.sunyempire.edu/social-science-public-affairs/degree-planning-resources/)

Program Details

Public Affairs is an interdisciplinary field devoted to the study of organizations and individuals that operate in what is considered the public interest, including social issues and problems. The area of study is designed for those who are interested in serving and bettering society through public service, civic engagement, political and government careers, public communications or non-profit service. The Public Affairs Area of Study is commonly pursued with the aim of advancing careers in Public Administration, Public Policy, Homeland Security, and Emergency Management to name a few.

Students with a degree in Public Affairs should demonstrate knowledge and understanding of the nine foundations listed below. Knowledge of each outcome can be demonstrated through transfer credit, individual prior learning assessment (iPLA), professional learning evaluation (PLE), credit by examination, or specific courses at Empire State University.

Foundation #1: Theoretical and Philosophical Concepts
Courses that meet this guideline include but are not limited to:

Code	Title	Credits
EMGT 2005	Introduction to Emergency Management	4
LEST 1005	Introduction to Law & the Legal System	4
PAFF 1005	Introduction to Security Studies	4
PAFF 2005	Introduction to Homeland Security	4
PAFF 2122	Introduction to Public Administration	4
PAFF 2132	Introduction to Public Policy	4
PAFF 3127	Public Policy	4
POLI 3005	America's Founding Ideas	4
SOCI 1005	Exploring Society: An Introduction to Sociology	4

Foundation #2: Comparative Perspectives
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ANTH 3122	Sex & Gender in Global Perspective	4
CRJS 4010	Comparative Criminal Justice Systems	4
HLAD 3015	Comparative Health Systems	4
PAFF 3003	Security Implications of Global Climate Change	4
PAFF 4005	Counterterrorism in a Changing World	4
POLI 3020	Comparative Politics	4
POLI 3065	International Politics & Relations	4
SOCI 3065	Perspectives on Terrorism	4

Foundation #3: Historical Perspectives
Courses that meet this outcome include (but are not limited to):

Code	Title	Credits
HIST 2025 & HIST 2030	US History to 1865: What Does it Mean to be a Free Nation? and US History From 1865 to the Present	6-8
HLAD 2010	The United States Health Systems	4
POLI 2005	New York State & Local Government	4
POLI 3005	America's Founding Ideas	4
POLI 3105	The American Presidency	4
POLI 3110	The United States Congress	4
POLI 3115	The United States Constitution	4

Foundation #4: Social Contexts of Power and Privilege
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ANTH 3122	Sex & Gender in Global Perspective	4
CRJS 3065	Race Crime & Justice	4
CRJS 4030	Women Crime & Criminology	4
CUST/GSST 3152	Queering American Culture	4
GSST 2005	Introduction to LGBTQ+ Studies	4
POLI 4015	Race Law & Politics	4
SOCI 1005	Exploring Society: An Introduction to Sociology	4
SOCI 2010	Introduction to Race Class & Gender	4
SOCI 3010	Aging & Society	4
SOCI 3025	Contemporary Global Social Issues	4
SOCI 3040	Deviance & Social Control	4

SOCI 3045	Disaster & Society	4
SOCI 3055	Family & Society	4
SOCI 3090	Social Movements	4
SOCI 3095	Sociology of Education	4
SOCI 4030	Power & Privilege	4

Foundation #5: Legal Environment
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
CRJS 3009	Criminal Law & Procedure	4
EMGT 3045	Mass Disasters: Implications for Public Policy	4
LEST 3015	Mental Health & The Law	4
LEST 4005	Constitutional Law I: Institutional Powers & Constraints	4
LEST 4010	Constitutional Law II: Civil Rights & Civil Liberties	4
PAFF 3127	Public Policy	4
PAFF 4132	Legal & Ethical Foundations of Public Service	4
POLI 3115	The United States Constitution	4

Foundation #6: Economic, Financial or Budgetary Issues
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ECON 2005	Principles of Economics	4
ECON 2015	Macroeconomics	4
ECON 2020	Microeconomics	4
ECON 3035	Economics of Crime	4
ECON 3085	International Economics	4
ECON 3100	Public Finance	4
ECON 3105	Public Finance & Economics	4
INFT 4005	Business Continuity Planning & Disaster Recovery	4
PAFF 4122	Public Budgeting and Finance	4

Foundation #7: Ethics and Values
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
PAFF 3122	Ethics and the Public Sector	4
PAFF 4132	Legal & Ethical Foundations of Public Service	4
SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	4

Foundation #8: Research Skills and Information Analysis
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
BUSN 3127	Business Analytics	4
COMM 3027	Data Visualization	4
CRJS 3020	Law Enforcement Intelligence Analysis	4
GSCI 3200	Geographic Information Systems	4
INFT 2015	Introduction to Business Analytics with Microsoft Excel	4
INFT 3005	Data Analytics	4
INFT 4010	Data Analytics & Data Mining	4
MATH 1065	Statistics	3-4
MATH 2065	Statistics II	3

PAFF 4127	Public Administration Capstone	4
SOSC 2010	Statistics for the Social Sciences	4
SOSC 3020	Qualitative Social Science Research: Design & Methods	4
SOSC 3025	Social Science Research Methods	4

Foundation #9: Technical Knowledge
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ACCT 1005	Accounting for Decision Makers	6
BUSN 2015	Computer Applications in Business Management & Economics	4
BUSN 3122	Management Information Systems	4
CRJS 3045	Forensic Science	4
EDST 1122	Introduction to Digital Literacy	4
EMGT 3015	Emergency Communications	4
EMGT 3020	Hazardous Materials & Public Awareness	4
EMGT 3025	Incident Management & Leadership	4
EMGT 3050	Risk Analysis & Hazard Mitigation	4
EMGT 3035	Managing Biological Terrorism as a Public Health Emergency	4
EMGT 4122	Disaster Intervention	4
ENSC 3304	Environmental Health	4
GSCI 2200	GPS & The New Geography	4
GSCI 3200	Geographic Information Systems	4
HLAD 3005	Community Health	4
HLHS 1023	Introduction to Community & Public Health	4
HSCI 3200	Health Informatics	4
HSCI 4200	Epidemiology	4
HUSV 3147	Human Services in Disaster	4
HUSV 3142	Disaster Mental Health Theory & Practice	4
HUSV 4045	Secondary Trauma in Human Service Workers	4
HUSV 4157	Health and Wellness for Human Service Professionals	4
INFT 2015	Introduction to Business Analytics with Microsoft Excel	4
INFT 2020	Introduction to Digital Crime & Digital Terrorism	4
INFT 3020	Cyber Crime & Computer Forensics	4
PAFF 3003	Security Implications of Global Climate Change	4
PAFF 4127	Public Administration Capstone	4
PAFF 4000	International Dimensions of Security	4

Learning Outcomes
- Foundation 1: Theoretical and Philosophical Concepts, Students will be able to define fundamental concepts and theories related to government, public administration, and/or public policy.
- Foundation 2: Comparative Perspectives, Students will be able to compare ideologies and practices that define public sector organizations.
- Foundation 2: Comparative Perspectives, Students will discuss how public institutions vary across time, place and culture.
- Foundation 3: Historical Perspectives, Students will be able to examine the historical origins of U.S. public institutions.

- Foundation 4: Social Contexts of Power and Privilege, Students will be able to explain perspectives on power and privilege using concepts and theories from the Social Sciences.
- Foundation 4: Social Contexts of Power and Privilege, Students will be able to analyze social institutions and their influence on systems of power and privilege.
- Foundation 5: Legal Environment, Students will be able to discuss practical issues of law, rulemaking, and judicial decisions that influence public affairs theory and practice in the U.S.
- Foundation 5: Legal Environment, Students will be able to assess how constitutional dynamics affect policy-making processes across the public sector.
- Foundation 6: Economic, Financial, or Budgetary Issues, Students will be able to analyze the economic and financial environments in which public institutions operate.
- Foundation 6: Economic, Financial, or Budgetary Issues, Students will be able to explain how budgeting and financial practices affect public policy processes and procedures, and shape fiscal outcomes.
- Foundation 7: Ethics and Values, Students will be able to analyze ethical issues related to the values – good, bad, or indifferent -- that society place on the development of public policy.
- Foundation 8: Research Skills and Information Analysis, Students will be able to summarize tools and methods used in social scientific research.
- Foundation 8: Research Skills and Information Analysis, Students will be able to apply quantitative, qualitative, or other relevant research skills.
- Foundation 9: Technical Knowledge, Students will be able to apply specific technical or scientific knowledge and skills relevant to their concentration or professional goals.

Public Health: B.S.

The Bachelor of Science (B.S.) degree in Public Health is a 124-credit program designed to serve students who are interested in working in the diverse field of public health or prepare students for graduate school. The program is structured around courses that address fundamental aspects of public health to prevent and protect the health of communities while addressing the health needs of various communities.

The B.S. in Public Health is guided by the competencies model from the Association of Schools & Programs of Public Health (ASPPH) Undergraduate Learning Outcomes model. The curriculum is focused on equipping students with fundamental skills (e.g., policy, epidemiology, statistics) through core courses. Once the foundational knowledge and skills are met, students have the opportunity to customize their courses to match their educational and career goals. Students will have the option of completing the degree program through various delivery modes such as online, independent study, blended, and/or face-to-face study.

Students completing a bachelor's degree in Public Health will be able to:

1. Discuss the key fundamental public health values, concepts, and functions.
2. Evaluate the social determinants of health and equity on population health and health disparities.
3. Analyze the role played by biological, social, environmental, cultural, and economic factors in shaping human health and disease.
4. Apply public health data analytical principles to health-related issues.
5. Explain the legal and ethical aspects of public health practice; and,
6. Evaluate public health research and policy interventions.

Program Details

Code	Title	Credits
Core Requirements		
BIOL 1200	Biology I with Lab	4
BIOL 1201	Biology II with Lab	4
MATH 1065	Statistics	4
or SOSC 2010	Statistics for the Social Sciences	
HLAD 2010	The United States Health Systems	4
HLAD 3045	Healthcare Ethics	4
PAFF 2132	Introduction to Public Policy	4
HLAD 3122	Principles of Public Health	4
HLAD 3005	Community Health	4
HLAD 3015	Comparative Health Systems	4
HLAD 3040	Health Disparities	4
HSCI 4200	Epidemiology	4
HLAD 4015	Healthcare Policy	4
or HUSV 4050	Social Policy Analysis	
Two additional upper division electives		8
Total Credits		**56**

Code	Title	Credits
Possible Upper Division Elective Courses		
ADDS 3005	Interventions for Substance Use Disorders	4
ANTH 3025	Health & Illness in Global Perspective	4
CHFS 3015	Child Welfare in the United States	4
CHFS 3050	Interpersonal Violence	4
CUST 4020	Medical Humanities	4
DISB 3025	Psychosocial Impact of Illness & Disability	4
ECON 3055	Economic Issues in Health Care	4
ENSC 3304	Environmental Health	4
FSMA 3025	Healthcare Finance	4
HLAD 3020	Cultural Competency in Health Care	4
HLAD 3035	Community Health Education and Communication	4
HLAD 3127	Infections and Epidemics: Biocultural Perspectives	4
HSCI 3200	Health Informatics	4
HUSV 3068	Social Welfare Policy	4
INMS 4030	Women Health & Globalization	4
LEST 3015	Mental Health & The Law	4
NURS 3035	Interdisciplinary Perspectives in Global Health	4
PSYC 3090	Health Psychology	4
SOCI 3010	Aging & Society	4
SOSC 3010	Family Violence: Legal & Social Perspectives	4

Learning Outcomes

- Students will be able to discuss the key fundamental public health values, concepts, and functions.
- Students will be able to evaluate the social determinants of health and equity on population health and health disparities.
- Students will be able to analyze the role played by biological, social, environmental, cultural, and economic factors in shaping human health and disease.
- Students will be able to apply public health data analytical principles to health-related issues.
- Students will be able to explain the legal and ethical aspects of public health practice.
- Students will be able to evaluate public health research and policy interventions.

Science, Mathematics, and Technology: A.A., A.S.

Students of Science, Mathematics and Technology will explore the natural sciences (physics, chemistry and biology), mathematics, computer science and a range of technological, applied-science and health-related fields. Students will study the fundamental laws and concepts of their concentration, develop their knowledge of scientific methodology and learn the skills important for successful practice and communication, whether they are entering a new field or honing skills in their current occupation. Students will sharpen skills in critical reading and thinking, as, together with a faculty mentor, create a program to meet your specific needs and goals.

Degree programs in Science, Mathematics and Technology offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Science, Mathematics and Technology by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Computer Science and Technology (https://www.esc.edu/computer-science-tech/degree-planning-resources/), Mathematics (https://www.esc.edu/mathematics/degree-planning-resources/), or Natural Sciences (https://www.esc.edu/natural-sciences/degree-planning-resources/) Degree Planning Resources web page.

Please note:

- Empire State University does not offer degrees in engineering. You may study the mathematics and the theoretical sciences that comprise the traditional engineering curriculum, but the title of the degree cannot contain the word "engineering"
- In the sciences there are many opportunities for experimentation, research, and analytical work. These include virtual labs, courses with lab kits, field experience courses and residencies. Students can also engage in scientific internships and pursue college credit for prior learning in their fields. Students should be aware that they may need specific laboratory and/or field courses to meet entrance requirements for graduate studies; they should confirm such requirements with these institutions

Taking individual courses as a nondegree nonmatriculated student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Program Details

These area of study guidelines address the broad needs of students interested in pursuing degrees in Science, Mathematics, and Technology. Degree programs at the associate level must address these five program outcomes, minimally at the introductory level. Foundational knowledge in their field prepares students for progression to the bachelor's degree.

Students should refer to the university's concentration guidelines for program outcomes specific to their fields. Otherwise, students must research their field and describe academic and professional expectations for their concentration in their rationale essay.

Knowledge in science, mathematics, and technology is continually evolving. Thus, degree programs should demonstrate currency in their fields. In addition, students are expected to develop life-long learning skills and engage in ongoing inquiry to acquire new knowledge and maintain currency.

Students earning degrees in Science, Mathematics, and Technology will achieve the following program outcomes:

Program Details for Computer Science and Technology

Foundation #1: Breadth and Depth of Knowledge

Code	Title	Credits
CSCI 1010	Introduction to Computers	4
CSCI 1020	Introduction to Networks	4
CSCI 3000	Computer Operations & Security	4
CSCI 4000	Advanced Computing Models: Virtualization Cloud & Mobile Computing	4
CSCI 4005	Software Engineering	4
CSCI 4015	Theory of Computation	4
INFS 2000	Exploring the Disciplines: Information Systems: Introductory	2
INFS 3010	Database Systems	4
INFT 2020	Introduction to Digital Crime & Digital Terrorism	4
INFT 3010	Advanced Digital Crime & Digital Terrorism	4
INFT 3040	Social Media Management	4
INFT 3050	Systems Analysis & Design	3-4
INFT 4005	Business Continuity Planning & Disaster Recovery	4
INFT 4005	Business Continuity Planning & Disaster Recovery	4

Foundation #2: Problem Solving and Critical Thinking

Code	Title	Credits
CSCI 1015	Introduction to Database Design	4
CSCI 1020	Introduction to Networks	4
CSCI 2010	Introduction to C++ & OOP	4
CSCI 2015	Introduction to Object-Oriented Programming: Java	4
CSCI 3000	Computer Operations & Security	4
CSCI 3005	Computer Organization & Architecture	4
CSCI 4000	Advanced Computing Models: Virtualization Cloud & Mobile Computing	4
INFS 1002	Computer Applications for Data Processing	2
INFS 2010	Introduction to Data Management Tools	4
INFT 2020	Introduction to Digital Crime & Digital Terrorism	4
INFT 3005	Data Analytics	4
INFT 3010	Advanced Digital Crime & Digital Terrorism	4
INFT 3015	Communications Technology Convergence	4
INFT 3025	Data Communications & Networks	4

INFT 3040	Social Media Management	4
INFT 3045	Social, Professional & Ethical Issues in Computing	3,4
INFT 3055	Technology for Digital Marketing	4
INFT 3065	Web Systems Development	3-4
INFT 4020	Technology in Mathematics Education	4
MGIS 2000	The Internet of Things (IoT) Essentials	4
MGIS 3000	Business Intelligence: Practices, Technologies, Management	4
MGIS 3005	The Business of the Internet of Things (IoT)	4
MGIS 3010	Management Information Systems	4
or BUSN 3122	Management Information Systems	
MGIS 4015	Project Management in IT / IS	4
MGIS 4020	IT Strategy and Innovations	4

Foundation #3: Methodological, Quantitative, and Digital Expertise

Code	Title	Credits
CSCI 1015	Introduction to Database Design	4
CSCI 2010	Introduction to C++ & OOP	4
CSCI 2015	Introduction to Object-Oriented Programming: Java	4
CSCI 3005	Computer Organization & Architecture	4
CSCI 4005	Software Engineering	4
CSCI 4015	Theory of Computation	4
INFS 2010	Introduction to Data Management Tools	4
INFS 3010	Database Systems	4
INFT 1005	Introduction to Web Publishing	4
INFT 2010	Introduction to Web Publishing with Adobe Dreamweaver Creative Cloud	4
INFT 3005	Data Analytics	4
INFT 3015	Communications Technology Convergence	4
INFT 3020	Cyber Crime & Computer Forensics	3-4
INFT 3025	Data Communications & Networks	4
INFT 3030	Human-Computer Interaction	3-4
INFT 3035	Project Management	4
INFT 3050	Systems Analysis & Design	3-4
INFT 3055	Technology for Digital Marketing	4
INFT 3065	Web Systems Development	3-4
INFT 4005	Business Continuity Planning & Disaster Recovery	4
INFT 4015	Information Assurance	4
INFT 4020	Technology in Mathematics Education	4
MGIS 3000	Business Intelligence: Practices, Technologies, Management	4
MGIS 3005	The Business of the Internet of Things (IoT)	4
MGIS 3010	Management Information Systems	4
or BUSN 3122	Management Information Systems	
MGIS 4005	Information Security & Policy	4
MGIS 4015	Project Management in IT / IS	4
MGIS 4020	IT Strategy and Innovations	4

Foundation #4: Communication

Code	Title	Credits
CSCI 1010	Introduction to Computers	4
INFS 2000	Exploring the Disciplines: Information Systems: Introductory	2

INFS 2005	Computer Information Systems	4
INFS 2010	Introduction to Data Management Tools	4
INFT 1005	Introduction to Web Publishing	4
INFT 2020	Introduction to Digital Crime & Digital Terrorism	4
MGIS 2000	The Internet of Things (IoT) Essentials	4
INFT 3000	Academic Planning / Technology and Society	4
STSO 1005	Introduction to Science & Technology Studies	4

Foundation #5: Social Responsibility

Code	Title	Credits
INFT 2005	Green Computing	4
INFT 3000	Academic Planning / Technology and Society	4
INFT 3045	Social, Professional & Ethical Issues in Computing	3,4

Program Details for Mathematics

FOUNDATION #1: BREADTH AND DEPTH OF KNOWLEDGE

Code	Title	Credits
MATH 1040	Algebra	3,4
MATH 1140	Precalculus	4
MATH 2015	Mathematics for Game Programmers	4
MATH 2140	Calculus I	4
MATH 2141	Calculus II	4
MATH 3005	History of Mathematics: Advanced	4
MATH 3010	Linear Algebra	4
MATH 3015	Discrete Mathematics	4
MATH 3025	Math Modeling	4
MATH 3040	Calculus III	4
MATH 3065	Ordinary Differential Equations	4
MATH 4005	Number Theory	4
MATH 4010	Abstract Algebra I: Group Theory	4

FOUNDATION #2: PROBLEM SOLVING AND CRITICAL THINKING

Code	Title	Credits
MATH 1000	College Mathematics	4
MATH 1005	Contemporary Mathematics	4
MATH 1025	Quantitative Reasoning	4
MATH 1040	Algebra	3,4
MATH 1050	Mathematics for Business	4
MATH 1065	Statistics	3-4
MATH 1100	Introduction to Discrete Mathematics	4
MATH 1110	Geometry	4
MATH 1150	Calculus for Business	4
MATH 2005	History of Mathematics: Introductory	4
MATH 2010	Introduction to Proof & Logic	4
MATH 2015	Mathematics for Game Programmers	4
MATH 3010	Linear Algebra	4
MATH 3015	Discrete Mathematics	4
MATH 3045	Mathematical Proofs	4
MATH 4005	Number Theory	4
MATH 4025	Complex Variables	4
MATH 4030	Real Analysis	4

FOUNDATION #3: METHODOLOGICAL, QUANTITATIVE, AND DIGITAL EXPERTISE

Code	Title	Credits
MATH 1000	College Mathematics	4
MATH 1005	Contemporary Mathematics	4
MATH 1025	Quantitative Reasoning	4
MATH 1050	Mathematics for Business	4
MATH 1055	Mathematics for Elementary Teachers	4
MATH 1065	Statistics	3-4
MATH 1100	Introduction to Discrete Mathematics	4
MATH 1110	Geometry	4
MATH 1150	Calculus for Business	4
MATH 2140	Calculus I	4
MATH 2141	Calculus II	4
MATH 3010	Linear Algebra	4
MATH 3025	Math Modeling	4
MATH 3040	Calculus III	4
MATH 3065	Ordinary Differential Equations	4
MATH 4005	Number Theory	4
MATH 4025	Complex Variables	4

FOUNDATION #4: COMMUNICATION

Code	Title	Credits
MATH 1140	Precalculus	4
MATH 2005	History of Mathematics: Introductory	4
MATH 2010	Introduction to Proof & Logic	4
MATH 3005	History of Mathematics: Advanced	4
MATH 3045	Mathematical Proofs	4
MATH 4010	Abstract Algebra I: Group Theory	4
MATH 4030	Real Analysis	4

FOUNDATION #5: SOCIAL RESPONSIBILITY

Code	Title	Credits
MATH 2005	History of Mathematics: Introductory	4
MATH 3005	History of Mathematics: Advanced	4

Program Details for Natural Sciences

FOUNDATION #1: BREADTH AND DEPTH OF KNOWLEDGE

Code	Title	Credits
BIOL 1000	Survey of Biology	4
BIOL 1002	Human Biology	4
BIOL 1004	Human Nutrition	4
BIOL 1006	Genomics & You	4
or BIOL 1210	Biology I: Lecture	
BIOL 1200	Biology I with Lab	4
or BIOL 1212	Biology II: Lecture	
BIOL 1201	Biology II with Lab	4
BIOL 1204	Introduction to Cell Biology & Genetics	4
BIOL 1205	Introduction to Organismal Biology	4
BIOL 1206	Introduction to Population Biology	4
or BIOL 1310	Anatomy and Physiology I: Lecture	
BIOL 1304	Anatomy & Physiology I with Lab	4
or BIOL 1312	Anatomy & Physiology II: Lecture	
BIOL 1305	Anatomy & Physiology II with Lab	4
BIOL 1400	Evolution & Ecology	4
BIOL 1402	Introduction to Biological Anthropology	4
BIOL 1404	Wildlife Conservation	4
CHEM 1002	Chemistry in Context	4
or CHEM 1210	Chemistry I: Lecture	
CHEM 1205	Chemistry I with Lab	4
or CHEM 1210	Chemistry I: Lecture	
CHEM 1206	Chemistry II with Lab	4
or CHEM 1212	Chemistry II: Lecture	
CHEM 3210	Organic Chemistry I with Lab	4
or CHEM 3220	Organic Chemistry I	
ENSC 1000	Earth Science	4
ENSC 1002	Energy: The Issues & the Science	4
ENSC 1004	Global Climate Change	4
ENSC 1006	Introduction to Ecology & Sustainability	4
ENSC 1200	Environmental Science	4
ENSC 2000	Principles of Environmental Sustainability	4
GEOL 1200	Introduction to Geology	4
GEOL 2200	Historical Geology with Lab	4
GSCI 1000	Integrated Sciences	4
GSCI 1004	Introduction to Forensic Science	4
GSCI 1006	The Science of Cooking	4
GSCI 1020	Physical Science	4
GSCI 1500	Science Colloquium	4
HSCI 1010	Introduction to Epidemiology	4
HSCI 1200	Medical Terminology	4
PHYS 1000	Conceptual Physics	4
PHYS 1100	Introductory Astronomy	4
or PHYS 1210	Physics I: Lecture	
PHYS 1200	Physics I with Lab	4
or PHYS 1212	Physics II: Lecture	

FOUNDATION #2: PROBLEM SOLVING AND CRITICAL THINKING

Code	Title	Credits
BIOL 1402	Introduction to Biological Anthropology	4
BIOL 1404	Wildlife Conservation	4
BIOL 2002	Populations & Diseases	4
BIOL 2004	Bioterrorism	2
BIOL 2208	Animal Behavior	4
or BIOL 2210	Inside the Animal Mind: Insights into Animal Behavior Ecology & Evolution	
BIOL 2200	Microbiology with Lab	4
or BIOL 2220	Microbiology: Lecture	
BIOL 2201	Tropical Ecology	4
BIOL 2204	Ethnobotany	4
BIOL 3200	The Biology of Being Human	4
BIOL 3204	Genetics	4
BIOL 3206	Cell Biology	4
BIOL 3208	Molecular Biology	4
BIOL 3210	Biology of Microorganisms	4
BIOL 3212	Biology of the Brain	4

BIOL 3214	Human Physiology	4
BIOL 3302	Evolution	4
BIOL 3304	Conservation Biology	4
BIOL 3306	Ecology	4
BIOL 3308	Plant Ecology	4
BIOL 3502	Cellular and Molecular Neuroscience	4
BIOL 3602	Phytochemistry	4
BIOL 3604	Plant Physiology	4
BIOL 4102	Diseases of the Brain	4
BIOL 4206	Immunology	4
BIOL 4310	Aquatic Biology & Ecology	4
BIOL 4300	Herpetology	4
BIOL 4302	Animal Learning	4
BIOL 4304	Ornithology	4
BIOL 4306	Mammalogy	4
BIOL 4308	Marine Mammalogy	4
BIOL 4400	Principles of Pharmacology	4
BIOL 4408	Molecular Biotechnology	4
BIOL 4410	Plant Biotechnology	4
CHEM 3210	Organic Chemistry I with Lab	4
or CHEM 3220	Organic Chemistry I	
CHEM 3221	Organic Chemistry II	4
CHEM 3300	Physical Chemistry I	4
CHEM 3302	Physical Chemistry II	4
CHEM 3400	Biochemistry	4
CHEM 4200	Inorganic Chemistry I	4
CHEM 4201	Inorganic Chemistry II	4
CHEM 4300	Environmental Chemistry I	4
CHEM 4301	Environmental Chemistry II	4
CHEM 4400	Biochemistry I	4
CHEM 4401	Biochemistry II	4
ENSC 3000	Meteorology	4
ENSC 3002	Global Climates	4
ENSC 3004	Dendrology	2
ENSC 3006	Natural Disasters	4
ENSC 3008	National Parks of the US: Geology Ecology & History	4
ENSC 3200	Urban Ecology	4
ENSC 3202	Forest Ecology	4
ENSC 3300	Soil Science	4
ENSC 4202	Biogeography	4
ENSC 4600	Ecology & Earth Systems Field Research	4
ENSC 4800	Environmental Science Capstone	4
GEOL 3200	Geomorphology	4
GEOL 3202	Hydrology	4

FOUNDATION #3: METHODOLOGICAL, QUANTITATIVE, AND DIGITAL EXPERTISE

Code	Title	Credits
BIOL 2201	Tropical Ecology	4
BIOL 2208	Animal Behavior	4
or BIOL 2220	Microbiology: Lecture	
BIOL 2400	Plant Biology	4

BIOL 3200	The Biology of Being Human	4
BIOL 3204	Genetics	4
BIOL 3206	Cell Biology	4
BIOL 3208	Molecular Biology	4
BIOL 3210	Biology of Microorganisms	4
BIOL 3212	Biology of the Brain	4
BIOL 3214	Human Physiology	4
BIOL 3302	Evolution	4
BIOL 3304	Conservation Biology	4
BIOL 3306	Ecology	4
BIOL 3308	Plant Ecology	4
BIOL 3310	Tropical Ecology	4
BIOL 3400	Marine Biology	4
BIOL 3404	Primate Behavioral Ecology	4
BIOL 3408	Advanced Biological Anthropology	4
BIOL 3502	Cellular and Molecular Neuroscience	4
BIOL 3602	Phytochemistry	4
BIOL 3604	Plant Physiology	4
BIOL 4102	Diseases of the Brain	4
BIOL 4206	Immunology	4
BIOL 4300	Herpetology	4
BIOL 4302	Animal Learning	4
BIOL 4304	Ornithology	4
BIOL 4306	Mammalogy	4
BIOL 4308	Marine Mammalogy	4
BIOL 4400	Principles of Pharmacology	4
BIOL 4408	Molecular Biotechnology	4
BIOL 4410	Plant Biotechnology	4
CHEM 3210	Organic Chemistry I with Lab	4
or CHEM 3220	Organic Chemistry I	
CHEM 3221	Organic Chemistry II	4
CHEM 3400	Biochemistry	4
CHEM 3300	Physical Chemistry I	4
CHEM 3302	Physical Chemistry II	4
CHEM 4200	Inorganic Chemistry I	4
CHEM 4201	Inorganic Chemistry II	4
CHEM 4300	Environmental Chemistry I	4
CHEM 4301	Environmental Chemistry II	4
CHEM 4400	Biochemistry I	4
CHEM 4401	Biochemistry II	4
CSCI 1015	Introduction to Database Design	4
ENSC 3000	Meteorology	4
ENSC 3002	Global Climates	4
ENSC 3004	Dendrology	2
ENSC 3006	Natural Disasters	4
ENSC 3008	National Parks of the US: Geology Ecology & History	4
ENSC 3200	Urban Ecology	4
ENSC 3202	Forest Ecology	4
ENSC 3300	Soil Science	4
ENSC 4202	Biogeography	4
ENSC 4600	Ecology & Earth Systems Field Research	4

ENSC 4800	Environmental Science Capstone	4
GEOL 3200	Geomorphology	4
GEOL 3202	Hydrology	4
GSCI 2200	GPS & The New Geography	4
GSCI 3200	Geographic Information Systems	4
GSCI 4200	Materials Science	4
HSCI 3200	Health Informatics	4
HSCI 4200	Epidemiology	4

FOUNDATION #4: COMMUNICATION

Code	Title	Credits
BIOL 2208	Animal Behavior	4
or BIOL 2210	Inside the Animal Mind: Insights into Animal Behavior Ecology & Evolution	
BIOL 2400	Plant Biology	4
BIOL 3502	Cellular and Molecular Neuroscience	4
BIOL 3604	Plant Physiology	4
BIOL 4102	Diseases of the Brain	4
BIOL 4302	Animal Learning	4
BIOL 4400	Principles of Pharmacology	4
ENSC 1000	Earth Science	4
ENSC 4600	Ecology & Earth Systems Field Research	4
ENSC 4800	Environmental Science Capstone	4
GEOL 3202	Hydrology	4
GSCI 1500	Science Colloquium	4

FOUNDATION #5: SOCIAL RESPONSIBILITY

Code	Title	Credits
BIOL 1404	Wildlife Conservation	4
BIOL 2000	Bioethics in Modern Medicine	4
BIOL 2002	Populations & Diseases	4
BIOL 2004	Bioterrorism	2
BIOL 3304	Conservation Biology	4
BIOL 3306	Ecology	4
BIOL 4700	Contemporary Topics in Biology	4
ENSC 1002	Energy: The Issues & the Science	4
ENSC 1004	Global Climate Change	4
ENSC 1006	Introduction to Ecology & Sustainability	4
ENSC 2000	Principles of Environmental Sustainability	4
ENSC 3006	Natural Disasters	4
ENSC 3008	National Parks of the US: Geology Ecology & History	4
ENSC 3304	Environmental Health	4
ENSC 3200	Urban Ecology	4
ENSC 4200	Contemporary Environmental Issues	4
ENST 3005	Community Supported Agriculture	4
ENST 3010	Sustainability & Agriculture	4
HSCI 1010	Introduction to Epidemiology	4
HSCI 4200	Epidemiology	4

Learning Outcomes

Foundation 1: Breadth and Depth of Knowledge
Foundation 2: Problem Solving and Critical Thinking
Foundation 3: Methodological, Quantitative, and Digital Expertise
Foundation 4: Communication
Foundation 5: Social Responsibility

Detailed Foundation Learning Outcomes

- Foundation 1a: Students will be able to demonstrate a conceptual understanding of their field by articulating foundational knowledge, including key concepts, methodologies, and theories.
- Foundation 1b: Students will be able to demonstrate a conceptual understanding of their field by explaining how their program includes breadth of knowledge in their subject area.
- Foundation 2a: Students will be able to demonstrate skills to analyze and solve unique situations and problems by designing, implementing, and evaluating strategies for answering open-ended questions for which solutions are not immediately evident.
- Foundation 2b: Students will be able to demonstrate skills to analyze and solve unique situations and problems by thinking critically and objectively about problems and identifying the best solutions.
- Foundation 3a: Students will be able to demonstrate a working knowledge of investigative, quantitative, and technological approaches and skills to engage in their fields by applying the quantitative and technical skills necessary to engage in their fields.
- Foundation 3b: Students will be able to demonstrate a working knowledge of investigative, quantitative, and technological approaches and skills to engage in their fields by evaluating information, analyzing data, and utilizing technologies relevant to their disciplines.
- Foundation 4: Students will be able to demonstrate the skills needed to communicate scientific, mathematical, and/or technical concepts to a variety of audiences.
- Foundation 5: Students will be able to demonstrate an awareness of the societal context in which science, mathematics, and technology operate by demonstrating a social awareness in order to understand the interplay between their field and society.

Science, Mathematics and Technology: B.A., B.S.

Students of Science, Mathematics and Technology will explore the natural sciences (physics, chemistry and biology), mathematics, computer science and a range of technological, applied-science and health-related fields. Students will study the fundamental laws and concepts of their concentration, develop their knowledge of scientific methodology and learn the skills important for successful practice and communication, whether they are entering a new field or honing skills in their current occupation. Students will sharpen skills in critical reading and thinking, as, together with a faculty mentor, create a program to meet your specific needs and goals.

Degree programs in Science, Mathematics and Technology offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Science, Mathematics and Technology by following the general program

guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Computer Science and Technology (https://www.sunyempire.edu/computer-science-tech/degree-planning-resources/), Mathematics (https://www.sunyempire.edu/mathematics/degree-planning-resources/), or Natural Sciences (https://www.sunyempire.edu/natural-sciences/degree-planning-resources/) Degree Planning Resources web page.

Please note:

- Empire State University does not offer degrees in engineering. You may study the mathematics and the theoretical sciences that comprise the traditional engineering curriculum, but the title of the degree cannot contain the word "engineering".
- In the sciences there are many opportunities for experimentation, research, and analytical work. These include virtual labs, courses with lab kits, field experience courses and residencies. Students can also engage in scientific internships and pursue college credit for prior learning in their fields. Students should be aware that they may need specific laboratory and/or field courses to meet entrance requirements for graduate studies; they should confirm such requirements with these institutions.

Taking individual courses as a nondegree nonmatriculated student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Program Details

These area of study guidelines address the broad needs of students interested in pursuing degrees in Science, Mathematics, and Technology. Bachelor's degree programs must fully address five program outcomes, which align with the Empire State University Learning Goals.

Students must discuss in their rationale essay how each outcome is met in ways relevant to their field. Learning related to these outcomes can be demonstrated through coursework and prior learning.

Students should refer to the university's concentration guidelines for program outcomes specific to their fields. Otherwise, students must research their field and describe academic and professional expectations for their concentration in their rationale essay.

Knowledge in science, mathematics, and technology is continually evolving. Thus, degree programs should demonstrate currency in their fields. In addition, students are expected to develop life-long learning skills and engage in ongoing inquiry to acquire new knowledge and maintain currency. We offer courses in computer science and technology (p. 114), mathematics (p. 115), and the natural sciences (p. 116).

Students earning degrees in Science, Mathematics, and Technology will achieve the following program outcomes:

Program Details for Computer Science and Technology

FOUNDATION #1 BREADTH AND DEPTH OF KNOWLEDGE

Code	Title	Credits
CSCI 1010	Introduction to Computers	4
CSCI 1020	Introduction to Networks	4
CSCI 3000	Computer Operations & Security	4
CSCI 4000	Advanced Computing Models: Virtualization Cloud & Mobile Computing	4
CSCI 4005	Software Engineering	4
CSCI 4015	Theory of Computation	4
INFS 2000	Exploring the Disciplines: Information Systems: Introductory	2
INFS 3010	Database Systems	4
INFT 2020	Introduction to Digital Crime & Digital Terrorism	4
INFT 3010	Advanced Digital Crime & Digital Terrorism	4
INFT 3040	Social Media Management	4
INFT 3050	Systems Analysis & Design	3-4
INFT 4005	Business Continuity Planning & Disaster Recovery	4
INFT 4015	Information Assurance	4

FOUNDATION #2: PROBLEM SOLVING AND CRITICAL THINKING

Code	Title	Credits
CSCI 1015	Introduction to Database Design	4
CSCI 1020	Introduction to Networks	4
CSCI 2010	Introduction to C++ & OOP	4
CSCI 2015	Introduction to Object-Oriented Programming: Java	4
CSCI 3000	Computer Operations & Security	4
CSCI 3005	Computer Organization & Architecture	4
CSCI 4000	Advanced Computing Models: Virtualization Cloud & Mobile Computing	4
INFS 1000		3,4
INFS 1002	Computer Applications for Data Processing	2
INFS 2010	Introduction to Data Management Tools	4
INFT 2020	Introduction to Digital Crime & Digital Terrorism	4
INFS 3005	Computer Business Applications	4
INFT 3010	Advanced Digital Crime & Digital Terrorism	4
INFT 3015	Communications Technology Convergence	4
INFT 3025	Data Communications & Networks	4
INFT 3040	Social Media Management	4
INFT 3045	Social, Professional & Ethical Issues in Computing	3,4
INFT 3055	Technology for Digital Marketing	4
INFT 3065	Web Systems Development	3-4
INFT 4020	Technology in Mathematics Education	4
MGIS 4015	Project Management in IT / IS	4
MGIS 4020	IT Strategy and Innovations	4

FOUNDATION #3: METHODOLOGICAL, QUANTITATIVE, AND DIGITAL EXPERTISE

Code	Title	Credits
CSCI 1015	Introduction to Database Design	4
CSCI 2010	Introduction to C++ & OOP	4

Code	Title	Credits
CSCI 2015	Introduction to Object-Oriented Programming: Java	4
CSCI 3005	Computer Organization & Architecture	4
CSCI 4005	Software Engineering	4
CSCI 4015	Theory of Computation	4
HSCI 3200	Health Informatics	4
INFS 1000		3,4
INFS 2010	Introduction to Data Management Tools	4
INFS 3010	Database Systems	4
INFT 1005	Introduction to Web Publishing	4
INFT 2010	Introduction to Web Publishing with Adobe Dreamweaver Creative Cloud	4
INFT 3005	Data Analytics	4
INFT 3015	Communications Technology Convergence	4
INFT 3020	Cyber Crime & Computer Forensics	3-4
INFT 3025	Data Communications & Networks	4
INFT 3030	Human-Computer Interaction	3-4
INFT 3035	Project Management	4
INFT 3050	Systems Analysis & Design	3-4
INFT 3055	Technology for Digital Marketing	4
INFT 3065	Web Systems Development	3-4
INFT 4005	Business Continuity Planning & Disaster Recovery	4
INFT 4015	Information Assurance	4
INFT 4020	Technology in Mathematics Education	4
MGIS 3005	The Business of the Internet of Things (IoT)	4
MGIS 3010/ BUSN 3122	Management Information Systems	4
MGIS 4005	Information Security & Policy	4
MGIS 4015	Project Management in IT / IS	4
MGIS 4020	IT Strategy and Innovations	4

FOUNDATION #4: COMMUNICATION

Code	Title	Credits
INFT 3000	Academic Planning / Technology and Society	4
COMW 3015	Technical Writing	4

FOUNDATION #5: SOCIAL RESPONSIBILITY

Code	Title	Credits
INFT 2005	Green Computing	4
INFT 3000	Academic Planning / Technology and Society	4
INFT 3045	Social, Professional & Ethical Issues in Computing	3,4

Program Details for Mathematics
FOUNDATION #1 BREADTH AND DEPTH OF KNOWLEDGE

Code	Title	Credits
MATH 1040	Algebra	3,4
MATH 1140	Precalculus	4
MATH 2015	Mathematics for Game Programmers	4
MATH 2140	Calculus I	4
MATH 2141	Calculus II	4
MATH 3005	History of Mathematics: Advanced	4
MATH 3010	Linear Algebra	4
MATH 3015	Discrete Mathematics	4
MATH 3025	Math Modeling	4
MATH 3040	Calculus III	4
MATH 3045	Mathematical Proofs	4
MATH 3065	Ordinary Differential Equations	4
MATH 4005	Number Theory	4
MATH 4010	Abstract Algebra I: Group Theory	4

FOUNDATION #2: PROBLEM SOLVING AND CRITICAL THINKING

Code	Title	Credits
MATH 1000	College Mathematics	4
MATH 1005	Contemporary Mathematics	4
MATH 1025	Quantitative Reasoning	4
MATH 1040	Algebra	3,4
MATH 1050	Mathematics for Business	4
MATH 1065	Statistics	3-4
MATH 1100	Introduction to Discrete Mathematics	4
MATH 1110	Geometry	4
MATH 1150	Calculus for Business	4
MATH 2005	History of Mathematics: Introductory	4
MATH 2010	Introduction to Proof & Logic	4
MATH 2015	Mathematics for Game Programmers	4
MATH 3010	Linear Algebra	4
MATH 3015	Discrete Mathematics	4
MATH 3045	Mathematical Proofs	4
MATH 4005	Number Theory	4
MATH 4025	Complex Variables	4
MATH 4030	Real Analysis	4

FOUNDATION #3: METHODOLOGICAL, QUANTITATIVE, AND DIGITAL EXPERTISE

Code	Title	Credits
MATH 1000	College Mathematics	4
MATH 1005	Contemporary Mathematics	4
MATH 1025	Quantitative Reasoning	4
MATH 1050	Mathematics for Business	4
MATH 1055	Mathematics for Elementary Teachers	4
MATH 1065	Statistics	3-4
MATH 1100	Introduction to Discrete Mathematics	4
MATH 1110	Geometry	4
MATH 1150	Calculus for Business	4
MATH 2140	Calculus I	4
MATH 2141	Calculus II	4
MATH 3010	Linear Algebra	4
MATH 3025	Math Modeling	4
MATH 3040	Calculus III	4
MATH 3065	Ordinary Differential Equations	4
MATH 4005	Number Theory	4
MATH 4025	Complex Variables	4

FOUNDATION #4: COMMUNICATION

Code	Title	Credits
MATH 1140	Precalculus	4
MATH 2005	History of Mathematics: Introductory	4

MATH 2010	Introduction to Proof & Logic	4
MATH 3005	History of Mathematics: Advanced	4
MATH 3045	Mathematical Proofs	4
MATH 4010	Abstract Algebra I: Group Theory	4
MATH 4030	Real Analysis	4

FOUNDATION #5: SOCIAL RESPONSIBILITY

Code	Title	Credits
MATH 2005	History of Mathematics: Introductory	4
MATH 3005	History of Mathematics: Advanced	4

Program Details for Natural Sciences

Foundation #1 Breadth and Depth of Knowledge

Code	Title	Credits
BIOL 1000	Survey of Biology	4
BIOL 1002	Human Biology	4
BIOL 1004	Human Nutrition	4
BIOL 1006	Genomics & You	4
BIOL 1200	Biology I with Lab	4
or BIOL 1210	Biology I: Lecture	
BIOL 1201	Biology II with Lab	4
or BIOL 1212	Biology II: Lecture	
BIOL 1204	Introduction to Cell Biology & Genetics	4
BIOL 1205	Introduction to Organismal Biology	4
BIOL 1206	Introduction to Population Biology	4
BIOL 1304	Anatomy & Physiology I with Lab	4
or BIOL 1310	Anatomy and Physiology I: Lecture	
BIOL 1305	Anatomy & Physiology II with Lab	4
or BIOL 1312	Anatomy & Physiology II: Lecture	
BIOL 1400	Evolution & Ecology	4
BIOL 1402	Introduction to Biological Anthropology	4
CHEM 1205	Chemistry I with Lab	4
or CHEM 1210	Chemistry I: Lecture	
CHEM 1206	Chemistry II with Lab	4
or CHEM 1212	Chemistry II: Lecture	
CHEM 3210	Organic Chemistry I with Lab	4
or CHEM 3220	Organic Chemistry I	
ENSC 1000	Earth Science	4
ENSC 1002	Energy: The Issues & the Science	4
ENSC 1004	Global Climate Change	4
ENSC 1006	Introduction to Ecology & Sustainability	4
ENSC 1002	Energy: The Issues & the Science	4
ENSC 2000	Principles of Environmental Sustainability	4
GEOL 1200	Introduction to Geology	4
GEOL 2200	Historical Geology with Lab	4
GSCI 1000	Integrated Sciences	4
GSCI 1004	Introduction to Forensic Science	4
GSCI 1006	The Science of Cooking	4
GSCI 1020	Physical Science	4
GSCI 1500	Science Colloquium	4
HSCI 1010	Introduction to Epidemiology	4
HSCI 1200	Medical Terminology	4
PHYS 1000	Conceptual Physics	4
PHYS 1100	Introductory Astronomy	4
PHYS 1200	Physics I with Lab	4
or PHYS 1210	Physics I: Lecture	
PHYS 1201	Physics II with Lab	4
or PHYS 1212	Physics II: Lecture	

FOUNDATION #2: PROBLEM SOLVING AND CRITICAL THINKING

Code	Title	Credits
BIOL 1402	Introduction to Biological Anthropology	4
BIOL 1404	Wildlife Conservation	4
BIOL 2002	Populations & Diseases	4
BIOL 2004	Bioterrorism	2
BIOL 2208	Animal Behavior	4
or BIOL 2210	Inside the Animal Mind: Insights into Animal Behavior Ecology & Evolution	
BIOL 2200	Microbiology with Lab	4
or BIOL 2220	Microbiology: Lecture	
BIOL 2201	Tropical Ecology	4
or BIOL 3310	Tropical Ecology	
BIOL 2400	Plant Biology	4
BIOL 3200	The Biology of Being Human	4
BIOL 3204	Genetics	4
BIOL 3206	Cell Biology	4
BIOL 3208	Molecular Biology	4
BIOL 3210	Biology of Microorganisms	4
BIOL 3212	Biology of the Brain	4
BIOL 3214	Human Physiology	4
BIOL 3302	Evolution	4
BIOL 3304	Conservation Biology	4
BIOL 3306	Ecology	4
BIOL 3308	Plant Ecology	4
BIOL 3400	Marine Biology	4
BIOL 3404	Primate Behavioral Ecology	4
BIOL 3408	Advanced Biological Anthropology	4
BIOL 3502	Cellular and Molecular Neuroscience	4
BIOL 3602	Phytochemistry	4
BIOL 3604	Plant Physiology	4
BIOL 4102	Diseases of the Brain	4
BIOL 4206	Immunology	4
BIOL 4310	Aquatic Biology & Ecology	4
BIOL 4300	Herpetology	4
BIOL 4302	Animal Learning	4
BIOL 4304	Ornithology	4
BIOL 4306	Mammalogy	4
BIOL 4308	Marine Mammalogy	4
BIOL 4400	Principles of Pharmacology	4
BIOL 4408	Molecular Biotechnology	4
BIOL 4410	Plant Biotechnology	4
CHEM 3210	Organic Chemistry I with Lab	4
or CHEM 3220	Organic Chemistry I	
CHEM 3221	Organic Chemistry II	4

CHEM 3300	Physical Chemistry I	4
CHEM 3302	Physical Chemistry II	4
CHEM 3400	Biochemistry	4
CHEM 4200	Inorganic Chemistry I	4
CHEM 4201	Inorganic Chemistry II	4
CHEM 4300	Environmental Chemistry I	4
CHEM 4301	Environmental Chemistry II	4
CHEM 4400	Biochemistry I	4
CHEM 4401	Biochemistry II	4
ENSC 3000	Meteorology	4
ENSC 3002	Global Climates	4
ENSC 3004	Dendrology	2
ENSC 3006	Natural Disasters	4
ENSC 3008	National Parks of the US: Geology Ecology & History	4
ENSC 3200	Urban Ecology	4
ENSC 3202	Forest Ecology	4
ENSC 3300	Soil Science	4
ENSC 4202	Biogeography	4
ENSC 4600	Ecology & Earth Systems Field Research	4
ENSC 4800	Environmental Science Capstone	4
GEOL 3200	Geomorphology	4
GEOL 3202	Hydrology	4
HSCI 3200	Health Informatics	4
HSCI 4200	Epidemiology	4

FOUNDATION #3: METHODOLOGICAL, QUANTITATIVE, AND DIGITAL EXPERTISE

Code	Title	Credits
BIOL 2201	Tropical Ecology	4
or BIOL 3310	Tropical Ecology	
BIOL 2208	Animal Behavior	4
or BIOL 2210	Inside the Animal Mind: Insights into Animal Behavior Ecology & Evolution	
BIOL 2400	Plant Biology	4
BIOL 3200	The Biology of Being Human	4
BIOL 3204	Genetics	4
BIOL 3206	Cell Biology	4
BIOL 3208	Molecular Biology	4
BIOL 3210	Biology of Microorganisms	4
BIOL 3212	Biology of the Brain	4
BIOL 3214	Human Physiology	4
BIOL 3302	Evolution	4
BIOL 3304	Conservation Biology	4
BIOL 3306	Ecology	4
BIOL 3308	Plant Ecology	4
BIOL 3400	Marine Biology	4
BIOL 3404	Primate Behavioral Ecology	4
BIOL 3408	Advanced Biological Anthropology	4
BIOL 3502	Cellular and Molecular Neuroscience	4
BIOL 3602	Phytochemistry	4
BIOL 3604	Plant Physiology	4
BIOL 4102	Diseases of the Brain	4

BIOL 4206	Immunology	4
BIOL 4310	Aquatic Biology & Ecology	4
BIOL 4300	Herpetology	4
BIOL 4302	Animal Learning	4
BIOL 4304	Ornithology	4
BIOL 4306	Mammalogy	4
BIOL 4308	Marine Mammalogy	4
BIOL 4400	Principles of Pharmacology	4
BIOL 4408	Molecular Biotechnology	4
CHEM 3210	Organic Chemistry I with Lab	4
or CHEM 3220	Organic Chemistry I	
CHEM 3221	Organic Chemistry II	4
CHEM 3300	Physical Chemistry I	4
CHEM 3302	Physical Chemistry II	4
CHEM 3400	Biochemistry	4
CHEM 4200	Inorganic Chemistry I	4
CHEM 4201	Inorganic Chemistry II	4
CHEM 4300	Environmental Chemistry I	4
CHEM 4301	Environmental Chemistry II	4
CHEM 4400	Biochemistry I	4
CHEM 4401	Biochemistry II	4
ENSC 3000	Meteorology	4
ENSC 3002	Global Climates	4
ENSC 3004	Dendrology	2
ENSC 3006	Natural Disasters	4
ENSC 3008	National Parks of the US: Geology Ecology & History	4
ENSC 3200	Urban Ecology	4
ENSC 3202	Forest Ecology	4
ENSC 3300	Soil Science	4
ENSC 4202	Biogeography	4
ENSC 4600	Ecology & Earth Systems Field Research	4
ENSC 4800	Environmental Science Capstone	4
GEOL 3200	Geomorphology	4
GEOL 3202	Hydrology	4
GSCI 2200	GPS & The New Geography	4
GSCI 3200	Geographic Information Systems	4
GSCI 4200	Materials Science	4
HSCI 3200	Health Informatics	4
HSCI 4200	Epidemiology	4

FOUNDATION #4: COMMUNICATION

Code	Title	Credits
BIOL 2208	Animal Behavior	4
or BIOL 2210	Inside the Animal Mind: Insights into Animal Behavior Ecology & Evolution	
BIOL 2400	Plant Biology	4
BIOL 3502	Cellular and Molecular Neuroscience	4
BIOL 3604	Plant Physiology	4
BIOL 4102	Diseases of the Brain	4
BIOL 4302	Animal Learning	4
BIOL 4400	Principles of Pharmacology	4
ENSC 1000	Earth Science	4

ENSC 4600	Ecology & Earth Systems Field Research	4
ENSC 4800	Environmental Science Capstone	4
GEOL 3202	Hydrology	4
GSCI 1500	Science Colloquium	4

FOUNDATION #5: SOCIAL RESPONSIBILITY

Code	Title	Credits
BIOL 1404	Wildlife Conservation	4
BIOL 2000	Bioethics in Modern Medicine	4
BIOL 2002	Populations & Diseases	4
BIOL 2004	Bioterrorism	2
BIOL 2204	Ethnobotany	4
BIOL 3304	Conservation Biology	4
BIOL 3306	Ecology	4
BIOL 4700	Contemporary Topics in Biology	4
ENSC 1002	Energy: The Issues & the Science	4
ENSC 1004	Global Climate Change	4
ENSC 1006	Introduction to Ecology & Sustainability	4
ENSC 2000	Principles of Environmental Sustainability	4
ENSC 3002	Global Climates	4
ENSC 3304	Environmental Health	4
ENSC 3006	Natural Disasters	4
ENSC 3008	National Parks of the US: Geology Ecology & History	4
ENSC 3200	Urban Ecology	4
ENSC 3302	Sustainable Living: Food & Energy	4
ENSC 4200	Contemporary Environmental Issues	4
ENST 3005	Community Supported Agriculture	4
ENST 3010	Sustainability & Agriculture	4
ENST 3015	Iroquois Cultural Botany	4
HSCI 1010	Introduction to Epidemiology	4
HSCI 4200	Epidemiology	4

Learning Outcomes

Foundation 1: Breadth and Depth of Knowledge
Foundation 2: Problem Solving and Critical Thinking
Foundation 3: Methodological, Quantitative, and Digital Expertise
Foundation 4: Communication
Foundation 5: Social Responsibility

Detailed Foundation Learning Outcomes

- Foundation 1a: Students will be able to demonstrate a conceptual understanding of their field by articulating foundational knowledge, including key concepts, methodologies, and theories.
- Foundation 1b: Students will be able to demonstrate a conceptual understanding of their field by explaining how their program includes breadth of knowledge in their subject area.
- Foundation 1c: Students will be able to demonstrate a conceptual understanding of their field by demonstrating how their program progresses from introductory-level to advanced-level knowledge.
- Foundation 2a: Students will be able to demonstrate skills to analyze and solve unique situations and problems by designing, implementing, and evaluating strategies for answering open-ended questions for which solutions are not immediately evident.
- Foundation 2b: Students will be able to demonstrate skills to analyze and solve unique situations and problems by thinking critically and objectively about problems and identifying the best solutions.
- Foundation 3a: Students will be able to demonstrate a working knowledge of investigative, quantitative, and technological approaches and skills to engage in their fields by applying the quantitative and technical skills necessary to engage in their fields.
- Foundation 3b: Students will be able to demonstrate a working knowledge of investigative, quantitative, and technological approaches and skills to engage in their fields by evaluating information, analyzing data, and utilizing technologies relevant to their disciplines.
- Foundation 4: Students will be able to demonstrate the skills needed to communicate scientific, mathematical, and/or technical concepts to a variety of audiences.
- Foundation 5a: Students will be able to demonstrate an awareness of the societal context in which science, mathematics, and technology operate by demonstrating a social awareness in order to understand the interplay between their field and society.
- Foundation 5b: Students will be able to demonstrate an awareness of the societal context in which science, mathematics, and technology operate by applying ethical principles and evaluating the impact of activities and research on their field and on society.
- Foundation 5c: Students will be able to demonstrate an awareness of the societal context in which science, mathematics, and technology operate by analyzing multiple issues including diversity, equity, sustainability, gender, or social justice in their field.

Concentration Guidelines

Specific guidelines have been developed for concentrations in the following areas:

If you are interested in an area not listed here, please contact your mentor about designing your own concentration.

Biology Concentration - For Students Matriculated On Or After Jan. 1, 2020

I. Overview

Biology is among the broadest of science disciplines and as such lays a foundation for a multitude of career paths. Students with concentrations in Biology may seek employment in education; academic, clinical, or research fields; environment and ecology-related fields; and allied health science professions. Additionally, a Biology concentration could serve as the foundation for future graduate studies in a variety of occupations.

Biology is one of the core fields in the natural sciences and as such, Biology concentrations must fulfill the guidelines for the Science,

Mathematics and Technology Area of Study. Concentrations in Biology include a range of approaches; however, they share a common core of knowledge and an approach to progression within the individualized specialization. Students interested in focusing on the life sciences without meeting the full expectation of these guidelines, should consider a different concentration title that accounts for their interests and degree plan (e.g., Studies in Biology).

II. Degree Design

The study of biology involves four levels of analysis. The molecular level includes the expression of genetic information, the chemistry of macromolecules, and metabolism. The cellular level focuses on the structure and function of cells with nuclei (known as eukaryotic cells) and cells without nuclei (known as prokaryotic cells). The level of the organism covers the form and function of animals and plants. Finally, the ecological level analyzes the evolution and diversity of organisms and their interactions in the natural world. Degree plans in Biology should have a holistic perspective which accounts for these levels of study.

The field of biology also draws upon knowledge in chemistry, physics, and mathematics. These supporting disciplines inform advanced level study in biology at all levels of analysis. Therefore, degree plans in Biology should include introductory study in each of these fields as discussed below.

A. Foundation Of Knowledge
Biology

To cover the breadth of biological theory discussed above, introductory biology is typically divided into a sequence of courses. The content of the introductory sequence, typically two courses, is expected to include the following: A) at the molecular level: DNA structure and replication, gene expression, respiration, and photosynthesis; B) at the cellular level: cell structure and function, the cell cycle, mechanisms of cell division, and modes of inheritance; C) at the organismal level: a survey of animal organ systems, plant form and reproduction, and regulation of homeostasis; D) at the ecological level: systematics and survey of biological taxa, evolutionary mechanisms, the function of populations, communities and ecosystems.

The two course Biology I and II with Laboratory sequence and the three course Introduction to Cell Biology and Genetics, Introduction to Organismal Biology, and Introduction to Population Biology sequence are both examples of acceptable sequences. Students should explain in their rationale essays how the sequence of introductory courses they select covers the content for foundational knowledge.

Chemistry

The foundation in chemistry should include two courses of introductory chemistry and at least the first semester of organic chemistry. For example, the General Chemistry I and II, or Chemistry I and II with Laboratory sequences, and Organic Chemistry I will provide this knowledge. Students are encouraged to consider including a second course in organic chemistry in their degree plans (e.g., Organic Chemistry II) especially if they plan to pursue graduate studies.

Physics

The foundation in physics should include a two-course sequence of introductory physics, such as Physics I and II with Laboratory or equivalent. Physics taught using either an algebra or calculus platform is acceptable.

Mathematics

Biology programs should include a course that covers statistics and probability (or a course that can similarly assist with quantitative

analyses) and the first semester of calculus. For example, Statistics and Calculus I will provide this knowledge. Calculus II is strongly recommended and becomes more important if a student is interested in graduate studies.

B. Advanced Level Knowledge

Degree plans in Biology should include advanced level study in each of the four levels of analysis: molecular, cellular, organismal, and ecological.

To accomplish this goal, students should include in their programs at least one advanced level course in each area as follows:

A) at the molecular level: students are required to take Genetics or its equivalent. In addition, students may include in the degree programs other courses in this area such as Biochemistry, or Molecular Biology:

B) at the cellular level: students are required to take Cell Biology or its equivalent. Students may also include in their degree programs other courses in this area such as Biology of Microorganisms:

C) at the organismal level: students may choose from a variety of courses such as Biology of the Brain, Ornithology, Plant Ecology, Forest Ecology, Herpetology, or Mammalogy:

D) at the ecological level: students may choose from a variety of courses such as Animal Behavior, Evolution, Ecology, Marine Biology, or Conservation Biology.

The remaining advanced level studies in the concentration can be either focused in a single area of biology or distributed among the different areas according to the student's specific interests in biology or their professional goals.

Studies in different biological subjects often cover the same topics in different context. For example, the mechanism of cell division is addressed in courses in the areas of cell biology, genetics, zoology and botany. This overlap is advantageous; repetition allows the student to view the topic from several perspectives. The resultant integration permits the development of an understanding of the functional relatedness of living organisms and demonstrates the unity of the various disciplines within biology.

C. Research And Experimental Skills

Students pursuing a biology concentration should learn problem-solving and research skills, as well as knowledge of basic experimental and application methodologies, including data collection and analysis. They should demonstrate this learning through the progression of courses and/or experiences.

The foundational courses in biology and chemistry should include opportunities for experimentation. For other natural science courses, research and experimental activities are encouraged. For introductory and advanced level knowledge, there are many ways in which research and analytical skills can be integrated into the course work. These include virtual labs, courses with lab kits, field experience courses and residencies. In addition, the student may plan to include an internship in the degree program, as well as assessment of prior learning knowledge for credit.

Students should be aware that they may need specific laboratory and/or field courses to meet entrance requirements for graduate studies.

III. Rationale

In addition to addressing the guidelines for the Science, Mathematics and Technology Area of Study, students must explicitly discuss in their

rationale essay how each of the above topics are incorporated in their degree program.

Chemistry Concentration - For Students Matriculated On Or After Feb. 1993

The science of chemistry is concerned in the broadest sense with the structure and "behavior" (properties and reactions) of the material world. On one end of the spectrum (atomic structure) it overlaps strongly with physics, while on the other end (biochemistry), it overlaps with biology. Traditional disciplinary majors in chemistry typically include 32-40 credits of study in chemistry, and 16-24 credits in mathematics, computers and cognate sciences.

Concentration studies in chemistry should provide an understanding of the primary principles, concepts, facts and theories across the discipline.

The concentration should include study in:

- chemical structure
- synthesis
- dynamics
- analysis

In a traditional chemistry major this is accomplished by course work in general/inorganic, organic, analytical and physical chemistry.

Chemistry is an experimental science; therefore, whatever the focus, the concentration should provide:

- a working knowledge of chemical laboratory methods, including basic techniques and skills of careful quantitative measurement
- experience with application of the most commonly used instrumental methods and purification methods
- ability to present and interpret laboratory results in a clear and well-organized fashion

Additional expectations:

- **Some skill in mathematics and quantitative reasoning** is important for understanding chemistry and working in the discipline. At the very least, a good working knowledge of algebra is needed, as well as an understanding of the application of statistics to scientific measurement and some basic understanding of the fundamental concepts and principles of calculus. The amount of mathematics needed beyond this will depend on the focus of the concentration.
- **Fundamental knowledge of the topics usually covered in general physics** (including electricity and magnetism, electro-magnetic radiation, heat and energy and work) should be provided for in the degree program. Depending on the focus of the concentration, additional study or learning in physics, biology or other science areas may be important. History and philosophy of science can provide a useful broader perspective.
- **The computer** has become an essential tool for work in almost all areas of chemistry. At least basic proficiency in the use of a computer, as well as some understanding of its range of applications in chemistry (data collection, analysis and presentation, modeling, simulation and problem solving, information storage and retrieval) is important.
- **Progression and depth in the discipline** can be demonstrated by evidence of learning or additional studies across the discipline

at the more advanced level, or by focused learning on selected areas or topics (e.g., physical organic chemistry, polymer chemistry, chemical thermodynamics, coordination chemistry, biochemistry, environmental chemistry, theoretical and quantum chemistry, etc.). Advanced laboratory experience should be included, and might be focused on one or more areas, such as physical chemistry measurement or synthetic methods including purification, separation and characterization methods, or analytical methods.

- **Familiarity with some of the major journals and primary literature of the discipline** should be provided for in the concentration. A final integrative study or research project provides an excellent opportunity to develop or demonstrate skill in the use of this literature.

Computer Science Concentration - For Students Matriculated On Or After Jan. 2009

Computer science focuses on aspects of the computer field that have a well-defined set of abstract concepts and principles. The objective of a concentration in computer science is to demonstrate strong comprehension of those abstract concepts and principles — the theory of the field — and to implement, demonstrate and test this theory via computer. As a result, a concentration in computer science would be a good choice for someone interested mostly in algorithms, systems programming, or computer hardware design.

Computer science, as a disciplinary concentration, probably would not be the best choice for someone primarily interested in specific, real-world problem solving in the business world. For such individuals, concentrations in information systems, information technology, or computer studies generally would be more appropriate.

These recommendations for formulating concentrations in computer science are based on "Computing Curricula 2001: Computer Science" by the Joint Task Force on Computing Curricula: IEEE Computer Society and Association for Computing Machinery [1]. These are general guidelines; students must consider these guidelines from the perspective of their individual goals. For example, students considering graduate school should do further research into the expectations for preparation for graduate work.

Mathematics

Mathematics forms the foundation for much of computer science. [2] Students are expected to develop facility with mathematical language and symbols.

Because of the central and prerequisite position of discrete mathematical ideas within the field of computer science, study of discrete math is required. If a student does not have prior learning in discrete mathematics, that student should consider appropriate mathematical preparation in an early contract (though not necessarily the first). In the study of discrete math, the student should acquire a working knowledge of:

- functions, relations and sets
- basic logic
- proof techniques
- basics of counting
- graphs and trees
- discrete probability

Additional studies commonly include linear algebra, calculus, or finite mathematics, although there are other possibilities. [3]

Programming

Students are expected to develop their understanding of programming beyond the skill level (that is, beyond the particular commands and syntax of a specific language) and develop an understanding of the general principles and characteristics of programming and programming languages. This includes:

- algorithms and problem solving with an emphasis on fundamental data structures
- recursion
- object-oriented programming
- event-driven programming

At least some portion of a study should be devoted to object-oriented programming.

Note About Coding

Computer programming is one step in the software-development process; it is the implementation of the solutions to problems. Within a computer-science degree, it is not an end unto itself. The implementation of a problem solution or an algorithm in a particular language is coding, and while coding is a valuable skill, the conceptual understanding of the principles involved in developing solutions and algorithms, implementing them via standard reproducible methods and explaining them clearly are as, or more, important than coding. Therefore, it would not be expected that students would have a large number of programming languages as the focus of their degree plan.

Algorithms And Complexity

Computer science studies are expected to include the study of algorithms and complexity including:

- basic algorithmic analysis
- algorithmic strategies
- fundamental computing algorithms
- distributed algorithms
- basic computability

Architecture, Organization, Operating Systems And Net-Centric Computing

Students are expected to demonstrate knowledge of:

- computer architecture and organization
- operating systems
- net-centric computing

Software Engineering

Students should develop an understanding of software engineering that links theory with practice. Such study might include:

- software design
- using APIs (application programming interfaces)
- software tools and environment
- software processes
- software requirements and specifications
- software validation and reliability (quality)
- software evolution

Note: Systems analysis and design is different from software engineering and it is possible that students might develop a program that would include the former along with additional components to achieve the desired linking of theory and practice.

Social And Professional Issues

The science, mathematics and technology area of study guidelines specify that, "a student's degree studies should provide an awareness of the wider context in which science and technology operate."

In the case of computer science, it is expected that such study would be focused on social and professional issues, which might include such topics as:

- social context of computing
- professional and ethical responsibility
- methods and tools of analysis of issues, risks and liabilities of computer-based systems
- intellectual property
- privacy
- civil liberties and history of computing
- other appropriate topics to be determined

Additional Studies

Computer science concentrations might be strengthened by the inclusion of one or more of the following topics:

- human-computer interaction
- graphics and visual computing
- intelligent systems
- information management (including databases)
- computational science and numerical methods

While the above material constitutes general guidelines, students must consider these guidelines from the perspective of their individual goals. In particular, students going on to graduate school will need to review the expectations for mathematics and content such as theory of computation.

Students who will be seeking employment based on their computer science degree must review the current professional expectations for their intended career path. It should be noted that some knowledge not emphasized here, such as knowledge of information management and databases, is a common expectation. Similarly, some industries and professions have very specific expectations for specific programming languages.

Students should explicitly discuss in their rationale essay how each of the above foundation topics are incorporated and demonstrated in their degree program and how the program is designed to meet their goals. It is not necessary that the specific terms used above appear in individual study titles.

Endnote 1: www.acm.org (https://www.acm.org/), accessed 7/20/06

Endnote 2: Students pursuing concentrations in computer science are assumed to have facility and confidence with algebra. Algebraic symbols are the language of all higher mathematics and the assumption is that students understand the meaning of algebraic expressions and can carry through algebraic computations with confidence. Students who do not have skill and confidence with algebra must address this issue very early in their program, before they undertake any study related to computing.

Endnote 3: The study of calculus has been the traditional method by which students have developed mathematical skills. Because of this tradition, there are usually several examples and some algorithms in advanced-level study which draw on ideas of calculus. So, studying calculus is still useful. But calculus is about continuous variables, while computers work with discrete variables. For that reason, topics such as linear algebra or finite math are usually more directly relevant to computing.

Environmental Science Concentration - For Students Matriculated On Or After July 1, 2013

Environmental Science is a broad interdisciplinary study within Science, Mathematics and Technology, which draws upon the knowledge of biology, chemistry and physics to help learners explore and understand complex, dynamic processes operating within natural environmental systems. Within the concentration of Environmental Science, students may focus on specific themes such as agroecology, alternative energy, climate change, ecology, soil science, sustainability and water resources.

The interdisciplinary nature of the Environmental Science concentration offers many occupational possibilities. Possible career opportunities for students with concentrations in Environmental Science may include, but are not limited to environmental consulting, education, environmental law, research, positions with the Department of Environmental Conservation (DEC), resource management, restoration and conservation, watershed management and sustainable agriculture. This concentration also will prepare students for graduate school programs with focuses in the Environmental Sciences.

Students interested in focusing on human interactions with environmental systems, e.g., environmental policy, economics, education and communications, should consider a concentration in Environmental Studies rather than Environmental Science. This concentration can be developed within the Interdisciplinary Studies area of study.

Concentrations in Environmental Science include a range of approaches and titles; however, they share a common core of knowledge and an approach to progression within the individual specialization.

Foundation In Biological And Physical Sciences

Because Environmental Science is an interdisciplinary field, students designing such concentrations should have a broad knowledge of the scientific disciplines that form the main foundation for work in the field. Introductory knowledge of biology, chemistry and physics will provide students with the solid foundation they need to develop a concentration in Environmental Science and to succeed in the advanced-level course work they will need to include in their degree plan. Foundational knowledge and experiences must include coverage of the core methodologies and theories of the discipline, as well as participation in experiential learning provided in laboratory and/or field activities.

- **Biology:** Students should develop an understanding of biological concepts and sub-disciplines, which typically are covered in college-level introductory biology studies. Knowledge areas should include cellular and molecular biology, microbial, plant and animal biology, as well as introductions to population and community ecology.
- **Chemistry:** Students should develop an understanding of the basic principles of chemistry and acquire the ability to perform relevant calculations, which are typically covered in introductory chemistry studies. Essential areas of knowledge include chemical bonding, molecular structure, periodic properties, thermochemistry and gases

along with kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics and gases.
- **Physics:** Students should develop an understanding of the concepts related to the major topic areas typically covered in introductory physics studies. Essential areas of knowledge include mechanics, electromagnetism, waves and optics, thermodynamics and atomic and nuclear physics.

Environmental Science Core

Students are expected to develop a degree plan that encompasses the breadth of the field of environmental science and reflects progression within their area of interest. Students will build upon their foundational knowledge and experiences in the biological and physical sciences, moving to intermediate-level study in the natural environmental sciences, which provides breadth within the concentration and prepares students for in-depth advanced level study. At the advanced level, students may choose to select a particular path, one which best suits their academic interests and goals.

- **Biological Environmental Science:** Students should understand the dynamics of natural environmental systems, focusing on how species interact with each other and their physical environment. Essential knowledge areas include species, populations, communities and ecosystems. Examples of study titles that are commonly used to meet this expectation include Environmental Science and Ecology.
- **Physical Environmental Science:** Students should understand the dynamics of natural environmental systems, focusing on the processes shaping the physical environment. It is expected that this understanding would include both small-scale processes, such as the rock cycle, and large-scale processes, such as tectonics. Essential knowledge areas include rock formation, soil formation, nutrient cycling, water cycling, atmosphere dynamics and geologic history. Examples of study titles that are commonly used to meet this expectation include Geology and Earth Science.
- **In-Depth Knowledge and Skills:** Within their concentration, students must include advanced-level environmental science studies and experiences which provide them with the opportunity to acquire and develop:
  - Problem-solving and research skills, including definition, information gathering, analysis, research design, evaluation and testing, as well as knowledge of appropriate experimental and applications methodologies.
  - An increasingly critical and sophisticated understanding of the theoretical and conceptual models of the field.
  - An understanding of the field as an ever-evolving area of scientific knowledge and the skills required to maintain currency in environmental science.
  - A practical and a conceptual understanding of the scientific method.

Each student brings his or her own goals and background to the study of environmental science. In order to address their goals, it is common for students to focus their advanced-level study on a thematic area. For example, students interested in ecology within environmental science might include the study of ecology, conservation and biodiversity. Students interested in soil science within environmental science might include the study of soil science, agroecology, watershed management and environmental change. Students interested in meteorology and climate within environmental science might include the study of meteorology, global climate and natural disasters. Students are not limited to these examples, nor are they required to have a thematic

area within their concentration. A thematic area is only one way to acquire the knowledge, skills and competencies expected of students in Environmental Science.

Essential Skills And Larger Context

Students should complement their science foundation with their development of skills that enhance their ability to critically analyze and interpret environmental processes and phenomena and provide them with a greater awareness of the nature of the interactions between human activities and the surrounding environment.

- **Quantitative Reasoning:** Essential to the study of environmental processes and ecosystem dynamics is the ability to quantitatively analyze data collected during laboratory and field observations and experimentation. At a minimum, students should include a statistics study or equivalent in their degree plan. Students should consider additional quantitative studies such as calculus or advanced quantitative methods as appropriate to their educational and career goals.
- **Technology:** Proficiency in the use of tools employed by environmental scientists is vital. Students should demonstrate a familiarity with current technology centered on spatial analysis including geographic positioning systems (GPS) and geographic information systems (GIS). Due to the increasing role technology is playing in the analysis and distribution of scientific data, students should demonstrate a proficiency in the technology appropriate to their focus within Environmental Science. Students also should demonstrate the ability to use technology to acquire data in field and laboratory research projects. They also should be able to use technology to analyze and interpret data with a goal of strengthening their understanding of a particular research question and identifying future areas of research. Students might demonstrate this learning through a variety of studies and/or experiences.
- **Wider Social Context:** All science is conducted within a wider social context. Thus, students should include in their concentrations studies and experiences that develop their understanding of the relationships among society, the natural world and the work of scientists. The knowledge areas and experiences that students select to complement the science components of their concentration will vary, but they should be appropriate to their future academic and career goals. Exploration of Environmental Science within the wider context might be performed within a variety of fields, such as policy, law, ethics, education, economics, literature, or communication.
- **Practicum:** Students developing concentrations in Environmental Science must include a learning experience that will provide them with practical experience in the field. Examples of ways this practical experience could be acquired include an internship, a study designed in consultation with a mentor and the assessment of prior learning experiences. Practical study provides students with the opportunity to engage in current and innovative technological methods used for experiments and the collection of data. Topic areas for practical experience include environmental research and monitoring, conservation and restoration, environmental education and environmental policy design and implementation. For example, a student interested in agricultural sustainability may intern at a local community organic farm. Students can work with their mentor to identify appropriate practical experiences.

Capstone Experience

Students designing concentrations in Environmental Science should include a capstone study or final integrating experience in their degree plan. Within the capstone experience, students practice and reinforce the skills learned and the knowledge gained during the foundational components of their program. As a capstone experience, students might work with a mentor to design their own research projects, or they might decide to participate in a formalized research project offered through a local college or organization. The practical experience guideline may be met through the fulfillment of the capstone.

Rationale

Students should explicitly discuss in their rationale essay how each of the above topics is incorporated in their degree program, how the program is designed to meet their goals and how the program meets the currency criteria discussed above. It is not necessary that the specific terms used above appear in individual study titles.

Effective July 1, 2013

Information Systems Concentration - For Students Matriculated On Or After Sept. 1, 2015

Statements About Information Systems

Information systems (IS) specialists focus on integrating information technology solutions and business processes to meet the information needs of businesses and other enterprises, enabling them to achieve their objectives in an effective, efficient way. This discipline's perspective on information technology emphasizes information and views technology as an instrument for generating, processing and distributing information. Professionals in the discipline are primarily concerned with the information that computer systems can provide an enterprise to aid in defining and achieving its goals and the processes that an enterprise can implement or improve using information technology. Students of IS must understand both technical and organizational factors and they must be able to help an organization determine how information and technology-enabled business processes can provide a competitive advantage.

> "The information systems specialist plays a key role in determining the requirements for an organization's information systems and is active in their specification, design, and implementation. As a result, such professionals require a sound understanding of organizational principles and practices so that they can serve as an effective bridge between the technical and management communities within an organization, enabling them to work in harmony to ensure that the organization has the information and the systems it needs to support its operations. Information systems professionals are also involved in designing technology-based organizational communication and collaboration systems."' (Computing Curricula 2005, p. 14).

Our guiding authority for this document is Computing Curricula 2005 and the IS 2010 Body of Knowledge. This joint effort by the Association for Computing Machinery (ACM), the Association for Information Systems (AIS) and The Computer Society (IEEE-CS) includes current curricular recommendations from the leading professional organizations in the computing fields. Students should read Computing Curricula 2005 to understand how computing disciplines are related. It is important for students to think carefully about their primary interest. Information systems, as a disciplinary concentration, probably would not be the best choice for someone primarily interested in computing infrastructure needs of the organization; for such individuals, a concentration in information technology would be more appropriate. On the other hand, students interested primarily in the abstract, theoretical concepts of

computing would be better served by a concentration in computer science.

There are, of course, many ways to approach information systems. Many professionals and educators have tried to identify different approaches by adding adjectives, which has led to terms such as "management information systems" (MIS) and "computer information systems" (CIS). The general understanding was that MIS would be more focused on the management aspects, while CIS focused on the technical aspects. However, as the area has developed, the differentiation between the managerial and the technical has certainly blurred. These guidelines have, therefore, adopted the more general title of "Information Systems," but they apply to both of those titles as well. Similarly, titles such as "Information Systems Management" also cover the same content.

At Empire State University, the variation among degrees in information systems occurs with the identification of the area of study. Each student must design a degree program that meets the general guidelines for an area of study. The information systems curricular guidelines represent a common core of knowledge, which any information systems degree will contain within those general guidelines. Students who are interested in information systems within the business and managerial perspective might find it appropriate to place their concentration within the Business Management and Economics area of study, while students who are interested in the technological perspective might find it appropriate to place their concentration within the Science, Mathematics and Technology area of study (or, if they are seeking the narrower BPS, this would be done as a concentration within the Technology registered program). All students should make sure that the degree they are interested in is appropriate for their future career and education goals.

Foundation

Communication: All students should already have (or develop) skill and confidence with communication, particularly communicating in writing. Technical communication, that is the specialty of communicating technical information, is of particular value to individuals in this field.

Quantitative reasoning: Students must develop their quantitative reasoning and mathematical skills. At the most basic level, students should have facility with statistics to support in-depth analysis of data. Typically, in order to be prepared for a course in statistics, students should have facility with algebra.

The choice of mathematical subject matter for development of quantitative reasoning will depend on the student's background and interest. It should be recognized that, as a part of these studies and any other work in mathematics, students should develop skill and confidence with the interpretation of material containing quantitative information and mathematical symbols, and they should have (or develop) an ability to express ideas using mathematical symbols and language. That is, it is important to be able to articulate an understanding of mathematics, not just be able to do calculations.

SMT students must develop their quantitative reasoning and mathematical skill in areas such as discrete mathematics. Discrete mathematics supports algorithmic thinking and such study would cover logic, the concept of complexity, introduction to methods of proof and graph theory. Typically, students need facility in the knowledge gained from pre-calculus to have a strong experience in discrete mathematics.

BME students would benefit from a study in advanced quantitative methods for management, which includes topics such as decision making under uncertainty and linear programming and applications of regression analysis in management.

Information Technology

Foundational learning in IT: **SMT students** should already have (or develop) an understanding of programming, not just coding. This involves using problem solving with logic. BME students should have an understanding of the fundamentals of computing in organizations and the use of information systems in organizations.

Databases: Students should also demonstrate an understanding of data modeling, database programming and basic database administration concepts at the enterprise-scale.

IT infrastructure: Students should be familiar with the technical foundations of information systems. This typically includes knowledge in operating systems and networks. Students are expected to be able to explain the capabilities and limitations of different networking devices. Students have a clear understanding of different types of networks and network protocols, layers, standards and topologies. Students are able to explain the benefits of small office/home office (SOHO) networks and the technology requirements essential to install, configure and maintain them. Students should be prepared to keep up with new developments in the networking field. For BME students, their understanding of IT infrastructure should include the technologies of e-commerce.

Security: Students are able to describe different types of security risks and threats against networks and information assets and have basic knowledge in designing secure systems and detecting and mitigating threats to the systems.

Professional Behavior And Responsibilities

Professional, legal and ethical responsibilities: Students must understand their ethical, social and professional responsibilities as information systems professionals. This would typically include analysis of professional roles and responsibilities, exploration of major categories of issues, and identification of ethical issues and value conflicts, analysis and evaluation of claims using ethical frameworks. For SMT students, this also should include analysis of the context for the technological system, including recognizing the organizational and legal context and identifying the stakeholders.

Organizational understanding and professional behavior: Students should develop an understanding of how individuals and groups function or behave in organizations. It is expected that students will develop, either through direct study or as a part of other activities, their skills in leadership, collaboration and negotiation.

Theory, Development, And Management Of Systems

Systems analysis and design: Students must include systems analysis and design as central to understanding information systems. This knowledge should encompass an understanding of the systems lifecycle along with issues in requirements definition and system implementation. This knowledge should be at the advanced level. The student should know the system analysis and design lifecycle from analyzing the business case through requirements modeling and system architecture to system operations and support and the major activities in each phase, as well as understand how the process helps address the larger organizational needs.

Project management: Students must also have skills in and knowledge of project management methodologies and skill in applying the techniques of project management. This would include the project lifecycle from planning to closing, and the key knowledge areas such as scope, cost and

time management to ensure that organizational resources are planned and deployed effectively and that evaluation and quality are maintained in the system development process.

Information Systems in the Broader Context: Students are expected to apply the concepts of IT strategy to evaluate the organization's use of IT in the context of its overall strategy, analyze the relationships between business and IT and apply these concepts to real-world situation.

Individual Context

Each student brings his or her own goals and background to the study of IS. It is these goals for future study or work which will provide the context for the student's degree. Students should address their choice in the rationale.

Students in SMT should develop an appreciation for the type(s) of organization in which they work, or intend to work, as well as the interpersonal and communication skills needed to be successful in that environment. For example, a student who intends to work in government (federal, state, local) should understand bureaucracies, politics and regulations, while a student who works in a scientific research environment should understand how scientists view data, design studies, etc., and a student who works in a health care setting should include informatics as well as policy issues.

Students in BME are expected to understand the business context within which they will be working. As such, they need a background of at least two of the functional areas, such as accounting, finance, marketing, human resources and operations management. Since this expectation is very dependent on the student's individual goals, it is vital that students, in consultation with their mentor, identify their learning needs and explain their reasoning in their rationale.

Currency

Information systems and the environment in which they exist are always changing. Degree programs must demonstrate currency in the field and show understanding of emerging and evolving technology and environment relevant to their individual context.

Currency can be viewed in two ways: on the one hand, currency refers to current technologies; on the other hand, currency can be seen as not-obsolete. If students want to use earlier learning in their programs, they should consider several issues related to how old, how specialized and how extensive the earlier learning is. Courses which encompassed analysis, problem definition, algorithms, data structures, programming concepts and testing methodology may provide a useful foundation to explore recent developments in computer technology. Courses which are product-specific (hardware or software) may be less useful. When earlier learning is judged to provide a useful foundation within the program, students should be sure to incorporate opportunities to bridge to newer platforms or applications within their degree program.

Rationale

Students should explicitly discuss in their rationale essay how each of the above topics is incorporated in their degree program, how the program is designed to meet their goals and how the program meets the currency criteria discussed above. It is not necessary that the specific terms used above appear in individual study titles.

Additional Studies

Students who wish to enhance their knowledge and skills might consider incorporating additional areas into their studies including human-computer interaction, which would include concepts and approaches, such as user differences, user experience and collaboration, human factors, ergonomics, accessibility issues and standards, user and task analysis and the ability to implement user-centered design and evaluation methods.

Information Technology Concentration - For Students Matriculated On Or After July 1, 2011

About Information Technology

IT programs exist to produce graduates who possess the right combination of knowledge and practical, hands-on expertise to take care of both an organization's information technology infrastructure and the people who use it. IT specialists assume responsibility for selecting hardware and software products appropriate for an organization, integrating those products with organizational needs and infrastructure, and installing, customizing, and maintaining those applications for the organization's computer users. Examples of these responsibilities include the installation of networks; network administration and security; the design of web pages; the development of multimedia resources; the installation of communication components; the oversight of email systems; and the planning and management of the technology lifecycle by which an organization's technology is maintained, upgraded, and replaced (Computing Curricula 2005, p. 14-15).

An information technology concentration will include organizational and social context, along with technical content and theory. This is a field in which there are external expectations; our guiding authorities for this document are Information Technology 2008 and Computing Curricula 2005. These joint efforts by The Association for Computing Machinery (ACM), The Association for Information Systems (AIS), and The IEEE Computer Society (IEEE-CS) include the latest updates of curricular recommendations from the leading professional organizations in the computing fields.

Students should read Computing Curricula 2005 to understand how the various computing disciplines are related. Information technology, as a concentration, probably would not be the optimal choice for someone primarily interested in information and the use of information technology as an instrument for generating, processing and distributing information. For such individuals, a concentration in information systems would be more appropriate. On the other hand, students who are interested primarily in the abstract, theoretical concepts of computing would be better served by a concentration in computer science.

General Foundation

To be successful in the workplace, students must understand the role(s) of IT in organizations as well as develop good communication and interpersonal skills. In addition, quantitative skills are foundational for study in IT.

Communication Skills

All students already should have (or develop) skill and confidence with communication, particularly communicating in writing. Technical communication, that is the specialty of communicating technical information, is of particular value to individuals in this field.

Quantitative Reasoning And Analytic Skills

All students already should have (or develop) skill and confidence with the interpretation of material containing quantitative information and mathematical symbols, and they should have (or develop) an ability to express ideas using mathematical symbols

and language. That is, it is important to be able to articulate one's understanding of mathematics, not just be able to do calculations. The choice of mathematical subject matter for development of quantitative reasoning will depend on the student's background and interest. Facility with algebra (or technical math) is a necessary foundation. In addition, students should have an understanding of basic statistical concepts and discrete mathematics. Through these studies and others, all students already should have (or develop) skill and confidence with an analytic approach to problem solving.

Programming

All students already should have (or develop) an understanding of programming, not just coding. This involves using problem solving with logic.

Breadth In Information Technology

Students should show, through their degree program and their rationale, that they have both foundational knowledge and knowledge beyond the foundation in this area. Typically, at least some content in the information technology area will be at the advanced level.

Networking

Students should demonstrate an understanding of networking (data communications and computer network models).

Platform Technologies

Students should demonstrate an understanding of platform technologies (operating systems and computer architecture).

Database

Students should have a familiarity with database systems and database administration concepts.

Organizational And Social Context
Professional, Legal, And Ethical Context

Students must understand their social and professional responsibilities as computer professionals as well as the role(s) of IT in the organization. This might include a combination of social context of computing, professional and ethical responsibility, methods and tools of analysis of issues, risks and liabilities of computer-based systems, information security, intellectual property, privacy and civil liberties and history of computing.

Theory, Development And Management Of Systems

Students must include theory, development, and the management of systems in their degree plans. This includes analysis and design, human computer interaction, information assurance, web systems and project management.

Analysis And Design

Students should recognize analysis and design as central to understanding information technology. This knowledge must encompass an understanding of the system development lifecycle with particular emphasis on issues in requirements definition and system implementation. For a student focusing on information technology, the emphasis should be on analysis of technical requirements; it is not necessary to place much emphasis on software design. This knowledge should be at the advanced level. The student should know the system analysis and design lifecycle from analyzing the business case through requirements modeling and system architecture to system operations and support and the major activities in each phase, as well as understand how the process helps address the larger organizational needs.

Human Computer Interaction

Students must have a competence in user-centered methodologies and an understanding of how these fit within organizational contexts such as they would develop in a study of human computer interaction. Topics generally include human factors, ergonomics, accessibility issues and standards and user and task analysis.

Information Assurance

Students must have an understanding of information assurance; a well-rounded knowledge of security and policy issues is vital in this field. Such knowledge includes information security governance, organizational needs, security risks and options for addressing these risks. Security risks include the physical, infrastructure and human threats. A focused study in network security and cryptology is insufficient.

Project Management

Students must have skills in and knowledge of project management methodologies and skill in applying the techniques of project management. This would include the project lifecycle from planning to closing, and the key knowledge areas such as scope, cost and time management to insure that organizational resources are planned and deployed effectively.

Web Systems

Students are expected to have competence with design, implementation and testing of web technologies and related applications. Topics generally would include information architecture, user-centered web development, web technologies, rich media, standards and standards bodies and vulnerabilities.

Currency

Information technologies and the environment in which they exist are always changing. Degree programs must demonstrate currency in the field and show understanding of emerging and evolving technologies and environment relevant to their individual context.

Currency can be viewed in two ways: on the one hand, currency refers to current technologies; on the other hand, currency can be seen as not-obsolete. If students want to use earlier learning in their programs they should consider several issues. These relate to how old, how specialized and how extensive the earlier learning is.

- Courses that encompassed analysis, problem definition, data structures, programming concepts, computer organization, networking models and testing methodology can provide a useful foundation to explore recent developments in computer technology.
- Courses that are product-specific (hardware or software) might be less useful.

When earlier learning is judged to provide a useful foundation within the program, students should be sure to incorporate opportunities to bridge to newer platforms or applications within their degree programs.

Rationale

Students should explicitly discuss in their rationale essay how each of the above topics is incorporated in their degree program, how the program is designed to meet their goals and how the program meets the currency criteria discussed above. It is not necessary that the specific terms used above appear in individual study titles.

Mathematics Concentration - For Students Matriculated On Or After July 2012

About Mathematics

Mathematics is a continually-evolving field characterized by quantitative, deductive and analytical reasoning. Some mathematicians see mathematics as the hidden language of the universe and appreciate mathematics for its logical system of thought and the beauty of the unexpected connections discovered among different ideas. Many mathematical journeys have been followed because they are interesting, and only later was it recognized that these journeys could be used to explain parts of physical reality. However, other mathematicians take a more practical approach, focusing on mathematics as a tool for solving complex problems through modeling.

College-level mathematics builds upon the kinds of elementary mathematical objects, concepts, and structures with which we are all familiar, such as number systems and arithmetic operations. However, college-level mathematics primarily involves manipulating, applying and generally reasoning about more complex/sophisticated abstract mathematical structures, objects and ideas.

Mathematical fields are distinguished from nonmathematical fields that use mathematics extensively, yet in which the reasoning is primarily conducted in the language of the other field. For example, in accounting, the reasoning is primarily in terms of business concepts, rather than the concepts of mathematics.

Concentrations in mathematics include a range of approaches and titles. Students seeking to think and invent in the language of mathematics as an endeavor for its own sake would most likely be working toward a concentration simply titled "mathematics." Students interested in using mathematical reasoning in order to solve practical problems might consider building a concentration in "applied mathematics." The applied mathematics concentration may focus on business-oriented applications of mathematical reasoning, the study of science and engineering-related problems that arise in research and industry, or one of many other topics determined by the student's academic interests. Beyond these, there are other, typically interdisciplinary, specializations that have a strong emphasis on using mathematical reasoning as a tool, but which are not generally considered to be subfields of mathematics itself. Examples of these vary widely, and include such fields as actuarial science, quantitative psychology and theoretical physics.

Note: Empire State University cannot facilitate teacher certification directly, but can provide the mathematical content needed to prepare a student to enter a master's program leading to teacher certification. Students who are seeking to teach must consult certification requirements in the state/region in which they intend to obtain certification, and should review the Mathematical Association of America's CUPM Curriculum Guide 2004; for K-8, see the discussion on pages 38-42, and for secondary school, see the discussion beginning on page 52 and the recommendations on pages 54-56.

Note: You will need Adobe Acrobat Reader to read the CUPM Curriculum Guide. If Acrobat Reader is not installed on your computer, you can download it for free from Adobe.

Concentrations

General Foundation For All Concentrations

Concentrations in mathematics and applied mathematics should include both theoretical and applied studies, rather than focus exclusively on only one perspective in the field. Likewise, concentrations in mathematics and applied mathematics should include studies in both the continuous and the discrete, although a weighted preference may be given to one branch or the other. Similarly, concentrations in mathematics and applied mathematics should include studies in both the stochastic and deterministic, as well as in both the algebraic and the geometric.

There is a common core of foundational knowledge areas that concentrations in mathematics and applied mathematics are expected to include.

- **Calculus:** Calculus, often described as the study of continuous motion or change, forms the computational basis for classical (Newtonian) physics, and is an essential foundation for further studies in all areas of mathematics that concern continuous variables. The study of calculus is built upon the notion of a limit, which is a precise mathematical construction used to describe closeness among "infinitesimal" quantities. Calculus topics are typically studied in a sequence of either three or four terms, depending on curricular design. To address the calculus expectation, students are expected to learn differential calculus, integral calculus, multivariate calculus and vector analysis.
- **Linear Algebra:** Linear algebra is the detailed study of linear systems of equations and their properties, and forms an essential foundation to further studies in mathematics. The concepts introduced in linear algebra appear in virtually every area of advanced-level undergraduate mathematics, including the continuous and the discrete, the theoretical and the applied. Linear algebra is also known by such titles as "matrix algebra," "matrix theory" and "finite dimensional vector spaces."
- **Proofs:** Logic and the construction of proofs are essential for success in any advanced-level undergraduate study in mathematics. These core skills are best developed in a study dedicated to formal logic and the construction of proofs that can serve as a transition to advanced-level studies.
- **Tools:** Proficiency in the use of tools employed by mathematical professionals is vital. Students are expected to employ such tools in problem solving, analysis and the communication and understanding of mathematical ideas; students should be exposed to these tools throughout their concentration studies. Tools might include, but are not limited to, computer algebra systems (such as Maple, Mathematica, or MATLAB), statistical packages and an algorithmic programming language. Students should select those tools that are relevant to their academic interests.

Core For Concentration In Mathematics

In addition to the foundational knowledge described above in the General Foundation section, concentrations in mathematics should include advanced-level, proof-based studies in the core areas described below. At least one study in each of these areas is essential. A second term of study in each of these areas is recommended, and is critical for students interested in attending graduate school in mathematics.

- **Analysis:** Students in mathematics are expected to learn the theoretical underpinnings of calculus. To address this expectation, students are expected to develop the ability to understand and to create proofs about the theory of calculus, to revisit familiar concepts in the context of mathematical proof, and to analyze mathematical details and their theoretical implications. Studies that usually contain the content that would meet this expectation include real analysis, applied analysis, advanced calculus, real variables and theory of calculus.
- **Abstract Algebra:** Students in mathematics are expected to learn the theory of algebraic structures in which the sets and operations

in question do not exclusively consist of the familiar numbers and arithmetic operations. To address this expectation, students are expected to develop the ability to understand and create proofs about the abstract algebraic structures known as groups, rings and fields. Studies that would usually contain content that would meet this expectation include abstract algebra, modern algebra, introduction to group theory and Galois theory.

Students are expected to build on the core in a variety of ways, depending upon their academic interests and goals. Indeed, beyond the traditional areas mentioned above, interested students also may build on the core mathematics knowledge areas to create an individualized (possibly interdisciplinary) degree program that explores connections of mathematics to other areas of their interest, such as art, music, history or philosophy.

Core for Concentration In Applied Mathematics

In addition to the foundational knowledge described in the General Foundation section, concentrations in applied mathematics should include the following.

- **Modeling:** Students in applied mathematics are expected to learn how to formulate and analyze mathematical models. To address this expectation, students will develop the ability to investigate not only simple models, but also to analyze more complicated models. The analysis of complex models typically requires the use of technology tools.
- **Statistics:** Students in applied mathematics are expected to develop proficiency with the use of statistics and probability on data sets. This includes the identification of appropriate tools, the application of these tools and the analysis of the results. The theoretical underpinnings of probability and statistics are usually explored within this study of statistics. Studies that usually contain the content that would meet this expectation include: mathematical statistics, probability and statistics and theory of statistics.
- **Numerical Methods:** Students in applied mathematics are expected to learn classical mathematical approaches to solving real-world, large-scale problems for which it is not possible to obtain closed-form solutions using elementary functions.
- **Applied Analysis:** Students in applied mathematics are expected to learn the theoretical underpinnings of some of the mathematical methods that are commonly applied to the analysis of problems posed in the sciences. Students will develop the ability to understand and to create proofs about these methods, and to analyze mathematical details and their theoretical implications. Studies that usually contain the content that would meet this expectation include real analysis, applied analysis, advanced calculus, real variables, complex variables, partial differential equations and special functions.

Concentrations In Other Areas

A student might be interested in specializations related to the mathematical sciences, which include, but are not limited to, statistics, actuarial science and mathematical programming. Students interested in any of these specializations should investigate traditional curricula that are aligned with their area of interest. For each specialization, a variety of studies outside of mathematics will be important. Since many of these specializations are highly interdisciplinary in nature, the interested student might consider building such a degree program in the interdisciplinary studies area of study.

Rationale

Students should discuss explicitly in their rationale essay how each of the above topics is incorporated in their degree program and how the program is designed to meet their goals.

Physics Concentration - For Students Matriculated On Or After Feb. 1, 1993

Physics is the study of matter and energy. Mathematical abstraction characterizes its methodology. Physics is both empirical, based upon controlled observation, and theoretical, in the effort to relate the results of such observations together using abstract conceptual frameworks.

Physics, in fact, requires a dynamic relationship between theory and experiment, between abstract principles and observations of physical behavior. Physics is an active and ongoing attempt to improve both the theories of physics and their match with observation.

Purely theoretical work invents theory, draws testable predictions from existing principles, compares existing theories and works out the meaning of newly acquired data for existing theory Experimental work involves designing, creating and carrying out the experiments, advancing the art of making measurements at the limits of accuracy and generating the data for testing the theories of physics.

The major areas of study in physics are:

- mechanics (force and motion)
- heat
- electricity and magnetism
- optics (light) and waves
- quantum physics

A physics concentration requires:

- at the outset, strong working knowledge of algebra, trigonometry and calculus (differential and integral)
- as early as is feasible, an introductory study of physics which utilizes calculus and which covers most or all of the major areas listed above
- intermediate or advanced-level study in all of the same five major areas, as well as laboratory work covering as many of the areas as possible
- study of calculus through differential equations is essential
- additional work in mathematics such as linear algebra, partial differential equations and complex variables

Additional study in other areas of physics is also recommended, for example, acoustics and mechanical waves, computational physics, relativity, advanced experimental techniques, atomic physics, solid state physics, nuclear physics, elementary particles, lasers and quantum optics and fluid dynamics. A final, integrative contract is desirable, possibly including some kind of direct participation in ongoing research.

Students should be proficient in use of the computer for enlarging and improving understanding of physics. Possible applications of the computer to physics include collecting and analyzing data, complex calculations, exploring the nature of analytical solutions to problems, simulations and attacking classes of problems that were not solvable in the past.

Technology Concentration - For Students Matriculated On Or After Feb. 1, 1993

The technological professions require:

- an understanding of scientific and mathematical principles
- a detailed knowledge of relevant practices and procedures whereby those principles are applied operationally

The technologist is typically a practical person who is interested in the application of theoretical principles and in the organization of people for the achievement of practical ends.

Studies in technology include study of basic sciences with emphasis on application. Depending upon the specific technology and the scientific base of that technology, concentrations in technological fields should include:

- mathematics, for technologies based on physical or engineering sciences; mathematical study should go at least through introductory calculus
- physical or biological sciences
- knowledge of computers and computer applications
- hands-on exposure to processes, methods and procedures
- economics and management principles, if appropriate

Security Studies: B.S.

The Bachelor of Science (B.S.) in Security Studies is a 120 credit program (beginning in Fall 2024) that is designed to give students the interdisciplinary knowledge, tools, and strategies to understand the complex nature of security and security challenges in the twenty-first century. This program addresses complexity head on by providing coursework in homeland security, research methods and analysis, information security, and a rigorous examination of the social, economic and cultural contexts of security in the United States and internationally. Students who are currently working in public administration, emergency services, law enforcement, and homeland security positions as well as those interested in these career paths will be well served by the B.S. program in Security Studies.

Students completing a bachelor's degree in Security Studies will have accomplished the following learning objectives:

- Students will be able to analyze security concerns from various disciplinary perspectives.
- Students will be able to explain the history and strategic approaches to national and global security.
- Students will be able to analyze the interrelationship between human and natural environments in the contexts of individual and national security.
- Students will be able to employ social science research methods and techniques related to the study of security in various forms.
- Students will be able to evaluate moral and ethical implications of policies intended to address security from social, political, economic, and environmental perspectives.
- Students will be able to evaluate strategies and resources employed to maintain security of information in digital environments.

The Bachelor of Science (B.S.) in Security Studies includes a set of required courses that all students must take, along with SUNY General Education and other academic requirements (p. 185), in order to be eligible to receive a degree. The required courses for programs in Security Studies can be found on the "Program Details" tab. Students will work with a faculty mentor to develop a degree plan that matches their goals and meets all program requirements. Students should speak with their mentor to see if any credit earned through individualized Prior Learning Assessment (iPLA) (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/) or Professional Learning Evaluation (PLE) (p. 168) might fulfill these course requirements. Courses are offered online, through independent studies, or through a blended approach.

For additional information about this program, please visit the B.S. in Security Studies web page (https://www.sunyempire.edu/degrees-programs/bs-security-studies/).

Admission

For requirements and procedures for applying to the program, please see the information for admission (https://www.sunyempire.edu/admissions/associate-bachelors/) to the university.

Contact

If you would like more information about the Security Studies program, please contact:

Cathryn Thurston, Ph.D.

cathryn.thurston@sunyempire.edu

Program Details

Students pursuing a B.S. program in Security Studies must complete the following courses:

The following courses are required:

Code	Title	Credits
PAFF 1005	Introduction to Security Studies	4
PAFF 2005	Introduction to Homeland Security	4
PAFF 3003	Security Implications of Global Climate Change	4
or EMGT 3030	Leadership & Management in Disaster Response	
PAFF 4000	International Dimensions of Security	4
or PAFF 4005	Counterterrorism in a Changing World	
SOSC 3025	Social Science Research Methods	4
PAFF 4132	Legal & Ethical Foundations of Public Service	4
or SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	
INFT 2020	Introduction to Digital Crime & Digital Terrorism	4
INFT 3020	Cyber Crime & Computer Forensics	4

Students must also take a minimum of three of the following elective courses:

Code	Title	Credits
CRJS 3020	Law Enforcement Intelligence Analysis	4
SOCI 3045	Disaster & Society	4
SOCI 3065	Perspectives on Terrorism	4
POLI 3065	International Politics & Relations	4
PAFF 4000	International Dimensions of Security [1]	4
or PAFF 4005	Counterterrorism in a Changing World	
PAFF 4132	Legal & Ethical Foundations of Public Service [1]	4
or SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	
PAFF 3003	Security Implications of Global Climate Change [1]	4
or EMGT 3030	Leadership & Management in Disaster Response	

[1] One or the other, if not taken as required.

* Note that some prior learning may substitute for some required courses. Faculty review and approval is required before a substitution can be made.
** Students must also satisfy all other college academic requirements, which include the SUNY General Education requirements and working with a faculty mentor to meet additional program requirements.

The curriculum is designed to provide students with foundational courses on which to build pathways of courses specific to their interests and needs. The program design is flexible enough to provide students the opportunity to bring in college level learning obtained through work experience through our prior learning assessment process. Courses in the program are offered online, through independent studies, or through a blended approach. Students may blend different modalities and will work with a faculty mentor to develop a degree plan that matches with their goals.

Learning Outcomes

- Students will be able to analyze security concerns from various disciplinary perspectives.
- Students will be able to explain the history and strategic approaches to national and global security.
- Students will be able to analyze the interrelationship between human and natural environments in the contexts of individual and national security.
- Students will be able to employ social science research methods and techniques related to the study of security in various forms.
- Students will be able to evaluate moral and ethical implications of policies intended to address security from social, political, economic, and environmental perspectives.
- Students will be able to evaluate strategies and resources employed to maintain security of information in digital environments.

Social Science: A.A., A.S.

Students of Social Science will explore the interaction and history of social, political and economic structures, and how they affect human beings in complex society.

Students explore theories, methods and problems addressed by anthropologists, political scientists and sociologists in their examination of critical concerns for modern society, both to understand them in a historical context and to consider policies to address those issues. Students also will develop valuable research, analytical and communications skills as, together with a faculty mentor, create a program to meet your specific needs and goals.

Degree programs in Social Science offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Social Science by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Social Science and Public Affairs Degree Planning Resources web page. (https://www.esc.edu/social-science-public-affairs/degree-planning-resources/)

Program Details

The Social Science area of study includes a variety of academic disciplines and approaches. Social science traditions explore a range of social, political and economic issues. Students who develop programs in Social Science examine theories, methods, problems and solutions in their chosen concentrations. Students who develop degrees in Social Science develop the capacity to think critically about the social world and act as informed citizens and community members.

Associate degree programs are required to meet three foundations:

1. Broad Social Perspective
2. Historical and Comparative Perspectives
3. Perspectives on Power and Privileges

These foundations may be met through transcript credit; college-level knowledge demonstrated through individual prior learning assessment (iPLA), professional learning evaluations (PLE), or credit by examination; or individual courses, a series of courses, or components within individual courses with Empire State University. The student's Degree Program Rationale Essay should clearly explain how the degree plan meets each of the foundations in the concentration, what will be learned, and how the student will build on these foundations to meet personal, academic, or career goals.

Foundation #1: Broad Social Science Perspective
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ANTH 1010	Introduction to Cultural Anthropology	4
SOCI 1005	Exploring Society: An Introduction to Sociology	4
SOCI 2010	Introduction to Race Class & Gender	4
SOCI 3100	Sociology of Law	4
POLI 1005	Introduction to Political Science	4
POLI 2010	The U.S. Political System	4

Foundation #2: Historical and Comparative Perspectives
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ANTH 3015	Environmental Anthropology	4
ANTH 3020	Families in Global Perspective	4
ANTH 3025	Health & Illness in Global Perspective	4
ANTH 3035	Latin American & Caribbean Societies	4
CRJS 2005	Introduction to Criminology: Theorizing Crime	4
GSST 1005	Introduction to Women's Gender & Sexuality Studies	4
POLI 3005	America's Founding Ideas	4
POLI 3020	Comparative Politics	4
POLI 3105	The American Presidency	4
POLI 3115	The United States Constitution	4
SOSC 2005	Schooling in America	4
SOCI 2020	Social Problems in US Society	4
SOCI 3020	Memory & Society	4
SOCI 3025	Contemporary Global Social Issues	4
SOCI 3055	Family & Society	4
SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	4

Foundation #3: Perspectives on Power and Privilege
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ANTH 3122	Sex & Gender in Global Perspective	4
CRJS 4030	Women Crime & Criminology	4
GSST 2005	Introduction to LGBTQ+ Studies	4
GSST 3008	LGBTQ+ Youth & Education	4
GSST 3152	Queering American Culture	4
POLI 2013	Race in United States Politics	4
POLI 4015	Race Law & Politics	4
SOCI 3010	Aging & Society	4
SOCI 4030	Power & Privilege	4

Learning Outcomes

- Foundation 1: Broad Social Science Perspective, Students will be able to define Social Science vocabulary, questions and topics.
- Foundation 1: Broad Social Science Perspective, Students will be able to examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).
- Foundation 2: Historical and Comparative Perspectives, Students will be able to describe how key elements of social life vary across time, place and culture.

- Foundation 3: Perspectives on Power and Privilege, Students will be able to examine the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.

CONCENTRATION GUIDELINES

Specific guidelines have been developed for concentrations in the following areas:

- Cultural Anthropology (p. 133)
- Sociology (p. 133)

If you are interested in an area not listed here, please contact your mentor about designing your own concentration.

CULTURAL ANTHROPOLOGY

Cultural anthropology is a discipline that is devoted to the study of how people organize and create cultural systems, and in turn are shaped by those beliefs, ideas, and physical environments. Students who develop programs in Social Science with a concentration in Cultural Anthropology are often curious about how and why people live the way they do, and they are interested in learning more about people in different parts of the world.

Associate degree programs in Social Science with a concentration in Cultural Anthropology must meet the three foundations listed below. It is suggested that one course not be used to fulfill more than one foundation. Students will explain how they meet each relevant learning outcome in their rationale essay. Knowledge of each outcome can be demonstrated through transcript credit; individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination; or specific courses at Empire State University.

FOUNDATION #1: BROAD SOCIAL SCIENCE PERSPECTIVE

- Learning Outcome: Students will be able to define Social Science vocabulary, questions and topics.
- Learning Outcome: Students will be able to examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).

Code	Title	Credits
Required Course		
ANTH 1010	Introduction to Cultural Anthropology	4

FOUNDATION #2: HISTORICAL AND COMPARATIVE PERSPECTIVES

- Learning Outcome: Students will be able to describe how key elements of social life vary across time, place and culture.

Choose two courses that focus on geographic areas such as:

Code	Title	Credits
Choose two courses that focus on geographic areas		
ANTH 3035	Latin American & Caribbean Societies	4
HIST 1055	East Asia	4
HIST 2010	Mexico: History & Culture	4
HIST 2015	Native American Histories & Cultures: Introduction	4
HIST 3010	African History & Culture	4
HIST 3140	Caribbean: Cruises Carnival & Colonization	4
HIST 3330	Latin America in the Contemporary World	4
HIST 3340	Middle East	4

FOUNDATION #3: PERSPECTIVES ON POWER AND PRIVILEGE

- Learning Outcome: Students will be able to examine the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.

Code	Title	Credits
Choose at least one of the following courses		
ANTH 3030	Immigration Today: Gender & Family	4
ANTH 3122	Sex & Gender in Global Perspective	4
SOCI 2010	Introduction to Race Class & Gender	4
SOCI 4030	Power & Privilege	4
Any GSST course		4

SOCIOLOGY CONCENTRATION

Sociology is the study of social life and social change, as well as the social structures and institutions that shape our lives. Sociologists use different empirical methods to analyze social problems. Students who develop degrees in social science with a concentration in sociology are curious about how societies function and change, why social injustice and inequalities occur, and explore the forces that unite and divide us.

Associate degree programs in Social Science with a concentration in Sociology must meet the three foundations listed below. Students will explain how they meet each relevant learning outcome in their rationale essay. Knowledge of each outcome can be demonstrated through transcript credit; individualized prior learning assessment (iPLA), professional learning evaluation (PLE); credit by examination; or specific courses at Empire State University.

FOUNDATION #1: BROAD SOCIAL SCIENCE PERSPECTIVE

- Learning Outcome: Students will be able to define Social Science vocabulary, questions, and topics.
- Learning Outcome: Students will be able to examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).

Code	Title	Credits
Required Course		
SOCI 1005	Exploring Society: An Introduction to Sociology	4

FOUNDATION #2: HISTORICAL AND COMPARATIVE PERSPECTIVES

- Learning Outcome: Students will be able to describe how key elements of social life vary across time, place, and culture.

Code	Title	Credits
Choose at least 2 courses		
ANTH 1010	Introduction to Cultural Anthropology	4
CRJS 2005	Introduction to Criminology: Theorizing Crime	4
CRJS 4010	Comparative Criminal Justice Systems	4
GSST 2005	Introduction to LGBTQ+ Studies	4
GSST/EDST 3008	LGBTQ+ Youth & Education	4
SOCI 2020	Social Problems in US Society	4
SOCI 3020	Memory & Society	4
SOCI 3025	Contemporary Global Social Issues	4
SOCI 3045	Disaster & Society	4
SOCI 3055	Family & Society	4
SOCI 3065	Perspectives on Terrorism	4
SOCI 3095	Sociology of Education	4

Code	Title	Credits
SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	4
SOSC 2005	Schooling in America	4

FOUNDATION #3: PERSPECTIVES ON POWER AND PRIVILEGE
- Learning Outcome: Students will be able to examine the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.

Code	Title	Credits
Choose one course		
SOCI 2010	Introduction to Race Class & Gender	4
or SOCI 4030	Power & Privilege	
Additional optional courses		
GSST 2005/ EDST 3008	Introduction to LGBTQ+ Studies	4
GSST 3008	LGBTQ+ Youth & Education	4
POLI 2013	Race in United States Politics	4
POLI 4015	Race Law & Politics	4
SOCI 3010	Aging & Society	4

Social Science: B.A., B.S.

Students of Social Science will explore the interaction and history of social, political and economic structures, and how they affect human beings in complex society.

Students explore theories, methods and problems addressed by anthropologists, political scientists and sociologists in their examination of critical concerns for modern society, both to understand them in a historical context and to consider policies to address those issues. Students also will develop valuable research, analytical and communications skills as, together with a faculty mentor, create a program to meet specific needs and goals.

Degree programs in Social Science offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in Social Science by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Social Science and Public Affairs Degree Planning Resources web page. (https://www.sunyempire.edu/social-science-public-affairs/degree-planning-resources/)

Program Details

The Social Science area of study includes a variety of academic disciplines and approaches. Social science traditions explore a range of social, political and economic issues. Students who develop programs in Social Science examine theories, methods, problems and solutions in their chosen concentrations. Students who develop degrees in Social Science develop the capacity to think critically about the social world and act as informed citizens and community members.

Bachelor's Degree programs in Social Science must meet the six foundations listed below.

Degrees in Social Science include the following six foundations:

1. Broad Social Perspective
2. Historical and Comparative Perspectives
3. Perspectives on Power and Privilege
4. Theoretical Perspectives
5. Social Science Research Methods
6. Critical Thinking and Analysis

These foundations may be met through transcript credit; college-level knowledge demonstrated through individual prior learning assessment (iPLA), professional learning evaluations (PLE), or credit by examination; or individual courses, a series of courses, or components within individual courses with Empire State University. The student's Degree Program Rationale Essay should clearly explain how the degree plan meets each of the foundations in the concentration, what will be learned, and how the student will build on these foundations to meet personal, academic, or career goals.

Foundation #1: Broad Social Science Perspective
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ANTH 1010	Introduction to Cultural Anthropology	4
SOCI 1005	Exploring Society: An Introduction to Sociology	4
SOCI 2010	Introduction to Race Class & Gender	4
SOCI 3100	Sociology of Law	4
POLI 1005	Introduction to Political Science	4
POLI 2010	The U.S. Political System	4

Foundation #2: Historical and Comparative Perspectives
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ANTH 3015	Environmental Anthropology	4
ANTH 3020	Families in Global Perspective	4
ANTH 3025	Health & Illness in Global Perspective	4
ANTH 3035	Latin American & Caribbean Societies	4
CRJS 2005	Introduction to Criminology: Theorizing Crime	4
GSST 1005	Introduction to Women's Gender & Sexuality Studies	4
POLI 3005	America's Founding Ideas	4
POLI 3020	Comparative Politics	4
POLI 3105	The American Presidency	4
POLI 3115	The United States Constitution	4
SOSC 2005	Schooling in America	4
SOCI 2020	Social Problems in US Society	4
SOCI 3020	Memory & Society	4
SOCI 3025	Contemporary Global Social Issues	4
SOCI 3055	Family & Society	4

SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	4

Foundation #3: Perspectives on Power and Privilege
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
ANTH 3122	Sex & Gender in Global Perspective	4
CRJS 4030	Women Crime & Criminology	4
GSST 2005	Introduction to LGBTQ+ Studies	4
GSST 3008	LGBTQ+ Youth & Education	4
GSST 3152	Queering American Culture	4
POLI 2013	Race in United States Politics	4
POLI 4015	Race Law & Politics	4
SOCI 3010	Aging & Society	4
SOCI 4030	Power & Privilege	4

Foundation #4: Theoretical Perspectives
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
POLI 3080	Modern Political Theory	4
SOCI 3125	The Sociological Imagination	4
SOSC 3015	Great Conversations in Social Thought	4

Foundation #5: Social Science Research Methods
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
SOSC 2010	Statistics for the Social Sciences	4
SOSC 3020	Qualitative Social Science Research: Design & Methods	4
SOSC 3025	Social Science Research Methods	4

Foundation #6: Critical Thinking and Analysis
Courses that meet this guideline include (but are not limited to):

Code	Title	Credits
Any 3000 or 4000 level course in ANTH		
Any 3000 or 4000 level course in GSST		
Any 3000 or 4000 level course in LEST		
Any 3000 or 4000 level course in POLI		
Any 3000 or 4000 level course in SOCI		
Any 3000 or 4000 level course in SOSC		

Learning Outcomes
- Foundation 1: Broad Social Science Perspective, Students will be able to define Social Science vocabulary, questions and topics.
- Foundation 1: Broad Social Science Perspective, Students will be able to examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).
- Foundation 2: Historical and Comparative Perspectives, Students will be able to describe how key elements of social life vary across time, place and culture.
- Foundation 3: Perspectives on Power and Privilege, Students will be able to examine the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.

- Foundation 4: Theoretical Perspectives, Students will be able to define relevant concepts and theories.
- Foundation 4: Theoretical Perspectives, Students will be able to analyze the strengths, limitations and significance of relevant concepts and theories.
- Foundation 5: Social Science Research Methods, Students will be able to define tools and methods used in Social Science research.
- Foundation 5: Social Science Research Methods, Students will be able to analyze strengths and limitations of Social Science research methodologies.
- Foundation 5: Social Science Research Methods, Students will be able to analyze ethical issues embedded in Social Science research.
- Foundation 6: Critical Thinking and Analysis, Students will be able to evaluate key concepts, assumptions, theories and research from a social science perspective.

Concentration guidelines
Specific guidelines have been developed for concentrations in the following areas:

If you are interested in an area not listed here, please contact your mentor about designing your own concentration.

Cultural Anthropology
Cultural anthropology is a discipline that is devoted to the study of how people organize and create cultural systems, and in turn are shaped by those beliefs, ideas, and physical environments. Students who develop programs in Social Science with a concentration in Cultural Anthropology are often curious about how and why people live the way they do, and they are interested in learning more about people in different parts of the world.

Bachelor's degree programs in Social Science with a concentration in Cultural Anthropology must meet the six foundations listed below. It is suggested that one course not be used to fulfill more than one Foundation (with the exception of foundation #6). Students will explain how they meet each relevant learning outcome in their rationale essay. Knowledge of each outcome can be demonstrated through transcript credit; individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination; or specific courses at Empire State University.

Foundation #1: Broad Social Science Perspective
- Learning Outcome: Students will be able to define Social Science vocabulary, questions and topics.
- Learning Outcome: Students will be able to examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).

Code	Title	Credits
Required Course		
ANTH 1010	Introduction to Cultural Anthropology	4

Foundation #2: Historical and Comparative Perspectives
- Learning Outcome: Students will be able to describe how key elements of social life vary across time, place and culture.

Choose two courses that focus on geographic areas such as:

Code	Title	Credits
Choose two courses that focus on geographic areas		
ANTH 3035	Latin American & Caribbean Societies	4
HIST 1055	East Asia	4
HIST 2010	Mexico: History & Culture	4
HIST 2015	Native American Histories & Cultures: Introduction	4
HIST 3010	African History & Culture	4
HIST 3140	Caribbean: Cruises Carnival & Colonization	4
HIST 3330	Latin America in the Contemporary World	4
HIST 3340	Middle East	4

Foundation #3: Perspectives on Power and Privilege
- Learning Outcome: Students will be able to examine the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.

Code	Title	Credits
Choose at least one of the following courses		
ANTH 3030	Immigration Today: Gender & Family	4
ANTH 3122	Sex & Gender in Global Perspective	4
SOCI 2010	Introduction to Race Class & Gender	4
SOCI 4030	Power & Privilege	4
Any GSST course		4

Foundation #4: Theoretical Perspectives
In relation to their chosen topics, questions or problems:

- Learning Outcome: Students will be able to define relevant concepts and theories.
- Learning Outcome: Students will be able to analyze the strengths, limitations and significance of relevant concepts and theories.

Code	Title	Credits
Required Course		
SOSC 3015	Great Conversations in Social Thought	4
Two additional courses that address topics in anthropological theory such as		
ANTH 3015	Environmental Anthropology	4
ANTH 3020	Families in Global Perspective	4
ANTH 3025	Health & Illness in Global Perspective	4
ANTH 3030	Immigration Today: Gender & Family	4
ANTH 3045	Travel & Tourism: Critical Perspectives	4
ANTH 3122	Sex & Gender in Global Perspective	4

Foundation #5: Social Science Research Methods
In relation to their chosen topics, questions or problems:

- Learning Outcome: Students will be able to define tools and methods used in social-science research.
- Learning Outcome: Students will be able to analyze strengths and limitations of social-science research methodologies.
- Learning Outcome: Students will be able to analyze ethical issues embedded in social-science research.

Code	Title	Credits
Required Course		
SOSC 3020	Qualitative Social Science Research: Design & Methods	4
Additional elective courses		
SOSC 3025	Social Science Research Methods	4
SOSC 2010	Statistics for the Social Sciences	4

Foundation #6: Critical Thinking and Analysis
In relation to their chosen topics, questions or problems:

- Learning Outcome: Students will be able to evaluate key concepts, assumptions, theories and research from a Social Science perspective.

Code	Title	Credits
Any 3000 or 4000 level course in ANTH		

Sociology Concentration
Sociology is the study of social life and social change, as well as the social structures and institutions that shape our lives. Sociologists use different empirical methods to analyze social problems. Students who develop degrees in social science with a concentration in sociology are curious about how societies function and change, why social injustice and inequalities occur, and explore the forces that unite and divide us.

Bachelor's degree programs in Social Science with a concentration in Sociology must meet the six foundations listed below. Students will explain how they meet each relevant learning outcome in their rationale essay. Knowledge of each outcome can be demonstrated through transcript credit; individualized prior learning assessment (iPLA), professional learning evaluation (PLE); credit by examination; or specific courses at Empire State University.

Foundation #1: Broad Social Science Perspective
- Learning Outcome: Students will be able to define Social Science vocabulary, questions, and topics.
- Learning Outcome: Students will be able to examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).

Code	Title	Credits
Required Course		
SOCI 1005	Exploring Society: An Introduction to Sociology	4

Foundation #2: Historical and Comparative Perspectives
- Learning Outcome: Students will be able to describe how key elements of social life vary across time, place, and culture.

Code	Title	Credits
Choose at least 2 courses with at least one at the 3000/4000 level		
ANTH 1010	Introduction to Cultural Anthropology	4
CRJS 4010	Comparative Criminal Justice Systems	4
GSST 1005	Introduction to Women's Gender & Sexuality Studies	4
SOCI 2020	Social Problems in US Society	4
SOCI 3020	Memory & Society	4
SOCI 3025	Contemporary Global Social Issues	4
SOCI 3045	Disaster & Society	4

Code	Title	Credits
SOCI 3055	Family & Society	4
SOCI 3065	Perspectives on Terrorism	4
SOCI 3095	Sociology of Education	4
SOCI 4035	Privacy Security & Freedom: Social Concerns for the 21st Century	4
SOSC 2005	Schooling in America	4
CRJS 2005	Introduction to Criminology: Theorizing Crime	4

Foundation #3: Perspectives on Power and Privilege

- Learning Outcome: Students will be able to examine the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.

Code	Title	Credits
Choose one course		
SOCI 2010	Introduction to Race Class & Gender	4
or SOCI 4030	Power & Privilege	
Additional optional courses		
GSST 2005	Introduction to LGBTQ+ Studies	4
GSST/EDST 3008	LGBTQ+ Youth & Education	4
POLI 2013	Race in United States Politics	4
POLI 4015	Race Law & Politics	4
SOCI 3010	Aging & Society	4

Foundation #4: Theoretical Perspectives

- Learning Outcome: Students will be able to define relevant concepts and theories.
- Learning Outcome: Students will be able to analyze the strengths, limitations and significance of relevant concepts and theories.

Code	Title	Credits
Choose one course		
SOSC 3015	Great Conversations in Social Thought	4
or SOCI 3125	The Sociological Imagination	

Foundation #5: Social Science Research Methods

- Learning Outcome: Students will be able to define tools and methods used in social-science research.
- Learning Outcome: Students will be able to analyze strengths and limitations of Social Science research methodologies.
- Learning Outcome: Students will be able to analyze ethical issues embedded in Social Science research.

Code	Title	Credits
Required Course		
SOSC 2010	Statistics for the Social Sciences	4
Choose one additional required course		
SOSC 3020	Qualitative Social Science Research: Design & Methods	4
or SOSC 3025	Social Science Research Methods	

Foundation #6: Critical Thinking and Analysis

- Learning Outcome: Students will be able to evaluate key concepts, assumptions, theories, and research from a Social Science perspective.

Code	Title	Credits
Any 3000/4000 level course in ANTH		
Any 3000/4000 level course in CRJS		
Any 3000/4000 level course in LEST		
Any 3000/4000 level course in PAFF		
Any 3000/4000 level course in POLI		
Any 3000/4000 level course in SOCI		
Any 3000/4000 level course in SOSC		

See sample degree programs at Department of Social Science and Public Affairs website under Degree Planning Resources (https://www.sunyempire.edu/social-science-public-affairs/degree-planning-resources/).

Technology: B.P.S.

The technologist is typically a practical person who is interested in the application of theoretical principles for the achievement of practical ends. The B.P.S. in technology would be appropriate for students whose focus is on the applied technologies.

The technology professions require:

- an understanding of scientific and mathematical principles
- detailed knowledge of relevant practices and procedures whereby those principles are applied operationally

Degree programs in Technology offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop their program in Technology by following the general program guidelines.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For more information about Computer Science and Technology, please visit the Department of Computer Science and Technology web site (https://www.sunyempire.edu/computer-science-tech/).

A Note on the B.P.S.

Students should be aware that the B.P.S. is a terminal degree and may not allow movement to the next higher degree without additional course work. It is recommended that students look at the B.S. and B.A. options under the Science, Mathematics and Technology area of study as part of their research into their degree options.

Program Details

Studies in technology include the theoretical foundations of the field and an emphasis on application. Depending upon the specific technology and the scientific base of that technology, degrees in technological fields should include:

- hands-on experience with processes, methods and procedures
- working knowledge of needed techniques including data acquisition and interpretation
- familiarity with established computer applications to the particular field of interest
- facility with mathematics appropriate to the field
- knowledge of relevant scientific concepts appropriate to the field
- technical communication skills appropriate to the field
- ethical reasoning and reflection on issues such as social and professional responsibilities and environmental sustainability, both locally and globally.

Currency

Degree programs must demonstrate currency in the field and show understanding of emerging and evolving technologies and environment relevant to their individual context.

The Arts: A.A., A.S.

An Associates degree in The Arts develops and deepens the understanding of particular artistic interest and enhances the ability to express concepts and ideas. Students can focus on fine or graphic arts, performing arts, creative writing, media arts, art history or arts management while they explore historical and cultural context, theoretical and philosophical issues, and current developments and perspectives related to art. Courses will help refine research skills, artistic technique and ability to form and communicate ideas, images and critical judgments.

Degree programs in the Arts offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in the Arts by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Arts and Media Degree Planning Resources web page (https://www.esc.edu/arts-media/degree-planning-resources/).

For more information about degrees in the Arts, please visit the Arts and Media web page (https://www.esc.edu/arts-media/).

Program Details

The Arts area of study encompasses a wide range of possible studies and concentrations in the arts including, but not limited to, the visual arts, the performing arts, digital arts and digital media, photography, music, creative writing, film, and museum studies. Students are encouraged to consider including learning about more than one artistic discipline and the cultures/histories of those disciplines in their degree plans.

Knowledge of each outcome can be demonstrated through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination, or specific courses at SUNY Empire State University.

Students should explain in their rationale essay how each foundation below is met in their individual degree plan by explaining how the learning in the course, iPLA, PLE, etc. connects to the foundation. Note that to meet a foundation, the learning must be centered on the arts.

Associate degree programs in the Arts must address at least four of the following seven foundations.

Foundation # 1: Historical Perspectives
Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 3010	History of Physical Theater	4
ARTP 3030	Performance History: The Twentieth Century	4
ARTS 1025	Body Art: Tattooing: Introduction	4

ARTS 1055	Impressionism: The Birth of Modern Art	4
ARTS 1100	Early Art of the Netherlands: Introductory	4
ARTS 2020	Art History I: Prehistory to Renaissance	4
ARTS 2025	Art History II: Baroque to Modern	4
ARTS 2041	African American Art	4
ARTS 2050	Introduction to the History of Western Architecture	4
ARTS 3010	20th Century Art History I	4
ARTS 3012	20th Century Art History II	4
ARTS 3050	American Architectural History	4
ARTS 3055	American Art History	4
ARTS 3080	Arts of Native North America	4
ARTS 3090	Baroque Art & Architecture	4
ARTS 3095	Body Art: Tattooing: Advanced	4
ARTS 3105	Graffiti: Art or Vandalism?	4
ARTS 3115	Cuba at the Crossroads: Art Culture and Identity	4
ARTS 3145	Issues in Contemporary Art	4
ARTS 3150	Italian Renaissance Art & Architecture	4
ARTS 3160	Masters of the Renaissance: Advanced	4
ARTS 3175	Medieval Art & Architecture	4
ARTS 3190	Nineteenth Century Art	4
ARTS 3215	The Odd Couple of Art History – Van Gogh & Gauguin	4
ARTS 3225	The Renaissance & Reformation	4
ARTS 4010	Art History: Methods and Theories	4
ARTS 4035	Images of Women in Western Art	4
ARTS 4040	Indigenous Knowledge in Art	4
ARTS 4055	Native North American History & Art	4
DANC 1005	Western Dance History	4
DANC 3010	DEL Foundations	6
DIGA 4015	History & Theory of New Media	4
FILM 3045	The Films of Alfred Hitchcock	4
FILM 3050	The Golden Age: Hollywood Movies of the 1930s & 40s	4
FILM 3052	The American Cinema	4
FILM 4015	Dark Dreams: Studying the Horror Film	4
HIST 1020	American Art: The New World to the Modern World	4
HIST 1122	Art Music & History I	4
HIST 3135	Art Music & History I: Advanced	4
HIST 4010	Rock and Roll History	4
MUSC 1005	Exploring the World of Music	4
MUSC 3010	American Music, American Life	4
PHOT 1005	Black Photographers 1840- Present: Intro	4
PHOT 1010	Documentary Photography: Introductory	4
PHOT 1015	History of Photography: Introductory	4
PHOT 3015	History of Photography: Advanced	4
PHOT 4010	Photography as Cultural History	4
THEA 1010	U.S. Theatre History: Introductory	4
THEA 3015	U.S. Theatre History: Advanced	4
THEA 3020	Greek Drama	4
THEA 3025	History of American Musical Theatre	4

Foundation # 2: Artistic Practice

Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 1007	Acting Songs: Introductory	4
ARTP 1015	Performing Literature: Introductory	4
ARTP 1122	Playwriting Lab: Introductory	4
ARTP 1127	Writing the Solo Play: Introductory	4
ARTP 1132	Writing the Solo Musical: Introductory	4
ARTP 1137	Playwriting: Introductory	4
ARTP 3005	Creating Solo Performance	4
ARTP 3012	Acting Songs: Advanced	4
ARTP 3015	Performing Literature: Advanced	4
ARTP 3122	Playwriting Lab Advanced	4
ARTP 4005	Performance Art & Installation	4
ARTP 4122	Writing the Solo Play: Advanced	4
ARTP 4127	Playwriting: Advanced	4
ARTP 4132	Writing the Solo Musical: Advanced	4
ARTS 1000	Arts & the Environment: Introductory	4
ARTS 1030	Collage	4
ARTS 1040	Figure Drawing	4
ARTS 1065	Introduction to Drawing	4
ARTS 1075	Introduction to Painting	4
ARTS 1080	Introduction to Studio Art	4
ARTS 1125	Watercolor Painting	4
ARTS 1127	Drawing Into Painting	4
ARTS 2040	Eco Arts	4
ARTS 2055	Sculpture: Introductory	4
ARTS 3000	Advanced Nature Drawing	4
ARTS 3020	A Sense of Place: Drawing from Nature: Advanced	4
ARTS 3025	Advanced Drawing	4
ARTS 3030	Advanced Drawing: Comics	4
ARTS 3040	Advanced Painting	4
ARTS 3105	Graffiti: Art or Vandalism?	4
ARTS 3135	Illustration	4
ARTS 3135	Illustration	4
ARTS 3180	Mixed Media	4
ARTS 3210	The Illustrated Man-Sci-Fi Metaphors & Ray Bradbury: Advanced	4
ARTS 3245	Advanced Digital Photography	4
ARTS 3260	Advanced Watercolor Painting	4
ARTS 4122	Independent Arts Project	4
CRWR 1000	Introduction to Creative Writing	4
CRWR 1005	Crafting Personal Narratives in Creative Nonfiction: Intro	4
CRWR 1015	Creative Nonfiction: Introductory	4
CRWR 1020	Portraiture in Poetry	4
CRWR 1025	Screen Writing	4
CRWR 1030	Screenplays: From Concept to Production	4
CRWR 1035	Creative Writing: The Short Story	4
CRWR 1040	Creative Writing: Fiction	4
CRWR 1045	Stories We Think We Know (Intro)	4
CRWR 2005	Microfiction	4
CRWR 3005	Crafting Personal Narratives in Creative Nonfiction: Advanced	4
CRWR 3010	Creating Fictional Worlds	4
CRWR 3015	Creative Nonfiction: Advanced	4
CRWR 3025	Creative Writing: Poetry	4
CRWR 3030	Stories We Think We Know (Adv)	4
CRWR 3035	Dramatic Writing: The Hero's Journey	4
CRWR 3045	Plays & Playwriting	4
CRWR 3050	Portraiture in Poetry	4
CRWR 3055	Poetry & Healing	4
CRWR 4025	Creating a Graphic Narrative	4
DIGA 1010	Digital Art & Design: Introductory	4
DIGA 1035	Introduction to Digital Editing	4
DIGA 2010	Digital Presentation	4
DIGA 2122	Introduction to Digital Photography	4
DIGA 3015	Advanced Digital Photography	4
DIGA 3020	Advanced Digital Presentation	4
DIGA 3035	Digital Art & Design: Advanced	4
DIGA 3040	Digital Storytelling	3-4
DIGA 3045	Game Design & Development	4
DIGA 3065	Digital Media Arts	4
DIGA 3070	New Media Advocacy	4
DIGA 3080	Digital Painting	4
DIGA 4005	Advanced Collage: Digital Portfolio	4
DIGA 4122	Professional Digital Portfolio	4
FILM 2010	Cell-phone Cinematography	4
FILM 3005	Advanced Documentary Film Production	4
FILM 3005	Advanced Documentary Film Production	4
FILM 4005	Advanced Topics in Documentary Film	4
FILM 4020	Experiments in Motion Media	4
MUSC 1010	Introduction to Guitar and Guitar Music	4
MUSC 2010	Songwriting: Introductory	4
MUSC 3005	Songwriting: Advanced	4
MUSE 3010	Curatorial Practice	4
PHOT 1010	Documentary Photography: Introductory	4
PHOT 1025	Photographic Narratives: Introductory	4
PHOT 1030	Photography from Dusk to Dawn: Introductory	4
PHOT 1040	Photography & The Environment: Introductory	4
PHOT 1045	Street Photography: Composing the Urban Landscape: Introductory	4
PHOT 2005	Photography Project: Introductory	4
PHOT 2010	The Photographic Vision	4
PHOT 3015	History of Photography: Advanced	4
PHOT 3030	Photography from Dusk to Dawn: Advanced	4
PHOT 3045	Photography & The Environment: Advanced	4
PHOT 3050	Street Photography: Composing the Urban Landscape: Advanced	4
PHOT 3055	Advanced Digital Photography	4
PHOT 4005	Advanced Photography Portfolio	4

Foundation #3: Artistic Theory

Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 2005	Introduction to Performance Studies	4
ARTP 4010	Performance Theory	4
ARTP 4147	Theatre Community & Social Change: Advanced	4
ARTS 1055	Impressionism: The Birth of Modern Art	4
ARTS 2041	African American Art	4
ARTS 3010	20th Century Art History I	4
ARTS 3012	20th Century Art History II	4
ARTS 3145	Issues in Contemporary Art	4
ARTS 3240	Visual Literacy	4
ARTS 4010	Art History: Methods and Theories	4
ARTS 4020	Color Theory	4
ARTS 4070	What Is Art?	4
DIGA 3040	Digital Storytelling	3-4
DIGA 3050	Information Design	4
DIGA 3065	Digital Media Arts	4
DIGA 4015	History & Theory of New Media	4
MUSC 4005	Critical Theory & the End of Noise	4
MUSE 3010	Curatorial Practice	4

Foundation # 4: Diversity, Equity, and Inclusion

Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 2005	Introduction to Performance Studies	4
ARTP 3035	Popular Music & Social Justice: Advanced	4
ARTP 4147	Theatre Community & Social Change: Advanced	4
ARTS 1025	Body Art: Tattooing: Introduction	4
ARTS 2035	Diversity in the United States Arts	4
ARTS 2041	African American Art	4
ARTS 3012	20th Century Art History II	4
ARTS 3080	Arts of Native North America	4
ARTS 3095	Body Art: Tattooing: Advanced	4
ARTS 3105	Graffiti: Art or Vandalism?	4
ARTS 3115	Cuba at the Crossroads: Art Culture and Identity	4
ARTS 4035	Images of Women in Western Art	4
ARTS 4040	Indigenous Knowledge in Art	4
ARTS 4055	Native North American History & Art	4
CRWR 4015	Poetry of the Oppressed: Verse Under Fire	4
DANC 4005	Dance Across World Cultures	4
FILM 1005	Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Introductory)	4
FILM 2005	America on Film: Race Class & Gender	4
FILM 3010	Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Advanced)	4
FILM 3015	Cuban Film Festival Residency	4
FILM 3025	Gender & Power in American Film	4
FILM 3040	Race & Representation in Cinema	4
FILM 4040	Transgender in American Film	4
MUSC 1005	Exploring the World of Music	4
MUSC 3010	American Music, American Life	4
MUSC 3045	World Music Across Cultures: Advanced	4

| MUSE 3015 | Museum Studies | 4 |
| SPAN 3025 | Contemporary Spanish American Theater | 4 |

Foundation # 5: Research Skills

Any course with the subject codes of ARTP, ARTS, CRWR, DANC, DIGA, FILM, MUSC, MUSE, PHOT, or THEA that requires research skills will satisfy this foundation. Students must identify in their rationale essay which course or courses they are nominating for this foundation. They must also describe at least one research project from that course(s) (or a research project that they expect to do) that achieves the learning outcome for this foundation. As with the other Arts AOS foundations, students may also demonstrate the knowledge and skills required by this foundation through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination.

Foundation # 6: Critical Thinking Skills

Any course with the subject codes of ARTP, ARTS, CRWR, DANC, DIGA, FILM, MUSC, MUSE, PHOT, or THEA that requires critical thinking skills to describe, interpret, and critique artistic works will satisfy this foundation. Students must identify in their rationale essay which course or courses they are nominating for this foundation. They must also describe at least one assignment from that course(s) (or a research project that they expect to do) that achieves the learning outcomes for this foundation. As with the other Arts AOS foundations, students may also demonstrate the knowledge and skills required by this foundation through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination.

Foundation # 7: Ethical and Social Responsibility

Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 3035	Popular Music & Social Justice: Advanced	4
ARTP 4147	Theatre Community & Social Change: Advanced	4
ARTS 1020	Art & Sustainability	4
ARTS 2035	Diversity in the United States Arts	4
ARTS 2041	African American Art	4
ARTS 3105	Graffiti: Art or Vandalism?	4
ARTS 3145	Issues in Contemporary Art	4
CRWR 1045	Stories We Think We Know (Intro)	4
CRWR 3030	Stories We Think We Know (Adv)	4
DIGA 3036	Ethics of Digital Art & Design	4
FILM 1005	Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Introductory)	4
FILM 2005	America on Film: Race Class & Gender	4
FILM 3010	Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Advanced)	4
FILM 3025	Gender & Power in American Film	4
FILM 3040	Race & Representation in Cinema	4
MUSC 3035	Popular Music & Social Justice: Advanced	4
MUSC 3045	World Music Across Cultures: Advanced	4
MUSE 3010	Curatorial Practice	4
MUSE 3015	Museum Studies	4
PHOT 1010	Documentary Photography: Introductory	4
PHOT 1045	Street Photography: Composing the Urban Landscape: Introductory	4

PHOT 3050	Street Photography: Composing the Urban Landscape: Advanced	4
PHOT 4010	Photography as Cultural History	4
THEA 3065	Hamilton: An American Musical	4

Learning Outcomes

- Foundation 1: Historical Perspectives, Students will be able to identify the diverse historical perspectives of at least one form of creative expression.
- Foundation 2: Artistic Practice, Students will be able to analyze, create, produce, and/or perform at least one form of artistic practice.
- Foundation 3: Artistic Theory, Students will be able to describe the interconnectedness between artistic theory and artistic practice in at least one form of creative expression.
- Foundation 4: Diversity, Equity, and Inclusion, Students will be able to discuss and assess a range of social, cultural, or global perspectives in the arts.
- Foundation 5: Research Skills, Students will be able to conduct research using libraries and credible online resources to critically assess and articulate artistic concepts or practices.
- Foundation 6: Critical Thinking Skills, Students will be able to apply critical thinking skills to describe, interpret, and critique artistic works.
- Foundation 7: Ethical and Social Responsibility, Students will be able to analyze, discuss, and apply ethical and social responsibility within the arts.

The Arts: B.A., B.S., B.P.S.

A Bachelor's degree in The Arts develops and deepens the understanding of particular artistic interest and enhances the ability to express concepts and ideas. Students can focus on many different areas within the arts such as the visual arts, performing arts, creative writing, digital media arts, or art history while they explore historical and cultural contexts, theoretical and philosophical issues, and current developments and perspectives related to art. Courses will help refine research skills, artistic technique and ability to form and communicate ideas, images and critical judgments.

Degree programs in the Arts offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using SUNY Empire's educational planning process, students can develop a specialized concentration in the Arts by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (p. 185).

For sample degree programs and other degree planning resources, please visit the Department of Arts and Media Degree Planning Resources web page (https://www.sunyempire.edu/arts-media/degree-planning-resources/).

For more information about degrees in the Arts, please visit the Arts and Media web page (https://www.sunyempire.edu/arts-media/).

Program Details

The Arts area of study encompasses a wide range of possible studies and concentrations in the arts including, but not limited to, the visual arts, the performing arts, digital arts and digital media, photography, music, creative writing, film, and museum studies. Students are encouraged to consider including learning about more than one artistic discipline and the cultures/histories of those disciplines in their degree plans.

Knowledge of each outcome can be demonstrated through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination, or specific courses at SUNY Empire State University.

Students should explain in their rationale essay how each foundation below is met in their individual degree plan by explaining how the learning in the course, iPLA, PLE, etc. connects to the foundation. Note that to meet a foundation, the learning must be centered on the arts.

Bachelor's degree programs in the Arts must address all seven foundations.

FOUNDATION # 1: HISTORICAL PERSPECTIVES
Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 3010	History of Physical Theater	4
ARTP 3030	Performance History: The Twentieth Century	4
ARTS 1025	Body Art: Tattooing: Introduction	4
ARTS 1055	Impressionism: The Birth of Modern Art	4
ARTS 1100	Early Art of the Netherlands: Introductory	4
ARTS 2020	Art History I: Prehistory to Renaissance	4
ARTS 2025	Art History II: Baroque to Modern	4
ARTS 2041	African American Art	4
ARTS 2050	Introduction to the History of Western Architecture	4
ARTS 3010	20th Century Art History I	4
ARTS 3012	20th Century Art History II	4
ARTS 3050	American Architectural History	4
ARTS 3055	American Art History	4
ARTS 3080	Arts of Native North America	4
ARTS 3090	Baroque Art & Architecture	4
ARTS 3095	Body Art: Tattooing: Advanced	4
ARTS 3105	Graffiti: Art or Vandalism?	4
ARTS 3115	Cuba at the Crossroads: Art Culture and Identity	4
ARTS 3145	Issues in Contemporary Art	4
ARTS 3150	Italian Renaissance Art & Architecture	4
ARTS 3160	Masters of the Renaissance: Advanced	4
ARTS 3175	Medieval Art & Architecture	4
ARTS 3190	Nineteenth Century Art	4
ARTS 3215	The Odd Couple of Art History − Van Gogh & Gauguin	4
ARTS 3225	The Renaissance & Reformation	4
ARTS 4010	Art History: Methods and Theories	4
ARTS 4035	Images of Women in Western Art	4
ARTS 4040	Indigenous Knowledge in Art	4

ARTS 4055	Native North American History & Art	4
DANC 1005	Western Dance History	4
DANC 3010	DEL Foundations	6
DIGA 4015	History & Theory of New Media	4
FILM 3045	The Films of Alfred Hitchcock	4
FILM 3050	The Golden Age: Hollywood Movies of the 1930s & 40s	4
FILM 3052	The American Cinema	4
FILM 4015	Dark Dreams: Studying the Horror Film	4
HIST 1020	American Art: The New World to the Modern World	4
HIST 1122	Art Music & History I	4
HIST 3135	Art Music & History I: Advanced	4
HIST 4010	Rock and Roll History	4
MUSC 1005	Exploring the World of Music	4
MUSC 3010	American Music, American Life	4
PHOT 1005	Black Photographers 1840- Present: Intro	4
PHOT 1010	Documentary Photography: Introductory	4
PHOT 1015	History of Photography: Introductory	4
PHOT 3015	History of Photography: Advanced	4
PHOT 4010	Photography as Cultural History	4
THEA 1010	U.S. Theatre History: Introductory	4
THEA 3015	U.S. Theatre History: Advanced	4
THEA 3020	Greek Drama	4
THEA 3025	History of American Musical Theatre	4

FOUNDATION # 2: ARTISTIC PRACTICE

Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 1007	Acting Songs: Introductory	4
ARTP 1015	Performing Literature: Introductory	4
ARTP 1122	Playwriting Lab: Introductory	4
ARTP 1127	Writing the Solo Play: Introductory	4
ARTP 1132	Writing the Solo Musical: Introductory	4
ARTP 1137	Playwriting: Introductory	4
ARTP 3005	Creating Solo Performance	4
ARTP 3012	Acting Songs: Advanced	4
ARTP 3015	Performing Literature: Advanced	4
ARTP 3122	Playwriting Lab Advanced	4
ARTP 4005	Performance Art & Installation	4
ARTP 4122	Writing the Solo Play: Advanced	4
ARTP 4127	Playwriting: Advanced	4
ARTP 4132	Writing the Solo Musical: Advanced	4
ARTS 1000	Arts & the Environment: Introductory	4
ARTS 1030	Collage	4
ARTS 1040	Figure Drawing	4
ARTS 1065	Introduction to Drawing	4
ARTS 1075	Introduction to Painting	4
ARTS 1080	Introduction to Studio Art	4
ARTS 1125	Watercolor Painting	4
ARTS 1127	Drawing Into Painting	4
ARTS 2040	Eco Arts	4
ARTS 2055	Sculpture: Introductory	4

ARTS 3000	Advanced Nature Drawing	4
ARTS 3020	A Sense of Place: Drawing from Nature: Advanced	4
ARTS 3025	Advanced Drawing	4
ARTS 3030	Advanced Drawing: Comics	4
ARTS 3040	Advanced Painting	4
ARTS 3105	Graffiti: Art or Vandalism?	4
ARTS 3135	Illustration	4
ARTS 3135	Illustration	4
ARTS 3180	Mixed Media	4
ARTS 3210	The Illustrated Man-Sci-Fi Metaphors & Ray Bradbury: Advanced	4
ARTS 3245	Advanced Digital Photography	4
ARTS 3260	Advanced Watercolor Painting	4
ARTS 4122	Independent Arts Project	4
CRWR 1000	Introduction to Creative Writing	4
CRWR 1005	Crafting Personal Narratives in Creative Nonfiction: Intro	4
CRWR 1015	Creative Nonfiction: Introductory	4
CRWR 1020	Portraiture in Poetry	4
CRWR 1025	Screen Writing	4
CRWR 1030	Screenplays: From Concept to Production	4
CRWR 1035	Creative Writing: The Short Story	4
CRWR 1040	Creative Writing: Fiction	4
CRWR 1045	Stories We Think We Know (Intro)	4
CRWR 2005	Microfiction	4
CRWR 3005	Crafting Personal Narratives in Creative Nonfiction: Advanced	4
CRWR 3010	Creating Fictional Worlds	4
CRWR 3015	Creative Nonfiction: Advanced	4
CRWR 3025	Creative Writing: Poetry	4
CRWR 3030	Stories We Think We Know (Adv)	4
CRWR 3035	Dramatic Writing: The Hero's Journey	4
CRWR 3045	Plays & Playwriting	4
CRWR 3050	Portraiture in Poetry	4
CRWR 3055	Poetry & Healing	4
CRWR 4025	Creating a Graphic Narrative	4
DIGA 1010	Digital Art & Design: Introductory	4
DIGA 1035	Introduction to Digital Editing	4
DIGA 2010	Digital Presentation	4
DIGA 2122	Introduction to Digital Photography	4
DIGA 3015	Advanced Digital Photography	4
DIGA 3020	Advanced Digital Presentation	4
DIGA 3035	Digital Art & Design: Advanced	4
DIGA 3040	Digital Storytelling	3-4
DIGA 3045	Game Design & Development	4
DIGA 3065	Digital Media Arts	4
DIGA 3070	New Media Advocacy	4
DIGA 3080	Digital Painting	4
DIGA 4005	Advanced Collage: Digital Portfolio	4
DIGA 4122	Professional Digital Portfolio	4
FILM 2010	Cell-phone Cinematography	4
FILM 3005	Advanced Documentary Film Production	4
FILM 3005	Advanced Documentary Film Production	4

FILM 4005	Advanced Topics in Documentary Film	4
FILM 4020	Experiments in Motion Media	4
MUSC 1010	Introduction to Guitar and Guitar Music	4
MUSC 2010	Songwriting: Introductory	4
MUSC 3005	Songwriting: Advanced	4
MUSE 3010	Curatorial Practice	4
PHOT 1010	Documentary Photography: Introductory	4
PHOT 1025	Photographic Narratives: Introductory	4
PHOT 1030	Photography from Dusk to Dawn: Introductory	4
PHOT 1040	Photography & The Environment: Introductory	4
PHOT 1045	Street Photography: Composing the Urban Landscape: Introductory	4
PHOT 2005	Photography Project: Introductory	4
PHOT 2010	The Photographic Vision	4
PHOT 3015	History of Photography: Advanced	4
PHOT 3030	Photography from Dusk to Dawn: Advanced	4
PHOT 3045	Photography & The Environment: Advanced	4
PHOT 3050	Street Photography: Composing the Urban Landscape: Advanced	4
PHOT 3055	Advanced Digital Photography	4
PHOT 4005	Advanced Photography Portfolio	4

FOUNDATION #3: ARTISTIC THEORY

Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 2005	Introduction to Performance Studies	4
ARTP 4010	Performance Theory	4
ARTP 4147	Theatre Community & Social Change: Advanced	4
ARTS 1055	Impressionism: The Birth of Modern Art	4
ARTS 2041	African American Art	4
ARTS 3010	20th Century Art History I	4
ARTS 3012	20th Century Art History II	4
ARTS 3145	Issues in Contemporary Art	4
ARTS 3240	Visual Literacy	4
ARTS 4010	Art History: Methods and Theories	4
ARTS 4020	Color Theory	4
ARTS 4070	What Is Art?	4
DIGA 3040	Digital Storytelling	3-4
DIGA 3050	Information Design	4
DIGA 3065	Digital Media Arts	4
DIGA 4015	History & Theory of New Media	4
MUSC 4005	Critical Theory & the End of Noise	4
MUSE 3010	Curatorial Practice	4

FOUNDATION # 4: DIVERSITY, EQUITY, AND INCLUSION

Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 2005	Introduction to Performance Studies	4
ARTP 3035	Popular Music & Social Justice: Advanced	4
ARTP 4147	Theatre Community & Social Change: Advanced	4
ARTS 1025	Body Art: Tattooing: Introduction	4
ARTS 2035	Diversity in the United States Arts	4
ARTS 2041	African American Art	4
ARTS 3012	20th Century Art History II	4
ARTS 3080	Arts of Native North America	4
ARTS 3095	Body Art: Tattooing: Advanced	4
ARTS 3105	Graffiti: Art or Vandalism?	4
ARTS 3115	Cuba at the Crossroads: Art Culture and Identity	4
ARTS 4035	Images of Women in Western Art	4
ARTS 4040	Indigenous Knowledge in Art	4
ARTS 4055	Native North American History & Art	4
CRWR 4015	Poetry of the Oppressed: Verse Under Fire	4
DANC 4005	Dance Across World Cultures	4
FILM 1005	Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Introductory)	4
FILM 2005	America on Film: Race Class & Gender	4
FILM 3010	Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Advanced)	4
FILM 3015	Cuban Film Festival Residency	4
FILM 3025	Gender & Power in American Film	4
FILM 3040	Race & Representation in Cinema	4
FILM 4040	Transgender in American Film	4
MUSC 1005	Exploring the World of Music	4
MUSC 3010	American Music, American Life	4
MUSC 3045	World Music Across Cultures: Advanced	4
MUSE 3015	Museum Studies	4
SPAN 3025	Contemporary Spanish American Theater	4

FOUNDATION # 5: RESEARCH SKILLS

Any course with the subject codes of ARTP, ARTS, CRWR, DANC, DIGA, FILM, MUSC, MUSE, PHOT, or THEA that requires research skills will satisfy this foundation. Students must identify in their rationale essay which course or courses they are nominating for this foundation. They must also describe at least one research project from that course(s) (or a research project that they expect to do) that achieves the learning outcome for this foundation. As with the other Arts AOS foundations, students may also demonstrate the knowledge and skills required by this foundation through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination.

FOUNDATION # 6: CRITICAL THINKING SKILLS

Any course with the subject codes of ARTP, ARTS, CRWR, DANC, DIGA, FILM, MUSC, MUSE, PHOT, or THEA that requires critical thinking skills to describe, interpret, and critique artistic works will satisfy this foundation. Students must identify in their rationale essay which course or courses they are nominating for this foundation. They must also describe at least one assignment from that course(s) (or a research project that they expect to do) that achieves the learning outcomes for this foundation. As with the other Arts AOS foundations, students may also demonstrate the knowledge and skills required by this foundation through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination.

FOUNDATION # 7: ETHICAL AND SOCIAL RESPONSIBILITY

Courses which meet this foundation include, but are not limited to:

Code	Title	Credits
ARTP 3035	Popular Music & Social Justice: Advanced	4
ARTP 4147	Theatre Community & Social Change: Advanced	4
ARTS 1020	Art & Sustainability	4
ARTS 2035	Diversity in the United States Arts	4
ARTS 2041	African American Art	4
ARTS 3105	Graffiti: Art or Vandalism?	4
ARTS 3145	Issues in Contemporary Art	4
CRWR 1045	Stories We Think We Know (Intro)	4
CRWR 3030	Stories We Think We Know (Adv)	4
DIGA 3036	Ethics of Digital Art & Design	4
FILM 1005	Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Introductory)	4
FILM 2005	America on Film: Race Class & Gender	4
FILM 3010	Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Advanced)	4
FILM 3025	Gender & Power in American Film	4
FILM 3040	Race & Representation in Cinema	4
MUSC 3035	Popular Music & Social Justice: Advanced	4
MUSC 3045	World Music Across Cultures: Advanced	4
MUSE 3010	Curatorial Practice	4
MUSE 3015	Museum Studies	4
PHOT 1010	Documentary Photography: Introductory	4
PHOT 1045	Street Photography: Composing the Urban Landscape: Introductory	4
PHOT 3050	Street Photography: Composing the Urban Landscape: Advanced	4
PHOT 4010	Photography as Cultural History	4
THEA 3065	Hamilton: An American Musical	4

Learning Outcomes

- Foundation 1: Historical Perspectives, Students will be able to identify the diverse historical perspectives of at least one form of creative expression.
- Foundation 2: Artistic Practice, Students will be able to analyze, create, produce, and/or perform at least one form of artistic practice.
- Foundation 3: Artistic Theory, Students will be able to describe the interconnectedness between artistic theory and artistic practice in at least one form of creative expression.
- Foundation 4: Diversity, Equity, and Inclusion, Students will be able to discuss and assess a range of social, cultural, or global perspectives in the arts.
- Foundation 5: Research Skills, Students will be able to conduct research using libraries and credible online resources to critically assess and articulate artistic concepts or practices.
- Foundation 6: Critical Thinking Skills, Students will be able to apply critical thinking skills to describe, interpret, and critique artistic works.
- Foundation 7: Ethical and Social Responsibility, Students will be able to analyze, discuss, and apply ethical and social responsibility within the arts.

Business and Environmental Sustainability: Certificate

As more and more companies focus on environmental stewardship, it's no longer enough to know about traditional business practices. Many positions now require employees to be knowledgeable about environmentally sustainable, cost-saving measures and socially responsible practices. Developing expertise in this area is essential for advancement.

The undergraduate certificate in Business and Environmental Sustainability is designed to provide historical, economical, legal and ethical knowledge needed to make sound, forward-thinking and environmentally conscious business decisions. The Business and Environmental Sustainability Certificate courses are fully applicable to an undergraduate degree program developed in the business, management and economics (https://www.sunyempire.edu/degrees-programs/undergraduate-aos/business-management-economics/) area of study.

Who Should Earn An Undergraduate Certificate in Business and Environmental Sustainability?

The set of careers available for individuals with expertise in Business and Environmental Sustainability is growing rapidly. Most positions in the area referred to as "Environmental, Social and Corporate Governance" (ESG) are looking for individuals with backgrounds in sustainability. Every institutional investor must have an ESG plan. "The (International Financial Reporting Standards Foundation [IFRS Foundation]) Trustees announced the formation of the International Sustainability Standards Board (ISSB) on 3 November 2021 at COP26 in Glasgow. The ISSB will develop—in the public interest—standards that result in a high-quality, comprehensive global baseline of sustainability disclosures focused on the needs of investors and the financial markets." IFRS - ISSB: Frequently Asked Questions

Enroll in the Certificate Program for Business and Environmental Sustainability

Currently enrolled students: Submit the online Degree Add/Change Request Form (https://banner.esc.edu/BannerExtensibility/customPage/page/ESC_DegreeChange/), select "add", select "CUG" for degree, and choose "Business and Environmental Sustainability" for program. If you are not currently enrolled, apply online (https://www.sunyempire.edu/admissions/associate-bachelors/) and select the certificate option.

Certificate students who are concurrently enrolled in a bachelor's degree program are eligible to apply for federal financial aid, while those students who enroll only in the certificate program are not.

Certificate Program Coordinator

Duncan P. RyanMann (duncan.ryanmann@sunyempire.edu), Ph.D., Professor School of Business
sustainabilitycert@sunyempire.edu

Program Details

The courses must be taken sequentially beginning with an introductory course and culminating with the capstone course. The capstone, Managing Sustainable Organizations, provides an opportunity to synthesize and integrate all that you have learned.

Code	Title	Credits
ENSC 2000	Principles of Environmental Sustainability	4
ECON 3020	Ecological Economics	4
BUSN 3010	Business Ethics	4
MGMT 3040	Managing Sustainable Organizations	4
Total Credits		**16**

Learning Outcomes

The certificate serves individuals interested in expanding their expertise so that they may lead environmental sustainability efforts in their organizations. Students who earn the certificate will be equipped to make reasoned and ethical decisions in complex and conflicting situations in which stakeholder values may compete with green initiatives. The certificate provides career related enhancement for students established in their careers or who already have an associate degree and are ready for upper division courses.

Students will demonstrate the following learning outcomes upon completion of this certificate:

- Demonstrate knowledge in the history of the environmental sustainability movement including what the movement is and why it is important.
- Understand and apply the Triple E Models of Sustainability: Economics, Environment, and Equity.
- Acquire ethical knowledge and a framework in theories that assist in equipping ethical, moral, and legal considerations.
- Synthesize management, marketing, ethical, legal, and qualitative knowledge to enable effective decision-making.
- Interpret the difference between stakeholders and shareholders and consider the differences within the student's place of employment.
- Display familiarity with organizations and key players in the sustainability movement such as the UN Millennium goals.
- Articulate a business case for environmental sustainability within the student's place of employment.
- Make recommendations and/or decisions about products and services with the goal of maintaining and/or incorporating sustainability.
- Understand the role business plays in the environment as opposed to the role environment plays in business and the difference between these two functions.

Crisis Prevention and Intervention: Certificate

The **Certificate in Crisis Prevention and Intervention (CCPI)** is a 20-credit program designed to advance undergraduate students in becoming skilled professionals who have the potential to respond to, manage and intervene with people in crisis. The CCPI is non-licensing and structured around courses that address fundamental aspects of how crises, disasters, and emergencies affect individuals, families, and communities, while examining the assessment, referral systems, and resilience-building interventions. The CCPI incorporates a five-course curriculum that focuses on equipping students with fundamental skills through primarily advanced-level undergraduate courses.

The CCPI includes a set of required courses that all students must take, as well as one of two electives that students should select to address their professional or personal goals.Students must take the required courses and complete all other academic requirements in order to be eligible to receive a the certificate.The required courses for programs in the CCPI can be found on the "Program Details" tab.Academic mentors will be available to guide students when selecting electives, and to help students identify opportunities to pursue possible transfer credits, and course equivalencies.

The program is guided by the competencies model from the US Department of Health and Human Service and features a curriculum focused on equipping students with fundamental skills through core courses. Students will have the option of completing the certificate through various delivery modes such as online, independent study, blended, and/or face-to-face study.

While the CCPI is designed for non-degree seeking students working in human services or related fields and/or degree-seeking students currently working towards an associate or bachelor's degree in Human Services or a related field, students from any profession or academic discipline may enroll in the certificate program. The CCPI will be available to both degree-seeking students in other concentrations as well as non-degree seeking students wishing to acquire the CCPI.

Crisis intervention is a specific training and set of skills that is different than traditional mental health, clinical social work, and counseling assessment and treatment services. Crisis intervention is an evidence-based and evidence-informed specialty that enables practitioners to assess individuals and families during crises and disasters, utilizes specific techniques to triage and stabilize individuals and families, and creates crisis assessment and intervention plans.

Within the field of human services, crisis intervention training has broad applicability for both practitioners and administrators. Health and human service personnel often work in hospital, clinic, and community-based settings with an array of client populations. Work environments are dynamic, fast-paced, and highly interactive and include a diverse client population such as homeless, immigrants and refugees, people with disabilities, mental illness, at-risk youth and aging. In addition to human services, there is strong demand for professionals trained in crises across other disciplines including psychology and social work, community service workers, healthcare, law enforcement and first responders, educators, and risk managers at large corporations.

Program Details

The Certificate in Crisis Prevention and Intervention (CCPI) includes the following required courses.

Since this is a certificate, the sequencing is critical. Students need to take Crisis Intervention: Theory and Practice first, and Crisis Intervention: Skills and Models second. Students can then take the elective followed by Secondary Trauma in Human Service Workers and Bereavement Counseling.

Code	Title	Credits
HUSV 2020	Crisis Intervention: Theory & Practice	4
HUSV 3022	Crisis Intervention II: Counseling Skills and Models	4
HUSV 4045	Secondary Trauma in Human Service Workers	4
HUSV 4005	Bereavement Counseling	4
HUSV 3142	Disaster Mental Health Theory & Practice	4
or HUSV 3122	Conflict Management & Resolution in Human Services	
or CHFS 3065	Supporting Active Military Veterans & their Families	
Total Credits		**20**

Learning Outcomes

Upon completion of the certificate program, students will be able to demonstrate an enhanced understanding of:

- Crisis Behavior Theory: The student will be able to analyze crisis related behavior within the context of various social, developmental, global, economic, political, biological, and/or environmental systems.
- Service Delivery Skills in Crisis: The student will be able to acquire skills in crisis assessment, intervention and evaluation with individuals, families, groups and/or communities.
- Diversity Values: The student will be able to integrate an understanding, respect for and commitment to autonomy, confidentiality, self-determination and the basic rights of individuals and groups from diverse backgrounds in crisis intervention.

Entrepreneurship: Certificate

The need for education for entrepreneurs and small business owners cannot be understated. A vast majority of the small businesses fail during the first couple, often due to a lack of education and appropriate training. Entrepreneurial education can help develop an entrepreneurial attitude, and give aspiring entrepreneurs the requisite skills and know-how to run a business. This dedicated certificate program in Entrepreneurship helps assist small businesses, new and existing, to thrive and succeed across the state of New York and beyond.

Empire State University's Entrepreneurship Certificate is intended for students who strive to acquire the entrepreneurial knowledge and skills to become successful entrepreneurs. The 20-credit program may stand alone or be entirely applied towards the B.S. in Business, Management and Economics program.

Program Design
This certificate program courses are offered in multiple modalities, including online and independent study with Empire State University faculty. The Entrepreneurship Certificate courses are fully applicable to an undergraduate degree program developed in the business, management and economics area of study (p. 28).

Enroll in the Certificate Program for Entrepreneurship
Currently enrolled students can submit the online Degree Add/Change form in Self Service Banner. If you are not currently enrolled, apply online (https://www.sunyempire.edu/admissions/associate-bachelors/) and select the certificate option.

Certificate students who are concurrently enrolled in a bachelor's degree program are eligible to apply for federal financial aid, while those students who enroll only in the certificate program are not.

Certificate Program Coordinator
Anant R. Deshpande (Anant.Deshpande@sunyempire.edu), Ph.D.
Professor and Academic Coordinator, Empire State University
518-587-2100, ext. 2874

Program Details
This 20-credit certificate may stand alone or be entirely applied towards the B.S. in Business, Management and Economics program. Courses must be taken in order:

Code	Title	Credits
MGMT 1005	Principles of Management	4
BUSN 1010	Business Law I	4
ACCT 2005	Introductory Accounting I: Financial Accounting	4
MGMT 1020	Introduction to Entrepreneurship	4
MGMT 3022	New Venture Planning	4

Learning Outcomes
- Students will able to develop a basic understanding of the fundamental skills of entrepreneurship.
- Students will be able to identify the importance of accounting principles and business law as it relates to entrepreneurship.
- Students will be able to examine market entry strategies for developing new ventures in today's marketplace.
- Students will be able to apply knowledge of entrepreneurial concepts and techniques in an organizational setting and the student's field of work.
- Students will be able to design and create a sound business plan, from opportunity to implementation.

Global Indigenous Knowledge: Certificate

If you want to understand Indigenous issues in global context, this certificate is for you.

In the 21st century, understanding diversity, equity, and inclusion (DEI) is crucial for developing globalized competence. This certificate helps students address global responsibilities, responds to the current climate in the US, and expands the offerings to students for more BIPOC (Black, Indigenous and People of Color) programming at the university.

This certificate includes courses that represent tribal and indigenous perspectives from Africa, the Americas, and across the globe. At only 16 credits, the Global Indigenous Knowledge (GIK) certificate addresses many DEI concerns that you can apply to a wide range of interests and draw on in many careers, from the environment to business, human services, politics, and more.

The GIK offers a variety of formats, including online, blended, and residency models; themes include Environmental Sustainability, Spirituality, Oral Histories, Social Justice, Art and Culture as well as native-focused issues and solutions.

Program Details

To meet the needs of multiple communities in national and international contexts, the certificate is adaptable to diverse Indigenous peoples from around the world. Students will take the following courses:

Code	Title	Credits
INDG 2005	Introduction to Global Indigenous Knowledge & Thought	4
INDG 3010	Contextualizing Indigenous Peoples: A Global Perspective (Or Contemporary Issues, Resilience, and Transformation in Indigenous Knowledge)	4
INDG 3025	Writing the Indigenous Knowledge PLA (Or Approved Elective)	2
And		

INDG Capstone in Global Indigenous Knowledge: Applied Learning

Electives Include

Code	Title	Credits
INDG 2010	Introduction to Native American Studies	4
HIST 2015	Native American Histories & Cultures: Introduction	4
INDG 3015	First Peoples of North America	4
INDG 3005	Anishinaabe Studies: History Culture & the Environment	4
INDG 3020	Living History: Little Bighorn from a Cheyenne Perspective	4
LITR 3080	Native American Literature	4
INDG 4010	Native American Plants: Decolonizing Indigenous Knowledge	4
INDG 4025	Roots & Routes of African Diaspora Resistance	4
INMS 4025	Topics in Interdisciplinary & Multidisciplinary Studies	4

Learning Outcomes

The Global Indigenous Knowledge certificate learning outcomes support the Empire State University mission to serve adult learners and provide them with educational skills to advance, re-tool, and expand their educational, personal, and professional futures through ability to:

- Articulate Global Indigenous Knowledge(s) gained from coursework in order to apply this new knowledge to develop indigenous-focused cultural competencies.
- Demonstrate an understanding of Global Indigenous Knowledge(s), philosophies, ad world views.
- Synthesize Global Indigenous Knowledge in order to apply it to Indigenous- related theoretical and methodological foundations affecting the spread of said knowledge.
- Develop cultural awareness for professionals working with communities, organizations, or programs with Indigenous participants.

Healthcare Management: Certificate

Rapid growth in the healthcare industry creates an increased need for highly skilled professionals who can manage within healthcare facilities and organizations. If you currently work or plan to work in the healthcare sector, Empire State University's undergraduate certificate in healthcare management is a valuable credential that will enhance skills and knowledge in critical areas so that students can advance their career and increase earning potential.

Who Should Earn An Undergraduate Healthcare Management Certificate?

Anyone working in healthcare or a healthcare-related field who is interested in moving into a supervisory role, as well as those interested in changing careers to enter this increasingly important and expanding field. This includes professionals and students working in or planning to work in:

- insurance companies
- hospitals
- nursing homes
- doctors' offices and clinics
- allied health professions
- pharmaceutical firms
- medical supply companies
- medical laboratories
- health related non-profits
- public sector health organizations.

At SUNY Empire, you can earn your undergraduate certificate online, giving you the flexibility to complete your courses while you work or earn your undergraduate degree. If you're a current SUNY Empire student, you can embed the healthcare management certificate into your undergraduate degree.

Our undergraduate certificate program is designed to give you specialized knowledge of the healthcare industry, including its management, regulations, policy and economics, that you can immediately apply in real-world settings.

Enroll in the Certificate Program for Healthcare Management

Currently enrolled students can submit the online Degree Add/Change Request Form. If you are not currently enrolled, apply online (https://www.sunyempire.edu/admissions/associate-bachelors/) and select the certificate option.

Certificate students who are concurrently enrolled in a bachelor's degree program are eligible to apply for federal financial aid, while those students who enroll only in the certificate program are not.

Certificate Program Coordinator

Duncan P. RyanMann, Ph.D., Professor
School of Business
duncan.ryanmann@sunyempire.edu

Program Details

The four core courses focus on content areas essential for all healthcare management professionals, including the roles and responsibilities of managers, healthcare policy, and health economics and finance. A

required elective allows you to customize your certificate to meet your specific needs or interests.

Code	Title	Credits
HLAD 2010	The United States Health Systems	4
HLAD 3050	Healthcare Management	4
HLAD 4015	Healthcare Policy	4
ECON 3055	Economic Issues in Health Care	4
HLAD 3005	Community Health	4
or HLAD 3015	Comparative Health Systems	
or MGMT 4020	Managing the Service Sector Operation	
or HSCI 3200	Health Informatics	
or HLAD 3045	Healthcare Ethics	
or EMGT 3035	Managing Biological Terrorism as a Public Health Emergency	
or NURS 3035	Interdisciplinary Perspectives in Global Health	
or HLAD 3055	Managed Care	
or HLAD 3020	Cultural Competency in Health Care	
or HLAD 3040	Health Disparities	
or HLAD 3122	Principles of Public Health	
Total Credits		**20**

Learning Outcomes

Students will demonstrate the following learning outcomes upon completion of this certificate:

- Students will be able to descript the delivery, financing and regulation of healthcare services in the United States.
- Students will be able to explain the impact of major population health issues on the US healthcare system.
- Students will be able to identify essential role and skill requirements for managing in a healthcare environment.
- Students will be able to identify industry and environmental factors which influence the role of the healthcare manager and understand how they affect healthcare organizations.
- Students will be able to explain the process of creating healthcare policy at the federal and state levels.
- Students will be able to apply the tools of economics to the analysis of healthcare markets.
- Student will be able to apply the tools of a healthcare manager in a real world setting.

Manufacturing Management: Certificate

The undergraduate certificate in Manufacturing Management is designed specifically to meet the needs of individuals working in the manufacturing sector, who seek professional growth and advancement in their careers. The certificate program is designed to help students learn to successfully supervise manufacturing operations, while providing expertise in a variety of areas, such as production planning, inventory management, project management and supply-chain management. The 24-credit certificate is aimed at students who want to become managers in the manufacturing environment.

The Manufacturing Management certificate program is comprised of six courses that may be taken online or through independent study. The certificate courses are fully applicable to a bachelor's degree program developed in the Business, Management and Economics (BME) area of study and/or a bachelor of science degree program in management and/ or a bachelor of science degree program in business administration. (Please consult with your Empire State University mentor about how this may be applicable to your specific case). Certificate students who are concurrently enrolled in a bachelor's degree program are eligible to apply for federal financial aid, while those students who enroll only in the certificate program are not.

Enroll in the Certificate Program for Manufacturing Management

Currently enrolled students can submit the online Degree Add/Change Request Form. If you are not currently enrolled, apply online (https://www.sunyempire.edu/admissions/associate-bachelors/) and select the certificate option.

Certificate students who are concurrently enrolled in a bachelor's degree program are eligible to apply for federal financial aid, while those students who enroll only in the certificate program are not.

Certificate Program Coordinator

Anant Deshpande (Anant.Deshpande@sunyempire.edu), Ph.D.
Professor and Academic Coordinator, Empire State University
518-587-2100, ext. 2874

Program Details

The Certificate in Manufacturing Management includes the following required courses. Students take the required courses in the following sequence:

Code	Title	Credits
MGMT 1005	Principles of Management	4
MATH 1065	Statistics	4
MGMT 4025	Manufacturing Management	4
MGMT 3080	Supply Chain Management In The Global Context	4
INFT 3035	Project Management	4
MGMT 3050	Operations Management	4

Learning Outcomes

Upon completion of the certificate program, students will demonstrate the following learning objectives:

- Students will be able to demonstrate an enhanced understanding of the dynamics of a manufacturing organization and how it operates within a global environment.
- Students will be able to demonstrate an enhanced understanding of global supply chains, including the impact of information technology along with supply-chain design.
- Students will be able to demonstrate an enhanced understanding of management and leadership skills in a production-based environment.
- Students will be able to demonstrate an enhanced understanding of lean manufacturing, resource planning, plant layout, inventory controls and production planning and supervision.
- Students will be able to demonstrate an enhanced understanding of the use of analytical tools to improve operations modeling and evaluation of outputs.
- Students will be able to demonstrate an enhanced understanding of manufacturing strategies and principles from a preventative and predictive maintenance standpoint.
- Students will be able to demonstrate an enhanced understanding of methods to translate customer demand into effective production and service delivery models.

Career Self-Management and Self-Marketing: Micro Credential

Empire State University awards a 4-credit micro credential in Career Self-Management and Self-Marketing upon successful completion of the 4-credit online course MRKT 4050 Career Self-Management and Self-Marketing. This micro credential introduces students to advanced topics in career self-management, individual skills management and development, self-marketing, and personal branding. Throughout the course, students will engage in a series of interlinked learning activities aimed at identifying, benchmarking, evaluating, peer-reviewing, documenting, presenting, and improving their job-related skills. They will learn how to use contemporary learning theories and powerful management and marketing tools for effective self-development and self-promotion.

Currently, there is a growing understanding of the necessity to embed career competencies and skill-building activities in the design of undergraduate and graduate degrees, particularly within the business and management environment. In an ever-changing job market landscape, college graduates need to be prepared to professionally manage oneself by proactively scanning the job market, identifying and mastering the required skill sets, and developing effective strategies for individual skills management, self-improvement, and self-marketing. The amount of knowledge and skills that are needed for effective self-development is far beyond introductory career development courses, which is why forward-thinking institutions incorporate advanced career development learning at the senior undergraduate and graduate levels. While career self-management is one of the most important graduate attributes, in many academic programs this life-saving skill is significantly overlooked. This micro credential is designed to help individuals develop, implement, and sustain their personal strategies for success in the competitive marketplace.

Enrollment

- Current Empire State University students may enroll as they would any other SUNY Empire undergraduate course using MySUNYEmpire (https://my.sunyempire.edu).
- Non-SUNY Empire students may enroll in the course by following the undergraduate non-degree study process. (https://www.sunyempire.edu/degrees-programs/nondegree-study/)

Program Coordinator

Valeri Chukhlomin, Ph.D.
Professor, School of Business
Email questions about the Micro Credential to
Valeri.Chukhlomin@sunyempire.edu.

Program Details

This micro credential consists of one required course:

Code	Title	Credits
MRKT 4050	Career Self-Management and Self-Marketing	4

Learning Outcomes

- Students will be able to think strategically on how to develop, implement, monitor, and sustain an effective course of action to succeed in a competitive job market environment.
- Students will be able to use business strategy methods to scan a competitive job market, identify and analyze necessary competencies and skills, and estimate the required level of skill acquisition to succeed in a competitive selection process for the position(s) of your interest.
- Students will be able to apply performance management tools to develop required skills and to objectively evaluate and monitor your level of skill acquisition.
- Students will be able to use strategic marketing techniques for collecting, organizing, peer-reviewing, and demonstrating evidence of your mastery of skills for successful job search/promotion.
- Students will be able to effectively utilize information technology for managing your skills portfolio, maintaining career development workflow, and conducting self-administered, skill-building training interventions.
- Students will be able to apply learning theories, such as self-directed learning, active regulation, goal setting, situated and transformational learning, for effective career self-management, skill-building, and career growth.

Direct Support Professionals: Micro Credentials

Empire State University, in partnership with the New York State Office for People With Developmental Disabilities (OPWDD) and SUNY, offers three micro credentials to support the academic success and career pathway for Direct Support Professionals (DSP). The DSP-1, DSP-2, and DSP-3 micro credentials are designed to meet the standards of the National Alliance of Direct Support Professionals (NADSP) and lead toward DSP certification.

Successful completion of one or more of the DSP micro credentials at Empire State University leads to: national certification at the DSP-1 , 2, or 3 level(s) by NADSP, a SUNY micro credential, college credit towards an associate or bachelor's degree, and a range of career pathways and options.

Enrollment

Current Empire State University students may enroll as they would any other SUNY Empire undergraduate course using MySUNYEmpire (https://login2.esc.edu/cas/login/?service=https%3A%2F%2Flogin2.esc.edu%2Fcas%2Fidp%2Fprofile%2FSAML2%2FCallback%3FentityId%3Dhttp%253A%252F%252Fsignin.esc.edu%252Fadfs%252Fservices%252Ftrust%26SAMLRequest%3DPD94bWwgdmVyc2lvbj0iMS4wIiBlbmNvZGluZz0iVVRGLTgiPz48c2FtbHA6QXV0aG5SZXF1ZXN0IHhtbG5zOnNhbWxwPSJ1cm46b2FzaXM6bmFtZXM6dGM6 %26RelayState%3D9ea99ada-876f-42e5-9c93-4abcf280fc98). Non-SUNY Empire students may enroll in the course by following the steps to apply to the university. (https://sunyempire.edu/admissions/associate-bachelors/)

Program Contact

Desalyn De-Souza, PhD
Dean, School of Human Services
Email questions about the micro credential and/or grant funding opportunities to Desalyn.De-Souza@sunyempire.edu

Program Details

The three DSP micro credentials listed below consist of the following required courses:

Direct Support Professionals – 1

Code	Title	Credits
DISB 1010	Direct Support Professional Course 1	4

DIRECT SUPPORT PROFESSIONALS – 2

Code	Title	Credits
DISB 2030	Direct Support Professional Course 2 – Individual	4
DISB 2035	Direct Support Professional Course 2 - Community	4

DIRECT SUPPORT PROFESSIONALS – 3

Code	Title	Credits
DISB 2040	Direct Support Professional Course 3	4

Learning Outcomes

DIRECT SUPPORT PROFESSIONALS – 1

- The student will be able to explain the Code of Ethics
- The student will be able to describe ways to monitor crisis situations
- The student will be able to identify support programs and interventions appropriate to the individual being served
- The student will be able to identify person centered planning techniques and assists individuals in developing person centered plans.
- The student will be able to employ appropriate actions to promote healthy living
- The student will be able to identify adaptive equipment and therapies utilized by the individual
- The student will be able to identify the individual health and medical treatments of diverse clients
- The student will be able to identify different types of health care decisions and the rights of individuals to make their own health care decision

DIRECT SUPPORT PROFESSIONALS – 2

- The student will be able to apply concepts of person centered supports when working with individuals and their families.
- The student will be able to advocate for individuals and their families for services, resources, and treatments within the home and in the community.
- The student will be able to assess individuals for their social, physical health, mental health, and employment needs.
- The student will be able to explain the current standards of documentation.
- The student will be able to define modes of communication that are appropriate to the communication needs of participants.

DIRECT SUPPORT PROFESSIONALS – 3

- The student will be able to evaluate strategies to support individual empowerment
- The student will be able to distinguish data regarding human, legal, and civil rights.
- The student will be able to apply modes of communication that are appropriate to the communication needs of participants
- The student will be able to conduct assessments reviewing the process for inconsistencies, and updating corrections.
- The student will be able to facilitate the development of an individualized plan.
- The student will be able to assess the participant in the development of interpersonal relationships
- The student will be able to assess the participant's vocational interests and aptitudes.
- The student will be able to educate participants, co-workers and community members.
- The student will be able to assist the individual with identifying community support systems within their neighborhood
- The student will be able to analyze advocacy issues.
- The student will be able to advocate to community members and organizations (e.g., employer, landlord, or civic organization) when relevant to participant's needs or services
- The student will be able to conduct program evaluations.

University Calendar

Each year, the university offers the following three terms: fall, spring and summer.

Term	Term Length
Fall (usually begins in early September)	15 weeks
Spring (usually begins in late January)	15 weeks
Summer (usually begins in early May)	15 weeks

For the 2024-2025 academic year, there are also two overlapping eight-week Express Terms each fall, spring, and summer.

International Education schedules its terms based on the calendars of the host institutions and will provide information to students as it becomes available.

There are three periods in which faculty are unavailable to students, one typically immediately after the fall term, one after the spring term, and the last usually just preceding fall term. Students who require assistance during that time should contact 1Stop Student Services (https://www.sunyempire.edu/1-stop-student-services/).

2024-2025 Academic Calendar

The university's three-term academic year provides time well in advance of the start of the term for students to work with their mentors and plan the upcoming term. During the advising and registration period, students and mentors schedule time to discuss their educational goals and the available learning opportunities, to design individualized studies and to secure the learning resources for each course. For more information, please see Getting Started and Registration (p. 170). Please note that the financial aid calendar starts with the summer term.

Term	Admission Deadline	Registration Period	Add/ Drop Begins[1]	Add/ Drop Ends[2]	Start	End	Grades Due
Fall 2024	Aug. 1	Apr. 9 to Sept. 2	Sept. 3	Sept. 9	Sept. 3	Dec. 13	Dec. 20
Fall 2024, Express Term One	Aug. 1	Apr. 9 to Sept. 2	Sept. 3	Sept. 9	Sept. 3	Oct. 25	Nov. 1
Fall 2024, Express Term Two	Sept. 26	Apr. 9 to Oct. 20	Oct. 21	Oct. 27	Oct. 21	Dec. 13	Dec. 20
Spring 2025	Dec. 6	Oct. 8 to Jan. 12	Jan. 13	Jan. 19	Jan. 13	Apr. 25	May 2
Spring 2025, Express Term One	Dec. 6	Oct. 8 to Jan. 12	Jan. 13	Jan. 19	Jan. 13	Mar. 7	Mar. 14
Spring 2025, Express Term Two	Jan. 31	Oct. 8 to Mar. 2	Mar. 3	Mar. 9	Mar. 3	Apr. 25	May. 2
Summer 2025	Apr. 11	Feb. 4 to May 11	May 12	May 18	May 12	Aug. 22	Aug. 29
Summer 2025, Express Term One	Apr. 11	Feb. 4 to May 11	May 12	May 18	May 12	July 3	July 11
Summer 2025, Express Term Two	May 29	Feb. 4 to June 15	June 16	June 22	June 16	Aug. 8	Aug. 15

[1] There is an additional fee for late registration. Late registration is possible only if space is available.

[2] Any courses added after the add/drop period will be subject to a late add fee in addition to the late registration fee.

Faculty No Appointment Periods and Holidays

The dates below list the days that the university is closed and faculty no appointment periods. During faculty no appointment periods, faculty do not schedule appointments with students.

Date	Description
2024	
July 15 - August 9	Faculty no appointment period
Sept. 2	State holiday (Labor Day)
Oct. 14	State holiday (Indigenous Peoples Day observed)
Nov. 5	State holiday (Election Day)
Nov. 11	State holiday (Veterans Day observed)
Nov. 28	State holiday (Thanksgiving)
Dec. 16 - Dec. 27	Faculty no appointment period
Dec. 25	State holiday (Christmas Day)
2025	
Jan. 1	State holiday (New Year's Day)
Jan. 20	State holiday (Martin Luther King Jr. Day)
Feb. 12	State holiday (Lincoln's Birthday observed)
Feb. 17	State holiday (President's Day)
April 28 - May 2	Faculty no appointment period
May 26	State holiday (Memorial Day observed)

Program Calendars for 2024-2025

International Education

In addition to the university's three-term academic calendar, International Education have their own term schedules. Please contact International@sunyempire.edu for term dates and other information about our programs at these locations.

- Tirana, Albania
- Prague, Czech Republic
- Santo Domingo, Dominican Republic
- Athens, Greece
- Thessaloniki, Greece
- Beirut, Lebanon
- Eskişehir, Turkey

The Harry Van Arsdale, Jr. School of Labor Studies

The HVASLS term start and end dates vary by sponsor. For exact dates, please contact the HVASLS student services coordinator, Nedelka McLean, at 518-587-2100, ext. 1478 or Nedelka.McLean@sunyempire.edu (nedelka.mcLean@sunyempire.edu).

Undergraduate Admissions

Admission shall be without regard to sex, age, race and ethnicity, color, religion, disability, national origin, sexual orientation, military status or marital status. The two principal requirements for admission as an undergraduate are:

- Possession of a regionally accredited high school diploma or its equivalent.
- The ability of Empire State University to meet the applicant's explicit and implicit educational needs and objectives.

Although the majority of applicants to the university are admitted, the university reserves the right to deny admission based on its inability to meet an applicant's needs. An applicant wishing to secure certain professional licensures or certificates may be denied admission because the university does not offer such programs. Empire State University does not use standardized test scores as part of its application for admissions. You can apply online (http://www.sunyempire.edu/Apply/).

Undergraduate Admissions Procedures

Applications are reviewed on a first-come, first-served basis. All application materials including all previous college transcripts must be received before the deadline to guarantee review of your application for your term of choice. Once your application is complete, if space is not available for that term, you will be eligible to enroll in the next available term.

The university has a three-term academic calendar with overlapping eight-week Express Terms each fall, spring and summer. Application deadlines for each of the terms follows.

Term	Application Deadlines
Fall 2024	August 1
Fall 2024 Express Term Two	September 26
Spring 2025	December 6
Spring 2025 Express Term Two	January 31
Summer 2025	April 11
Summer 2025 Express Term Two	May 23

Application deadlines do change from term to term. Please visit the admissions web page (https://www.sunyempire.edu/admissions/associate-bachelors/) for the most current deadlines.

Some programs may not be able to accommodate all students.[1] Potential students are, therefore, urged to apply well in advance of their desired enrollment term date. Applicants who do not complete the application and orientation process in one year will need to reapply.

[1] Admission to the School of Nursing and Allied Health is selective and competitive. Applications are thereafter reviewed and accepted for the appropriate term. In order to expedite a fair review, students are encouraged to submit all necessary application requirements promptly and concisely.

Orientation

After applicants have been admitted, they will be auto enrolled in orientation. Orientation is an important introduction to the university that prepares a newly admitted student for their first term. Orientation includes:

- Various ways to study at SUNY Empire;
- What a mentor is and how mentorship works;
- How to plan and pay for a university degree;
- Rights and responsibilities as a student; and
- Provides supports and resources available to students.

Readmission Procedures

Students in good academic and financial standing who have previously attended the university may re-enroll at their location up to three calendar years from the date on which their last enrollment ended. Students who wish to re-enroll more than three years after their last enrollment must reapply. Reapplication includes paying the nonrefundable $50 orientation fee, submitting proof of regionally accredited high school completion and resubmitting transcripts from previous institutions.

Nonmatriculated Undergraduate Students

Resources and space permitting, the university allows students to enroll in credit bearing studies or courses as nonmatriculated students. Financial aid is not available for nonmatriculated study. Also, students who ultimately wish to earn a degree from SUNY Empire are advised to limit nonmatriculated study, as the studies may not be appropriate to a future degree program.

To take courses as a nondegree or nonmatriculated student, please fill out the application for nondegree study (http://www.sunyempire.edu/nmApply/).

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 University is working to comply with each state's regulations and to maintain the necessary authorizations to continue providing our online degree programs. As a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), SUNY Empire is authorized to offer its online degree programs to residents of all other NC-SARA participating states. A complete list of states that are participants of NC-SARA can be found on their website (http://nc-sara.org/).

If a state or U.S. territory is not participating in NC-SARA, please visit our State Authorization for the Provision of Online Education web page (http://www.sunyempire.edu/academic-affairs/state-authorizations/) to check on the status of Empire State University'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

SUNY Empire, 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 university'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 (http://www.sunyempire.edu/collegewide-student-services/contact-for-support/student-problem-resolution/non-new-york-residents/).

International Student Services

Empire State University is authorized under federal law to issue Department of Homeland Security Form I-20 documents to nonimmigrant students. Empire State University limits its issuance of the I-20 document to Canadian non-immigrant students who wish to study in the U.S. at one of our programs as border commuter students. Students who wish to travel to the U.S. to study should see other State University of New York options on the SUNY Web site (http://www.suny.edu).

Students can earn a degree with Empire State University from wherever they live in the world entirely online through our international distance learning options. To learn more, please visit the SUNY Empire Online web site. (https://www.sunyempire.edu/online/)

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 mentors are considered border commuter students and must apply for admission to the university 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 SUNY Empire. Applicants may be required to take the Test of English as a Foreign Language (TOEFL). Please visit our international students web page (http://www.sunyempire.edu/ISS/) for:
- Test score information;
- 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). These transcripts must be submitted directly from the issuing institution to SUNY Empire. High school documents must show the approval of the ministry of education. All other transcripts from non-U.S. educational documents must be evaluated by a member organization of the National Association of Credential Evaluation Services ((https://www.naces.org/members/)NACES (https://www.naces.org/members/)) (https://www.naces.org/members/). Evaluation reports must be submitted directly from an approved evaluation service to the university. Copies of evaluations sent by the student will not be accepted.

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 university.

Canadian border commuter students accepted to the university 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 $350 and must be paid directly to the U.S. government. More information on the SEVIS fee and how to pay it is available on the U.S. Immigration and Customs Enforcement's I-901 SEVIS Fee web page (http://www.Ice.gov/sevis/i901/). Students are required to present receipt of this payment when they cross into the U.S. Border commuter students are issued a new I-20 each term, but are not required to pay the SEVIS fee for each consecutive term they are in attendance. If a student does not maintain status for each consecutive term, he or she will be required to pay a new SEVIS fee when issued a new I-20.

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

For visa or international student questions, please contact the Center for International Education at international@sunyempire.edu or toll free at 800-847-3000.

For regular admissions requirements visit the Admissions Requirements web page (http://www.sunyempire.edu/Apply/). Please visit the international students web page (http://www.sunyempire.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, Empire State University, 111 West Ave., Saratoga Springs, NY 12866-4390, Attention: International Student Liaison, U.S.A.

To Find Out More

You can obtain information about the university in a number of ways:

- Information about online information sessions and phone information sessions are available by calling 1Stop Student Services at 800-847-3000.
- Visit the university's website (http://www.sunyempire.edu).
- Visit one of the more than 15 locations across New York state.
- Request information by writing to:
  Admissions
  Empire State University
  111 West Ave.
  Saratoga Springs, NY 12866-6069
  or calling:
  800-847-3000
  or email us at:
  Admissions@sunyempire.edu (Admissions@sunyempire.edu)

To Apply Online

To apply, visit the university's admissions web page (http://www.sunyempire.edu/Apply/).

Transfer Credit

Transfer Credits/Advanced Standing at Empire State University

Empire State University recognizes that students acquire college-level learning from many sources. Advanced standing refers to academic credit for college-level learning gained outside of your attendance at SUNY Empire State University. This includes traditional transfer credit (p. 159) as well as any assessed prior learning such as credits earned through standardized exams (p. 161), military credits (p. 160), professional learning that has been pre-evaluated (PLE (p. 166)), or individualized credit for prior learning (iC (p. 166)PL) (p. 166). See the individual sections of the catalog for more information about each type of advanced standing.

Official Documenation and Credit Application

Students are required to provide official documentation in order for their credits to be accepted. To be considered official, a transcript or other academic documents must be sent at the student's request directly from the originating institution or organization to Admissions at Empire State University. Transfer credit and other prior learning (advanced standing) that meets policy for acceptance will be evaluated and applied to a student's record as close to the time of admission as possible.* At SUNY Empire we apply all available transfer credit to a student's record, so the student and their mentor can see what is available. However, not all credits may be usable toward a student's degree. Students will work with their mentor to determine which credits and how many of them, apply toward their particular degree.

Undergraduate students matriculating prior to Fall 2022 have their prior learning applied to their record at the point of degree program concurrence.

Maximum Number of Transfer Credits

In most associate degree programs, students may include up to 40 credits of transfer and/or other prior learning (advanced standing). Students in an AA or AS in General Studies program may transfer in up to 52 credits. In our baccalaureate programs students may include up to 90-93 credits of advanced standing, depending on the overall number of credits required in the degree. Keep in mind, baccalaureate degrees require a minimum of 45 credits at the upper-level, therefore the maximum amount of introductory-level credits (like those earned through a community college), that can be used toward a student's bachelor's degree, is 75-79. Students will work with their mentors to determine which credits are applicable.

Semester Credit Hours

College credit represents the number of hours students have spent studying a particular topic. These hours are converted into credits based on the length of the course (semester, term), the number of hours the course met during the designated time and the number of hours expected for work outside of the course meetings. Typically, credits are measured in semester or quarter credits. SUNY Empire awards credit based on semester hours. If a student attended an institution that awarded quarter credits or another type of unit of measure, the credits will be converted to semester credits upon application to their SUNY Empire record.

Rounding of Credits

Credits are not rounded at SUNY Empire, and may include fractions of credits. For example, 4 quarter credits are equivalent to 2.68 semester credits and will not be rounded to 3 credits.

D Grades

Grades of D generally indicate less than satisfactory performance and are not transferable in most cases. Students who were awarded an Associate in the Arts (AA), Associate in Science (AS), or Associate in Applied Science (AAS) degree can bring in all or part of the credit earned as part of that degree, including courses with D grades. Students without a completed associate degree can bring in credits for which the student received a C- or above. D grades earned as part of an Associate in Occupational Studies (AOS) degree are not transferable, even if the student completed the AOS. Courses with D grades listed on a SUNY general education transfer addendum (GETA) may be used to meet SUNY General Education Requirements.

Age of Credits

Empire State University accepts credits no matter how long ago a student earned them, except when the learning is in an area that has changed significantly over time, such as computer technology. In such cases, credits should be reviewed for currency. Students should talk to their mentor about the appropriateness of their credits.

Credits Not Counting Toward A Degree
Developmental/Remedial

Developmental courses, remedial courses, English language courses that strengthen a student's language skills to college-level, or pre-college courses listed on transcripts are not accepted as transfer credit. Numbers lower than 100 or 10 often designate these courses. Some examples of titles are "Reading", "Arithmetic", "Basic Writing" and "English as a Second Language". Often such courses appear on transcripts with credit amounts or quality points attached although they may not count toward degree requirements at the original institution.

Insufficient grades

Incompletes, withdrawals, failing grades, and D-grades not part of a completed AA, AS, AAS degree, audited courses, and adult education courses which did not earn college credit are not accepted as transcript credit. Continuing Education Units (CEUs) are not equivalent to college credits and are not directly transferable. A student may demonstrate their knowledge in these areas by taking a standardized examination or through individualized prior learning assessment.

Redundancy

Empire State University awards credit for specific learning only once. Similar courses in the same subject at the same level taken at different institutions are considered potentially redundant unless the university has determined that there is no significant overlap.

Transferring CPL Credit From Another Institution

Credit for prior learning or credit for individually evaluated learning that comes to the university on a transcript from a regionally accredited institution or from an institution on the NYSED approved list when you attended may be accepted when it is part of a completed A.A., A.S. or A.A.S. degree. If this is not the case, then the credits may be used if the originating institution's process for awarding the CPL credits has been

reviewed by the Office of the Registrar and has been determined to be consistent with SUNY Empire's conventions for evaluating such credits. CPL programs from all SUNY institutions have already been evaluated and are acceptable for direct transfer.

Transfer Appeals Process

When a student transfers into Empire State University, all courses taken at other SUNY institutions are eligible for transfer credit. The student will work with their faculty mentor to determine which prior courses are appropriate to the degree program plan. If the student does not agree with the university's decision on the granting or placement of credit that was earned at another SUNY institution, the student has the right to submit an appeal.

The university appeals process includes an informal resolution procedure, as well as a procedure for formal appeal of an academic decision. We strongly encourage students to attempt an informal resolution before making a formal appeal.

Consult the Student Academic Appeals Policy and Procedure (http://sunyempire.edu/policies/?search=cid=37972) for more details on the appeals process.

Further Appeals Process For Students Transferring From Another SUNY Campus

If the student has exhausted the appeals process at the university and still does not agree with the university's decision or has not received a response within 15 business days, they may appeal to SUNY System Administration. Students can submit the appeal by filling out a student appeal form (https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/Transfer_Appeal_Form.pdf) and sending it with requested material to:

studentmobility@suny.edu

or send via certified mail to:

Thomas Hanford, Ph.D.
Director of Transfer and Articulation Policy
Office of Student Success
SUNY System Administration
353 Broadway Albany, NY 12207

The SUNY representative will respond to the appeal within five business days from receipt of the completed appeal application. If the decision finds merit to change the course to meet a major requirement, the receiving institution will be notified to take appropriate action.

Credit from Other Institutions
TRANSCRIPT CREDIT FROM REGIONALLY ACCREDITED COLLEGES AND UNIVERSITIES

Empire State University recognizes transfer credit acquired through other regionally accredited colleges and universities. In order for the credit to be directly transferable, the college or university must be regionally accredited or a candidate for accreditation at the time of the student's attendance. A list of the regional accreditation agencies can be found online at the Council for Higher Education Accreditation (CHEA) (https://www.chea.org/regional-accrediting-organizations/)website.

In order to be accepted, the transcript must show the course title, the grade (or equivalent evaluation such as is provided by certain non-traditional institutions), and the credit earned for each course. Courses with a grade of C- or higher (or equivalent) are acceptable. Students with an earned Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science (A.A.S.) degree may transfer in coursework with D grades that was part of the awarded degree.

An official transcript will be needed for each institution attended, even if transfer credit from a previous institution is listed on another college transcript. Developmental courses, remedial courses, English language courses that strengthen a student's language skills to college-level, or pre-college courses listed on transcripts are not accepted as transfer credit.

PATHWAYS TRANSFER AGREEMENTS

The College has developed Pathways Transfer Agreements with community colleges across SUNY, CUNY and out-of-state. For details and transfer guides, see the Community College and Academic Partnerships page (https://www.sunyempire.edu/academic-affairs/community-college-and-academic-partnerships/).

NEW YORK STATE EDUCATION DEPARTMENT RECOGNIZED INSTITUTIONS

Empire State University accepts credit from degree-granting institutions within New York state that have been approved by the New York State Education Department (NYSED) to award college-level degrees at the time of attendance. This includes independent and proprietary-sector institutions, such as some New York state business schools. In order to be accepted, the transcript must show the course title, the grade (or equivalent evaluation such as is provided by certain non-traditional institutions), and the credit earned for each course. Courses with a grade of C- or higher (or equivalent) are acceptable. Students with an earned Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science (A.A.S.) degree may transfer in coursework with D grades that was part of the awarded degree. An official transcript will be needed for each institution attended, even if transfer credit from a previous institution is listed on another college transcript. Developmental courses, remedial courses, English language courses that strengthen a student's language skills to college-level, or pre-college courses listed on transcripts are not accepted as transfer credit.

INTERNATIONAL TRANSCRIPTS REQUIRING EVALUATION

Empire State University accepts college credit earned at other accredited institutions internationally. Transcripts from most international institutions must be evaluated by a member organization of the National Association of Credential Evaluation Services ((https://www.naces.org/members/)NACES (https://www.naces.org/members/)) (https://www.naces.org/members/). For transfer purposes, institutions evaluated at a college-level require a course-by-course evaluation. The evaluation needs to include title, credits, grades, and level of learning. If level is not included in the evaluation, coursework must be applied as lower-level (introductory) credit. The university will only accept evaluated coursework from one approved organization and will not "mix and match"

evaluations from separate services or replace an evaluation which has already been accepted. Original evaluation reports must be submitted directly to Admissions. Copies of evaluations will not be accepted. Students should review pricing, services, documentation requirements and the time it takes to prepare the evaluation report as each service differs. This information can be found on the NACES website (https://www.naces.org/).

transcripts not requiring international evaluation

SUNY Empire does accept transcripts (in English only) from some international institutions that have undergone an official review determined to be equivalent to a regionally accredited institution. If you have a transcript from one of the following institutions, you do not need to have your transcript reviewed by a foreign credential evaluation service.

Israeli institutions

Israeli Institutions accredited by the Israeli Council on Higher Education and the Israeli Ministry on Education. The Council for Higher Education website has the most current list of institutions at **www.che.org.il/en/institutions/.**

Canadian Institutions

Canadian institutions listed as members of Universities Canada (formerly AUCC: the Association of Universities and Colleges of Canada). The most current list can be found on their website at **http://www.univcan.ca/universities/member- universities/.**

Canadian institutions listed as members of the Canadian Colleges of Applied Arts and Technology (CAAT). The most current list can be found on its website at **www.ontario.ca/page/ontario-colleges**.

Puerto Rican Institutions

Puerto Rico is considered part of the United States and accepted institutions have been accredited by the Middle State Commission on Higher Education (MSCHE). Check the Middle States Commission's website for a current list at **https://**www.msche.org/institution/. (http://www.msche.org/institution/)

International Partner Institutions

Empire State College has developed official partnerships with the following international institutions. Official transcripts from these institutions are sufficient documentation for awarding credit for students enrolled in the partnership program. These credits are listed under the "credit by evaluation" section on the degree program:

- University of New York/Prague, Czech Republic
- University of New York/Tirana, Albania
- American University of Technology, Lebanon
- American University of Science and Technology, Lebanon
- New York College/Athens, Greece
- New York College/Thessaloniki, Greece
- La Universidad APEC (UNAPEC), Dominican Republic
- Anadolu University (AU), Turkey

Other Types of Institutions

Empire State College accepts credits from institutions that have undergone review by the following types of programmatic accreditation:

- Nursing schools accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), formerly National League for Nursing Accrediting Commission (NLNAC).
- Art schools with National Association of Schools of Art and Design (NASAD) approval. Courses must have been successfully completed during a period when the institution was accredited by NASAD or a candidate for accreditation,
- Canadian 13th-Year credits.

Military Credit
MILITARY TRAINING

Empire State University awards credit for many types of military training and occupations. In addition to credit from other institutions, SUNY Empire accepts credit recommendations for any military training or occupation that has been evaluated through the American Council on Education (ACE). The guide with credit recommendations for military service is available online at http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx

If a student is an active-duty, guard, reserve or veteran service member, the Veteran and Military Resource Center (VMRC) at SUNY Empire will assist them with requesting and reviewing military documentation, as well as provide other information and resources. Students can reach VMRC via email, phone, fax or online at:

Veteran and Military Resource Center (https://sunyempire.edu/veteran-military/)
Military.Programs@sunyempire.edu (Military.Programs@esc.edu)
800-847-3000, ext. 2779 or 518-587-2100, ext. 2779

American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services

Many types of military training and occupations have been evaluated for college-level credit through the American Council of Education (ACE).

ACE recommends credit for:

- Formal military courses.
- Army enlisted and warrant officer occupational specialties.
- Navy general rates and ratings.
- Navy limited duty and warrant officer specialties.
- Selected Navy enlisted classifications (NEC).
- Coast Guard ratings and warrant officer specialties.
- Selected Marine Corps occupational specialties.
- Department of Defense.
- Basic training (since 1957) – 4 credits for military science/physical education (nonliberal, lower level).

The "American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services" provides a listing of all the training and occupations that have been evaluated for recommended credits. The guide with credit recommendations for military service is available online at **www.acenet.edu/militaryguide**.

The ACE guide also provides credit recommendations for many military service school courses and military occupational specialties (MOS). The college accepts credit recommendations for credit from primary MOS and duty MOS. Additional documentation may be required in order to accept secondary MOS.

Students requesting credit for their military training or occupation must provide proper documentation that matches the following criteria described in the ACE guide course description, including:

- Title
- Contents
- Dates
- Location
- Length of study.

The university accepts ACE credit recommended in the following categories:

- Lower-division associate/bachelor's degree.
- Upper-division bachelor's degree.
- Graduate degree.

Obtaining Official Military Documentation

In order to grant credit for learning you gained in the military, the college needs to have official copies of your military documents.

See the Veteran and Military Resource Center website (https://sunyempire.edu/veteran-military/) for details on obtaining transcripts. Transcripts should be sent to:

>   Admissions, SUNY Empire State College
>
>   111 West Ave.
>
>   Saratoga Springs, NY 12866-6069

The Joint Services Transcript (JST) Review of Available Credit

Due to strict regulations and compliance guidelines set forth by the Department of Defense Memorandum of Understanding and Principles of Excellence, early and accurate evaluation of available credit is essential. Members of the Offices of the Registrar and Veteran and Military Resource Center have developed a transcript review process for the Joint Service Transcript (JST).

Upon receipt of the JST by the college, a review will be conducted jointly through the Office of the Registrar and VMRC. All student military credits will be reviewed for redundancy. Credits from different courses and occupations often reflect the same learning and can only be used once. All available credit will be applied to the student record and viewable in Banner, DP Planner, and Degree Works.

Please note that reviewers will have also taken rank and level into account when conducting the review. Some military transcripts list all possible credits, even if the student has not achieved the necessary rank and/or appropriate level to earn them. A service member's rank is listed on the first page of the JST and reflects the individual's rank at the time the JST was prepared. It is important that service members have up-to-date JST's on file with Admissions so that it accurately reflects their military training and rank. If a student does not hold the necessary rank, then they are not eligible for the credits ACE recommends for that specific training/MOS.

Standardized Exams Appearing on an Official Military Document

College level test scores from examinations (p. 161), such as CLEP examinations, DANTES Subject Standardized Tests (DSST) or Defense Language Proficiency Tests (DLPT), can be accepted directly from a JST, or Coast Guard Institute transcripts if they include exam title, date exam was taken and the score.

Military Training Not Yet Evaluated for College Credit

Not all armed services training has been evaluated for college credit. If a learning experience does not appear in the ACE guide or the JST transcript indicates that it has not been evaluated, the learning claimed from that course/occupation may be individually evaluated though the iCPL process (p. 165) to determine if college level credit is appropriate.

Standardized Exams

Empire State University accepts many types of standardized examinations that have been evaluated for college-level credits. If a student's results meet the guidelines established by the university for earning credit, they can use those credits toward their degree program plan when:

- They completed the examination during the specific time period covered by the evaluation and credit recommendation.
- An official score report is received by Empire State University directly from the testing service.

As with all transfer credit/advanced standing, standardized examination topics should fit into a student's degree program by meeting specific program requirements or electives or adding breadth and depth to their general learning. Click on the tabs to find out more information about credit awards.

Empire State University accepts the following standardized examinations:

- Advanced Placement Examinations (AP) (https://catalog.esc.edu/undergraduate/transfer-credit/standardexams/#advancedplacementexaminationsaptext)
- Association of Language Testers in Europe (ALTE) (p. 164)
- British A-level Examinations (p. 164)
- College Level Examination Program (CLEP) (p. 163)
- DANTES Subject StandardizedTest (DSST) (p. 164)
- UExcel Excelsior College Examination Program (p. 164)
- Graduate Record Examination (GRE) advanced subject tests (p. 164)
- New York University Foreign Language Proficiency Examinations (p. 164)
- Thomas Edison Credit Examination Program (TECEP) (p. 164)

Before a student decide to take an exam, they should talk with their mentor to determine if it is appropriate for them to their degree. For more information on standardized examination opportunities, click on the name of the exam to be brought to the appropriate tab on this page.

For details on offerings, check the organization's website. Many of these sites offer study guides which are sometimes available at bookstores.

ADVANCED PLACEMENT EXAMINATIONS (AP)

College Board (AP) (http://www.collegeboard.com/ap/)

Empire State University accepts Advanced Placement exams with a score of 3 or higher, as documented by an official score report sent to Admissions. Current Advanced Placement exams and credits awarded are listed below. In addition to the current exams listed, SUNY Empire also accepts former examinations:

- Advanced Placement Tests taken before April 1994 with scores of 3 or higher earn 6 credits at the introductory level.
- Advanced Placement tests taken in April 1994 or later with scores of 3 or higher earn the number of credits recommended by the American Council on Education (ACE). Specific credit amounts for older examinations can be found on TES by CollegeSource (https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=ab2d75d5-a1a8-4086-a557-e284e58c93a2&aid=1d14f2c0-0147-4c03-b76e-5c02f9a9ebdb).

Current AP Exams and Credit Amounts:

Exam Name	Number of Credits	Equivalent Course	Gen Ed (2010)	Gen Ed (2023)
2-D Art and Design	3 cr.	Art Elective	Arts	The Arts
3-D Art and Design	3 cr.	Art Elective	Arts	The Arts
African American Studies	3 cr.	Art Elective	Arts	The Arts
Art History	6 cr.	Art Elective	Arts	The Arts
Biology	4 cr.	Biology Elective	Natural Sciences	Natural Sciences (and Scientific Reasoning)
Calculus AB	4 cr.	MATH 2140	Mathematics	Mathematics (and Quantitative Reasoning)
Calculus BC	8 cr.	MATH 2140 and MATH 2141	Mathematics	Mathematics (and Quantitative Reasoning)
Chemistry	4 cr. (score of 3), or 8 cr. (score of 4 or above)	Chemistry Elective	Natural Sciences	Natural Sciences (and Scientific Reasoning)
Chinese Language and Culture	8 cr. (score of 3), or 12 cr. (score of 4), or 16 cr. (score of 5)	Chinese Elective	Foreign Languages	World Languages
Comparative Government & Politics	3 cr.	Political Science Elective	Social Science	Social Sciences
Computer Science A	4 cr.	Computer Science Elective	None	None
Computer Science Principles	3 cr.	Computer Science Elective	None	None
Drawing	3 cr.	ARTS 1065	Arts	The Arts
English Language & Composition	6 cr.	Writing Elective	Basic Communication	Communication Written
English Literature & Composition	6 cr.	English Elective	Basic Communication (3 credits), Humanities (3 credits)	Communication Written (3 credits), Humanities (3 credits)
Environmental Science	3 cr.	ENSC 1200	Natural Sciences	Natural Sciences (and Scientific Reasoning)
European History	6 cr.	History Elective	Western Civilization	World History and Global Awareness
French Language and Culture	6 cr. (score of 3), or 9 cr. (score of 4), or 12 cr. (score of 5)	French Elective	Foreign Languages	World Languages
German Language and Culture	12 cr. (score of 3), or 16 cr. (score of 4), or 20 cr. (score of 5)	German Elective	Foreign Languages	World Languages
Human Geography	3 cr.	General Elective	Social Science	Social Sciences
Italian Language and Culture	6 cr. (score of 3), or 9 cr. (score of 4), or 12 cr. (score of 5)	Italian Elective	Foreign Languages	World Languages
Japanese Language and Culture	8 cr. (score of 3), or 12 cr. (score of 4), or 16 cr. (score of 5)	General Elective	Foreign Languages	World Languages
Latin	6 cr. (score of 3), or 9 cr. (score of 4), or 12 cr. (score of 5)	General Elective	Foreign Languages	World Languages
Macroeconomics	3 cr.	ECON 2015	Social Science	Social Sciences
Microeconomics	3 cr.	ECON 2020	Social Science	Social Sciences

Exam	Credit	Course Equivalent	Gen Ed (2010)	Gen Ed (2023)
Music Theory	3 cr. (score of 3) or 6 cr. (score of 4 or above)	Music Elective	Arts	The Arts
Physics 1 (Algebra-based)	4 cr.	PHYS 1200	Natural Sciences	Natural Sciences (and Scientific Reasoning)
Physics 2 (Algebra-based)	4 cr.	PHYS 1201	Natural Sciences	Natural Sciences (and Scientific Reasoning)
Physics C: Electricity & Magnetism	4 cr.	Physics Elective	Natural Sciences	Natural Sciences (and Scientific Reasoning)
Physics C: Mechanics	4 cr.	Physics Elective	Natural Sciences	Natural Sciences (and Scientific Reasoning)
Precalculus BC	4 cr.	MATH 1140	Mathematics	Mathematics (and Quantitative Reasoning)
Psychology	3 cr.	PSYC 1005	Social Science	Social Sciences
AP Research	3 cr. (score of 3), or 6 cr. (score of 4 or higher)	General Elective	None	None
AP Seminar	3 cr. (score of 3), or 6 cr. (score of 4 or higher)	General Elective	None	None
Spanish Language and Culture	6 cr. (score of 3), or 9 cr. (score of 4), or 12 cr. (score of 5)	Spanish Elective	Foreign Languages	World Languages
Spanish Literature and Culture	9 cr. (score of 3), or 12 cr. (score of 4), or 15 (score of 5)	Spanish Elective	Foreign Languages	World Languages
Statistics	3 cr.	MATH 1065	Mathematics	Mathematics (and Quantitative Reasoning)
US Government and Politics	3 cr.	POLI 2010	Social Science	Social Sciences
US History	6 cr.	HIST 2025 and HIST 2030	American History	U.S. History and Civic Engagement
World History (Modern)	6 cr.	History Elective	Other World Civilization	World History and Global Awareness

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

College Board CLEP (http://www.collegeboard.com/clep/)

Empire State University identification code = 2214

Empire State University follows the ACE/CLEP recommended minimum score (http://www2.acenet.edu/credit/?fuseaction=browse.getOrganizationDetail&FICE=300172.) and credit recommendations for awarding credit for exams taken since July 1, 2001 (except as noted for languages below). If you have taken a CLEP examination before July 1, 2001, or the effective date listed, contact The Office of the Registrar for required scores and available credit.

Current CLEP Exams

History and Social Sciences

- American Government: 3 credits; introductory; liberal
  - Gen Ed (2010): Social Science
  - Gen Ed (2023): *Social Science
- History of the United States I (Early Colonization to 1877): 3 credits; introductory; liberal
  - Gen Ed (2010): American History
  - Gen Ed (2023): *U.S. History and Civic Engagement
- History of the United States II (1865 to the Present): 3 credits; introductory; liberal
  - Gen Ed (2010): American History
  - Gen Ed (2023): *U.S. History and Civic Engagement
- Human Growth and Development: 3 credits; introductory; liberal
  - Gen Ed (2010): Social Science
  - Gen Ed (2023): *Social Science
- Introduction to Educational Psychology: 3 credits; introductory; liberal
- Introductory Psychology: 3 credits; introductory; liberal
  - Gen Ed (2010): Social Science
  - Gen Ed (2023): *Social Science
- Introductory Sociology: 3 credits; introductory; liberal
  - Gen Ed (2010): Social Science
  - Gen Ed (2023): *Social Science
- Principles of Macroeconomics: 3 credits; introductory; liberal
  - Gen Ed (2010): Social Science
  - Gen Ed (2023): *Social Science
- Principles of Microeconomics: 3 credits; introductory; liberal
  - Gen Ed (2010): Social Science
  - Gen Ed (2023): *Social Science
- Social Sciences and History: 6 credits; introductory; liberal
  - Gen Ed (2010): Social Science
  - Gen Ed (2023): *Social Science
- Western Civilization I (Ancient Near East to 1648): 3 credits; introductory; liberal
  - Gen Ed (2010): Western Civilization
  - Gen Ed (2023): *World History and Global Awareness
- Western Civilization II: 1648 to the Present: 3 credits; introductory; liberal

- Gen Ed (2010): Western Civilization
- Gen Ed (2023): *World History and Global Awareness

Composition and Literature

- American Literature: 3 credits; introductory; liberal
  - Gen Ed (2010): Humanities
  - Gen Ed (2023): *Humanities
- Analyzing and Interpreting Literature: 3 credits; introductory; liberal
  - Gen Ed (2010): Humanities
  - Gen Ed (2023): *Humanities
- College Composition: 6 credits; introductory; liberal
  - Gen Ed (2010): Basic Communications
  - Gen Ed (2023): *Communication - Written
- College Composition Modular: 3 credits; introductory; liberal
  - Gen Ed (2010): Basic Communications
  - Gen Ed (2023): *Communication - Written
- English Literature: 6 credits; introductory; liberal
  - Gen Ed (2010): Humanities
  - Gen Ed (2023): *Humanities
  - Humanities: 3 credits; introductory; liberal
    - Gen Ed (2010): Humanities
    - Gen Ed (2023): *Humanities

Science and Mathematics

- Biology: 6 credits; introductory; liberal
  - Gen Ed (2010): Natural Sciences
  - Gen Ed (2023): *Natural Sciences (and Scientific Reasoning)
- Calculus: 4 credits; introductory; liberal
  - Gen Ed (2010): Mathematics
  - Gen Ed (2023): *Mathematics (and Quantitative Reasoning)
- Chemistry: 6 credits; introductory; liberal
  - Gen Ed (2010): Natural Sciences
  - Gen Ed (2023): *Natural Sciences (and Scientific Reasoning)
- College Algebra: 3 credits; introductory; liberal
  - Gen Ed (2010): Mathematics
  - Gen Ed (2023): *Mathematics (and Quantitative Reasoning)
- College Mathematics: 3 credits; introductory; liberal
  - Gen Ed (2010): Mathematics
  - Gen Ed (2023): *Mathematics (and Quantitative Reasoning)
- Natural Sciences: 6 credits; introductory; liberal
  - Gen Ed (2010): Natural Sciences
  - Gen Ed (2023): *Natural Sciences (and Scientific Reasoning)
- Precalculus: 3 credits; introductory; liberal
  - Gen Ed (2010): Mathematics
  - Gen Ed (2023): *Mathematics (and Quantitative Reasoning)

Business

- Financial Accounting: 3 credits; introductory; nonliberal
- Information Systems: 3 credits; introductory; nonliberal
- Introductory Business Law: 3 credits; introductory; nonliberal
- Principles of Management: 3 credits; introductory; nonliberal
- Principles of Marketing: 3 credits; introductory; nonliberal

World Languages*

- French Language (Levels 1 and 2): 8, 12, or 16 credits (score dependent); introductory; liberal
  - Gen Ed (2010): Foreign Language
  - Gen Ed (2023): *World Languages
- German Language (Levels 1 and 2): 8, 12, or 16 credits (score dependent); introductory; liberal
  - Gen Ed (2010): Foreign Language
  - Gen Ed (2023): *World Languages
- Spanish Language (Levels 1 and 2): 8, 12, or 16 credits (score dependent); introductory; liberal
  - Gen Ed (2010): Foreign Language
  - Gen Ed (2023): *World Languages
- Spanish with Writing (Levels 1 and 2): 8, 12, or 16 credits (score dependent); introductory; liberal
  - Gen Ed (2010): Foreign Language
  - Gen Ed (2023): *World Languages

*SUNY Empire has developed our own credit recommendations for CLEP foreign language exams. See the Empire State University page (https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=ab2d75d5-a1a8-4086-a557-e284e58c93a2&aid=1d14f2c0-0147-4c03-b76e-5c02f9a9ebdb) on the TES by CollegeSource website for details. Enter "CLEP" using the "institution search" field.

ASSOCIATION OF LANGUAGE TESTERS IN EUROPE (ALTE)

ALTE (http://www.alte.org/)

Exams: foreign languages
Credit recommendation criteria:
ALTE Level 1 (A2) - 2 credits liberal, introductory
ALTE Level 2 (B1) - 4 credits liberal, introductory
ALTE Level 3 (B2) - 8 credits liberal, introductory
ALTE Level 4 (C1) - 12 credits liberal, 4 credits advanced
ALTE Level 5 (C2) - 16 credits liberal, 8 credits advanced

BRITISH A-LEVEL EXAMINATIONS

Cambridge International Examinations (http://www.cie.org.uk/)

Exams: A Level examinations for different college subjects
Credit recommendation criteria: 6 credits per A Level pass

DANTES SUBJECT STANDARDIZED TEST (DSST)

Thomson Prometric, DSST Program (http://www.getcollegecredit.com/)

Empire State University identification code = 8732
Note: Exams can be taken at Empire State University. (https://www.esc.edu/veteran-military/testcenter/)

Exams: about 40 exams in diverse disciplines
Credit recommendation criteria: credit awarded as indicated on score report - most exams are 3 credits

EXCELSIOR COLLEGE EXAMINATIONS AND UEXCEL EXAMS

Note: Excelsior and UExcel examinations were discontinued in 2022. Students who took exams prior to discontinuation are still eligible for credit.

Exams: areas of business, education, liberal arts and sciences, nursing
Credit recommendation criteria: indicated on score report

NEW YORK UNIVERSITY FOREIGN LANGUAGE PROFICIENCY EXAMINATIONS

New York University (https://www.sps.nyu.edu/homepage/academics/divisions-and-departments/center-for-applied-liberal-arts/proficiency-testing.html)

Exams: foreign languages

Credit recommendation criteria: New York University provides an official letter or transcript and the results are valid for five years. Credit is awarded on a point scale. Credit applied is equivalent to the score earned. The first eight credits applied are at the lower-level. For example, for a score of 12, students are eligible for 8 credits at the lower-level and 12 credits at the upper-level.

THOMAS EDISON CREDIT EXAMINATION PROGRAM (TECEP)

Thomas Edison State College of NJ (http://www.tesc.edu/tecep/)

Exams: liberal arts and sciences, business and management, professional areas

Credit recommendation criteria: indicated on score report - most exams are 3 credits

Credit for Prior Learning

EARN CREDIT FOR WHAT YOU ALREADY KNOW

You can earn credit for prior college-level learning and apply it toward your associate or bachelor's degree. Your mentor will help you determine what relevant college-level learning you already have.

Transfer credit (p. 158) from other institutions is one source of prior college-level learning. Other sources include:

- Military training (p. 160)
- Standardized exams (p. 161), such as CLEP, DANTES, and DSST
- Other college-level learning, such as:
  - Licenses
  - Noncredit courses
  - Law Enforcement and other types of training
  - Seminars
  - In-service trainings
  - Volunteer work

Credit for College-Level Learning

Empire State University awards credit to degree-seeking students for verifiable college-level learning (knowledge or skills) acquired through life or work experience.

This learning can come from many sources, including:

- Courses at other colleges and universities
- Work experience
- Volunteer work
- Training programs or in-service courses
- Military service
- Community activities
- Independent reading and study

To develop your prior-learning credit requests, you will work with your mentor to determine:

- If the learning is college-level
- If the learning is appropriate for the degree plan you're developing
- The best way to demonstrate your learning

Empire State University uses the following standards to determine whether learning is college-level:

- The learning should be theoretical and practical. If you seek credit for supervising employees at work, you should prove understanding employee motivation, management styles, and job evaluation techniques, as well as day-to-day-operations.
- You should be able to identify the principles involved.
- The learning should be identified as college-level when evaluated by an expert in the field. This means you should be able to convince an expert evaluator through description or demonstration that your knowledge or competence is at the college level.

Not all learning will qualify as college-level. Examples include maintaining the family budget, putting up bookshelves, buying a house, or surviving a serious illness.

Credit derived directly from transcript learning, examinations, and in some cases, from licenses and certifications is easily translatable into Empire State University credits.

Using Prior Learning Toward Your Degree

Although you may have college-level learning from multiple sources, you will only use the credits that best meet your degree requirements. Empire State University accepts credit recommendations for degree-seeking students and awards advanced standing credit when:

- Learning components make sense in the student's degree program
- Learning components do not duplicate other credits in the degree program
- The student completed the learning at the same location and during the exact time period covered by the evaluation and credit recommendation
- SUNY Empire directly receives official documentation from the issuing agency or organization

Evaluation of Prior College-Level Learning

Advanced standing credit is available for prior college-level learning verified by one of the following:

Transcript Evaluation

Credits earned at other regionally accredited colleges and universities (p. 159) that are validated by an official transcript are available for inclusion in students' degree programs.

Standardized Examinations

Credit may be earned through the demonstration of college-level learning on proficiency examinations (p. 161) offered by a number of testing services.

Pre-Evaluated Training, Credentials, Certificates and Licenses

Credit is awarded for the completion of learning that has been evaluated (p. 168) by Empire State University, the American Council on Education (ACE) or the National College Credit Recommendation Services (National CCRS), formerly known as the National Program on Noncollegiate Sponsored Instruction (National PONSI). These organizations have evaluated college-level training programs, credentials and licenses from government agencies, the military and the private sector.

Evaluations of Military Training and Occupations

Many areas of military training (p. 160) and occupations have been evaluated for college-level credit through the American Council on Education (ACE). Empire State University accepts credit recommendation for any military training or occupation that has been evaluated by ACE.

Individualized Credit for Prior learning

Credit is awarded for verifiable college level learning acquired through work, life experience or independent reading and study through the university's individualized credit for prior learning (iCPL) process (p. 166). ICPL is the process by which students explain and document their college-level learning, which is then assessed by an expert evaluator. For each topic for which you are requesting credit, you will write a description of what you know and how you acquired this learning. The university arranges for an expert on the topic who will review and evaluate your learning.

Individualized Credit for Prior Learning (iCPL)

INDIVIDUALIZED Credit for Prior Learning (ICPL)

Empire State University is committed to the idea that students should be awarded credit for verifiable college-level learning regardless of where or how it was acquired. Many students have gained knowledge from sources that are not validated through traditional course work, standardized examinations or evaluated professional learning. This learning can be evaluated through the individualized Credit for Prior Learning process. Individualized Credit for Prior Learning (iCPL) is the process by which students explain and document their college-level learning, which is then assessed by an expert evaluator. Most students who go through the process find it satisfying, affirming and worth the time and effort. The iPLA Guide (https://www.esc.edu/media/academic-affairs/ocar/2013-14/iPLA-2013-2014.pdf)(PDF 1,246kB) found online at www.sunyempire.edu/iPLAguide (https://www.sunyempire.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/), provides students with in-depth information on how to request credits through an assessment of prior learning. For current information on the fees associated with individualized Credit for Prior Learning, please visit Fees at Empire State University (https://www.esc.edu/student-accounts/tuition-fees/esc-fees/).

OVERALL PROCESS

Overall, the iCPL process includes the following steps:

- The student works with their mentor to develop their ICPL request. The request will identify, describe and document the student's knowledge.
- The student submit their request through CPL Planner.
- Staff in the Office of Prior Learning review the ICPL request for assignment to a qualified evaluator with expertise relevant to the subject.
- The evaluator evaluates the student's learning, which includes an interview.
- The evaluator writes and submits a credit recommendation report.
- The evaluator's credit recommendation report is reviewed and approved by a faculty committee.
- The student's evaluated credits are officially awarded and added to their record.

SOURCES OF PRIOR COLLEGE-LEVEL LEARNING

Empire State University recognizes that adults have many opportunities for valuable learning in their personal and professional lives. These include:

- Workplace training and experience
- Licenses, certifications and other credentials not evaluated by ACE, NCCRS or Empire State University
- Continuing professional education, including some training that yields continuing education units (CEUs)
- Learning acquired through open educational resources (e.g., MOOCs (Massive Open Online Courses))
- Volunteer work in the community
- Hobbies and recreational activities that have resulted in considerable learning
- Independent reading and research
- Study at postsecondary/proprietary schools that may be licensed but not accredited

Students seeking assessment of their prior learning should consult the Office of Prior Learning website. This site includes links to other resources and information related to ICPL, including fees and PLA Planner. ICPL is a student's opportunity to:

- Earn credits for their college- level knowledge
- Save money and time by being assessed in areas in which they otherwise might have been required to take courses.

Credit may be granted for verifiable college-level learning acquired through life or work experiences, but not for just the experience itself. Credit is not awarded for what has been done, even if it has been done for a long time and done well. The experience may have provided an opportunity for learning, and the credits are awarded for student knowledge. A student's mentor or the Office of Prior Learning can help them determine whether their learning might be college level and whether it would contribute to their degree program goals.

WORKING WITH A MENTOR

A student's mentor is their resource as they review their learning and develop their request for credit. Their mentor will help guide them as to:

- The form, content and length of the student's learning description.
- The amount of credit the student should request.
- The determination of how it fits into the student's degree program.
- The supporting documentation and evidence the student should include in their request.

Students and their mentors will engage in early and ongoing conversations regarding their background, potential areas for prior learning assessment and potential areas for new learning – in other words, regarding the overall scope of their degree program and plans for their new learning through enrollment in Empire State University studies. Through the Office of Prior Learning, the university provides online, print and in-person resources that support students in this process. Students can contact the Office of Prior Learning through email at plaoffice@sunyempire.edu. (plaoffice@sunyempire.edu)

IDENTIFYING COLLEGE-LEVEL LEARNING

Defining college-level learning involves many factors, a student and their mentor will discuss these. College-level learning represents a student's ability to take their knowledge and relate it within a particular context and to other contexts within and outside their field. College-level learning involves:

- Acquiring new information.
- Engaging in critical inquiry.
- Analyzing, synthesizing and integrating the information.
- Situating the knowledge within a broader context.
- Demonstrating the ability to apply it.

This may sound complex, but there are different ways that college-level learning can be demonstrated. The guide, Individualized Prior Learning Assessment: A Guide for Students (https://www.sunyempire.edu/media/academic-affairs/ocar/2013-14/iPLA-2013-2014.pdf), provides details on identifying a student's college-level learning and how to describe and document their learning. Staff in the Office of Prior Learning also can provide guidance.

WORKING WITH AN EVALUATOR

The Office of Prior Learning will select a qualified evaluator with expertise in the subject area of the learning students have described in their ICPL request. The evaluator reviews:

- The student's learning description.
- Any supporting materials the student has submitted.
- The student's planned degree program plan to determine if there are any overlaps between the learning being evaluated and other knowledge identified on the degree program.

EVALUATOR INTERVIEW

The evaluator will interview students to gain a better understanding of their learning. The evaluator will ask different questions to understand the depth and breadth of their learning. The evaluator also may ask students to provide additional documentation. Once an evaluator is assigned, students will receive an automated email with their evaluator's contact information. Students are responsible for contacting the evaluator to set up a mutually convenient time to conduct the interview. The interview needs to be in real time (e.g., in-person, over the phone, or through video conferencing or other technology-enhanced methods). Face-to-face interviews will take place at the university or an agreed upon public environment. Email interviews are not in real time and should only be used to make initial contact and for follow-up questions.

EVALUATOR RECOMMENDATION REPORT

Once the evaluator has reviewed a student's request and has interviewed them regarding their learning, the evaluator will write and submit a written recommendation report. The evaluator is expected to make an academic credit recommendation that is in keeping with the standards of an accredited and respected collegiate institution. While students and their mentors have done their best to develop appropriate titles and credit amounts, the evaluator can adjust them to best reflect the learning they have demonstrated.

AWARD OF ICPL CREDIT

For all undergraduate students, the award of credit for their prior learning is the responsibility of the faculty committee of academic review. If students are in an individualized program, the Office of Academic Review will include evaluator recommendation reports as part of their degree program proposal. Once the evaluated ICPL credits are approved by the faculty academic review committee, and submitted to the Office of the Registrar, the student's prior learning assessment credits become official and are part of their student record.

PLA PLANNER

The ICPL request review and approval process is managed through the online tool PLA Planner. In PLA Planner:

- The student will create and submit their ICPL request, which includes their learning description and any other documents, to their mentor.
- The student's mentor will review their request and provide them with feedback. Students will work closely with their mentor to make sure that the learning description clearly explains what they know, provides enough detail for Office of Prior Learning to locate an appropriate evaluator and for the evaluator to understand the nature of their learning and prepare for the interview.
- The student's mentor will submit the final draft of the request to the Office of Prior Learning, which will also review their request and may give them feedback.
- The ICPL fee will be posted to the student's account when the Office of Prior Learning accepts their request.
- The Office of Prior Learning will identify an evaluator and assign the student request.
- The student will be notified through email of the assignment. The email will include a link to the contact information for the evaluator. They are expected to contact the evaluator to set up a time for the interview.
- The student will submit any further supporting materials if the evaluator requests them.
- The evaluator will submit a recommendation report for review by the faculty committee of academic review that will review and approve the credit recommendation.
- The credits recommended by the evaluator and accepted by the faculty are sent to the Office of the Registrar.
- The Office of the Registrar adds the student's ICPL credits to their official record.

Throughout the process, a student can monitor the progress of their request through PLA Planner. The Individualized Prior Learning Assessment: A Guide for Students (https://www.esc.edu/media/academic-affairs/ocar/2013-14/iPLA-2013-2014.pdf) provides more information regarding how to use PLA Planner and an introductory quick guide that explains how to use the tool. Within PLA Planner, there is a full guide on how to use all the features in the program.

Professional Learning Evaluation (PLE)

PROFESSIONAL LEARNING EVALUATIONS

Many students have have acquired knowledge and skills from structured learning experiences offered by professional, governmental, and training agencies, or by educational organizations that are not regionally-accredited colleges or universities. Empire State University recognizes that knowledge and skills gained through these types of structured learning activities can be college-level and can apply to a SUNY Empire degree. SUNY Empire has evaluated and recommends credit for a number of licenses, certifications, training programs, and noncollegiate courses. Professional Learning Evaluation (PLE) is the term SUNY Empire uses to describe these evaluations and credit recommendations. In addition to its own PLEs, SUNY Empire accepts credit recommendations from two organizations that evaluate professional learning: The American Council on Education (ACE) and The National College Credit Recommendation Service (National CCRS). To search for available PLE credits, use the SUNY Empire PLE Search page (https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=ab2d75d5-a1a8-4086-a557-e284e58c93a2&aid=1d14f2c0-0147-4c03-b76e-5c02f9a9ebdb).

Eligibility and Evaluation Details

PLE credit is available to degree-seeking students at the university who meet the eligibility criteria for a specific PLE. Many structured learning experiences have been evaluated, but many more have not been evaluated. For those that have been evaluated, content may change, different versions of any one structured learning experience may be offered, and a PLE evaluation is usually valid for a defined period of time. Credit recommendations apply only to training received during the period of time, at the locations, and for the length of time listed in the evaluation.

Students should consult the evaluator links provided below, their mentors, or contact the Office of Prior Learning at plaoffice@sunyempire.edu for assistance in determining eligibility. In order for PLE credit to be applicable to a student's degree, learning topics must fit into the program by meeting specific degree requirements, or adding breadth and depth to their general learning.

Empire State University Professional Learning Evaluations

A SUNY Empire professional learning evaluation (PLE) is a college-credit recommendation developed by SUNY Empire for college-level learning acquired outside of a college or university. PLE credit is available to matriculated students at the university who meet the eligibility criteria for a specific PLE. Keep in mind that in order to be applicable to their degree, learning topics must fit into a student's program by meeting specific requirements, or adding breadth and depth to their general learning.

A list of current PLE can be found at www.sunyempire.edu/PLE (https://www.sunyempire.edu/PLE/) and details about credit awards and valid dates can be found at the SUNY Empire PLE Search page (https://tesequivalency.esc-atsystems.net/). Enter keywords such as the name of the organization through which the learning or certification was obtained using the "keywords" search field.

Please contact the Office of Prior Learning at plaoffice@sunyempire.edu with questions.

The American Council on Education (ACE)

The ACE National Guide (https://www.acenet.edu/national-guide/Pages/default.aspx)contains ACE credit recommendations and documentation requirements for formal courses or examinations offered by various organizations.

National College Credit Recommendation Service (National CCRS)

The National CCRS (http://www.nationalccrs.org/) has also evaluated structured learning experiences. Details about credit recommendations and documentation requirements can be found utilizing the National CCRS course credit recommendation directory (http://www.nationalccrs.org/course-credit-directory/).

Other Sources for Professional Learning Evaluations

Empire State University can accept Professional Learning Evaluations conducted within the Consortium for the Assessment of College Equivalence (CACE). If a student has a license, certificate or structured training not evaluated by ESU, ACE, or NCCRS, contact the Office of Prior Learning at plaoffice@sunyempire.edu for details of possible credit options.

Documentation

Students must provide official verification supplied from the organization that provided the structured learning experience or credential to SUNY Empire Admissions. Student copies are typically not sufficient. In some cases, certain structured learning experiences can be documented online. If online verification is not available, and a student cannot secure official documentation, they may not be eligible to use the PLE. Students should consult their mentor and the Office of Prior Learning.

Partnerships

With our focus on working adults, many of our students enroll through one of our partnership programs. The university has formal partnerships with military and veteran organizations, labor unions, other colleges, associations and corporations.

MILITARY AND VETERAN EDUCATIONAL PARTNERSHIPS

- **Air Force** – As an approved school in the United States Air Force Academic Institution (AI) portal, Empire State University offers Air University-Associate to Baccalaureate Cooperative (AU-ABC) programs, Air Force Specialty Code (AFSC) and non-AFSC-related associate and bachelor's degree programs designed to meet the educational needs of airmen based on their military training and their educational goals. The university also participates in the Air Force General Education Mobile (GEM) program. For more information, go to the university's Air Force Distance Learning Program web page (https://www.sunyempire.edu/veteran-military/other-groups-served/air-force/).

- **Army** – SUNY Empire is an active member of the United States Army's ArmyIgnitED program offering undergraduate and graduate degrees to active-duty, reserve and National Guard soldiers. Visit the Army Ignited web site (https://www.armyignited.army.mil/student/public/welcome/).

- **Coast Guard** – SUNY Empire offers cutting-edge degree concentrations to meet the needs of Coast Guard members across the globe. For more information, go to the university's United States

Coast Guard web page (https://www.sunyempire.edu/veteran-military/other-groups-served/coast-guard/).

- **Navy** – SUNY Empire offers a wide range of degrees designed to meet the educational needs of sailors based on their military training. For more information, go to the university's Navy College Program web page (http://www.sunyempire.edu/Navy/).
- **U.S. Marine Corp** – Marines can earn a degree with the flexibility they need to meet other family, work and community commitments in their lives. For more information, go to the university's Marine Corps web page (https://www.sunyempire.edu/veteran-military/other-groups-served/marine-academic-explorer/).

In addition, Empire State University is a DOD MOU signatory and affirms and supports the principles and guidelines of the MOU.

For information about military and veteran education partnerships, please contact:

Desiree Drindak
Director of Veteran Military Education
518-587-2100, ext. 2543
Desiree.Drindak@sunyempire.edu

LABOR UNION PARTNERSHIPS

- American Federation of Government Employees
- Building and Construction Trades Council of Nassau and Suffolk Counties
- Communications Workers of America, District 1
- Construction Trades License Training Program
- Independent Drivers Guild - IAMAW
- International Association of Machinist and Aerospace Workers (IAMAW)
- International Brotherhood of Electrical Workers, Local 3
- International Union of Painters and Allied Trades
- Labor Council for Latin American Advancement, NYC Chapter
- Local 338
- NYC District Council of Carpenters
- Plumbing Contractors Association of Long Island
- Restaurant Opportunities Center United (ROC)
- SMART Local 28 Sheet Metal Workers Union of Metropolitan New York and Long Island
- The Laundry Workers Center
- Union Plus
- United Association of Plumbers and Pipefitters
- United Federation of Teachers Paraprofessional Program
- United Steelworkers - Institute for Career Development, Inc.
- Worker's Justice Project

Unions that are interested in developing partnerships, please contact:

Maria Figueroa, MPA, LPD
Dean
Harry Van Arsdale Jr. School for Labor Studies
917-612-9133
maria.figueroa@sunyempire.edu

COMMUNITY COLLEGE PARTNERSHIPS

The Pathways Transfer Program is for community college students who have completed, or will complete, an associate degree (A.A., A.S. or A.A.S.) prior to enrolling at Empire State University. The program is designed to support student success by easing the transition from classroom-based learning at the community college to a flexible mix of independent study and online courses found at SUNY Empire. During the first year at SUNY Empire and with advisement from their faculty mentor, students can take additional courses back at their community college, beyond the associate degree, for a total of 79 transferable lower division credits.

At Empire State University, all new students are assigned a faculty mentor who will advise and work with them through completion of their degree program. With the guidance of a mentor, students develop a degree program that builds upon their associate degree while connecting their educational, career and personal goals.

CURRENT PARTNERS (https://www.esc.edu/academic-affairs/community-college-and-academic-partnerships/)

State University of New York (SUNY):

- Adirondack Community College.
- Broome Community College.
- Cayuga Community College.
- Clinton Community College.
- Columbia-Greene Community College.
- Corning Community College.
- Dutchess Community College.
- Erie Community College.
- Finger Lakes Community College.
- Fulton-Montgomery Community College.
- Genesee Community College.
- Herkimer County Community College.
- Hudson Valley Community College.
- Jamestown Community College.
- Jefferson Community College.
- Mohawk Valley Community College.
- Monroe Community College.
- Nassau Community College.
- Niagara County Community College.
- North Country Community College.
- Onondaga Community College.
- Orange County Community College.
- Rockland Community College.
- Schenectady County Community College.
- Suffolk County Community College.
- Sullivan County Community College.
- Tompkins Cortland Community College.
- Ulster County Community College.
- Westchester Community College.

City University of New York (CUNY):

- Borough of Manhattan Community College.
- Bronx Community College.
- Guttman Community College.
- Hostos Community College.
- Kingsborough Community College.
- LaGuardia Community College.
- Queensborough Community College.

Other College Partners:

- Belanger School of Nursing of Ellis Medicine (NY)
- Bergen Community College (NJ)
- Brookdale Community College (NJ)
- Central Texas College
- City College of San Francisco
- Community College of Vermont
- CUNY School of Professional Studies (NYC)
- Hillsborough Community College (FL)
- Hunter Business School (NY)
- Ivy Tech Community College (IN)
- Long Island Business Institute (NY) - Teach Out
- Maria College (NY)
- Maricopa County Community College District (AZ, all campuses)
  - Rio Salado College and Rio National
- Ozarks Technical Community College (MO)
- Pikes Peak Community College (CO)
- Sinclair College (OH)
- SUNY Alfred (NY)
- SUNY Canton (NY)
- SUNY Cobleskill (NY)
- SUNY College of Optometry (NY)
- SUNY Morrisville (NY)
- Tidewater Community College (VA)

For more information, please contact Dr. Brian Goodale, Director of Academic Partnerships at Brian.Goodale@sunyempire.edu.

CORPORATE AND COMMUNITY PARTNERSHIPS

SUNY Empire has partnered with many corporations, businesses, community organizations and associations to provide high-quality, affordable education to working adults. Please visit our Partnership Programs web page (http://www.sunyempire.edu/partnership-programs/) to learn about corporate and community partner benefits.

As a single-source solution for educational and work force development needs, the university offers its partners:

- High-quality academic programs
- Affordable tuition
- Flexible, convenient online study options
- Faculty mentors with in-depth expertise in key industries

For more information about Empire State University partnerships, please visit the university's Partnership Programs web page (http://www.sunyempire.edu/partnership-programs/) or contact:

Kelly Mollica
Director of Partnerships
518-580-2968
Kelly.Mollica@sunyempire.edu (kelly.mollica@sunyempire.edu)

Getting Started and Registration

You are about to begin an educational adventure, a degree program in which you make important decisions about what you will study and how you will study it. You will take an active part in every aspect of your educational planning, from understanding the requirements to reach your goals to identifying what you have already learned and how that contributes to those goals. In developing your degree program and deciding what you will study, you cultivate a capacity for self-directed study that forms the basis for lifelong learning and growth. For more information on planning your degree, review the chapter titled Earning an Undergraduate Degree (p. 185).

TERMS

The university offers three terms: Fall, Spring and Summer.

- Fall (usually begins in early September), 15 weeks
- Spring (usually begins in mid-January), 15 weeks
- Summer (usually begins in early May), 15 weeks

Each term may contain shorter sessions. Please see the University Calendar (p. 154).

Your Mentor

As you enter the university, you will be assigned a faculty mentor. The university uses the term mentor because its faculty members are more than teachers or professors. Besides providing instruction in their own fields of specialization, mentors advise students about the academic alternatives open to them. Your mentor is your academic guide at Empire State University, assisting you and advising you as you develop your degree program and as you create a body of work through your studies. Your mentor will help you identify the learning resources that you need for each of your studies.

Planning Your Courses

The university defines specific periods for advising, course preparation and registration for each term. The registration periods for the 2024-2025 academic year can be found in the University Calendar section (p. 154). During that time, you contact your mentor and schedule a time to review your goals and your progress toward those goals, and to plan for the upcoming term. The discussions that you have with your mentor are vital to your success at SUNY Empire. You and your mentor carefully consider the courses you select for each enrollment term. Begin this process early, so that you have all of the information and resources you need to begin your courses on time. Your conversations with your mentor may be in person, on the telephone, online or some combination.

During the advising and registration period, the upcoming term guide is available online through MySUNYEmpire. The term guide describes the rich array of topics available to you, and who is available to guide you in each course. You may select from guided independent study, online courses, study groups and residency-based courses. You also may look at the offerings at other colleges and universities near you and consider including them in your course plan for the term. This is known as cross registration. If you consider taking coursework with other institutions, it's important for you to work closely with your mentor to ensure the course is applicable toward your degree requirements, and to also assist you

with the additional steps needed. For more information about course delivery, please see Earning an Undergraduate Degree (p. 185).

MYSUNYEMPIRE

MySUNYEmpire (http://my.sunyempire.edu) is your password-protected online gateway to information and services for students at SUNY Empire. To begin registration, you will need a user ID and login to access MySUNYEmpire. Your login information will be received through email communication.

Registration

Once you and your mentor have agreed upon the course plan for the upcoming term and registration is open, register online through Self Service Banner (http://my.sunyempire.edu). Registering secures your place in courses that may reach capacity early and allows sufficient time to finalize any learning contracts with your instructors and to get your books and materials before the start of the term. Logging into MySUNYEmpire (http://my.sunyempire.edu) and registering signifies that you are enrolling in courses and that you agree to pay the tuition and fees by the payment due date. For more information, please see Tuition and Fees (p. 173).

The university loans a limited number of devices to students in financial need. Please visit https://www.sunyempire.edu/student-affairs/student-life/laptop-loan-program/ to learn more.

Late Registration

Students may register after the regular advising and registration period ends, contingent upon the availability of courses and instructors. Students who register during the late registration period must pay their bills at the time of registration or have sufficient financial aid (or combination of financial aid and payment) to cover their bills including a late registration fee. Please see information on tuition and fees, and billing (p. 173).

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 their courses during this period and receive a 100 percent refund in tuition as per the current withdrawal policy. Please note, the college fee, student activity fee and late registration fee are not refundable if a student withdraws on the start date or after. A student may modify an existing registration, add or replace a course (if available) with no late fee. The student is responsible for any additional tuition and fees that arise from an increase in the number of credits in the enrollment.

Registration Holds

Students who have registration holds, which the university 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 MySUNYEmpire (http://my.sunyempire.edu). The following listing identifies the most common holds and which office to contact for assistance in resolving the hold.

- Immunization hold indicates that the student has not provided proof of immunity for mumps, measles and rubella. Contact Admissions at 518-587-2100, ext. 2402.
- 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 university. If you have any questions, contact the 1 Stop Student Services at 800-847-3000.
- Academic dismissal hold indicates that the student has been dismissed for not meeting the university's academic requirements. The student should contact 1 Stop Student Services (https://www.sunyempire.edu/1-stop-student-services/).

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 (p. 178).

Registration Cancellation
Nonpayment

The university will cancel a student's registration if he or she does not pay or have sufficient financial aid to cover the bill by the payment due date (p. 173). A student who is not registered receives no instructional services. The university will notify the student by email if their registration has been cancelled.

Academic and Administrative Requirements

The university reviews certain academic and administrative requirements after a student registers. These include accounts receivable holds, immunization holds and academic holds. The university 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 university will notify the student if their registration has been cancelled.

Registration Information for Nondegree-Seeking (Nonmatriculated) Students

You may wish to engage in college-level study with no intention to earn a degree. You can take courses with SUNY Empire even if you are not pursuing a degree. Nondegree, or nonmatriculated, study is a great way to:

- Experience or prepare for college-level study.
- Stay current in your field.
- Earn credit toward a degree at another college or university.
- Improve your skills.
- Train for employment.
- Personal enrichment.

To enroll as a nondegree student at the undergraduate level, please complete the brief online Application for Nondegree Study. First-time nonmatriculated students will receive a welcome email with a user ID and login information. You will register online through MySUNYEmpire (http://my.sunyempire.edu). Logging into **MySUNYEmpire** and registering signifies that you are enrolling in courses and that you agree to pay the tuition and fees by the payment due date. For more information, please see **Tuition and Fees**.

Your course registration is on a space available basis and not guaranteed. Financial Aid is not applicable toward non-degree

coursework. Please contact 1 Stop Student Services (https://www.sunyempire.edu/1-stop-student-services/) for more information.

Immunization Requirements

New York state law requires certain immunizations for college students. New York State Public Health Law 2165 requires that all students who were born on or after Jan. 1, 1957, who plan to register for at least 6 or more credits will be required to provide the university with proof of immunization against measles, mumps and rubella, or obtain an exemption for religious or medical reasons. Students will not be able to register for courses without proof of immunization. According to the New York State Department of Health, students registered for online courses only do not have to comply with these requirements.

New York State Public Health Law 2167 requires colleges and universities to distribute information about meningococcal disease and vaccination to all students meeting enrollment criteria. The university must receive either a record of meningococcal meningitis immunization within the past 10 years or a signed acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization from all students. For more detailed information, visit the Empire State University Immunization Requirement web page (https://www.sunyempire.edu/admissions/immunization/immunization-requirements/).

Tuition and Fees (Undergraduate)
Registration

Empire State University's regional locations and online, you may begin your study at the start dates of our three terms - fall, spring and summer (p. 154) - during the academic year. Each term also contains two overlapping 8-week express terms. Please see the University Calendar section (p. 154) or the Office of the Registrar's web page (https://www.sunyempire.edu/registrar/) for academic calendar details. Although you may enroll in terms that overlap, you may not receive financial aid for any term that begins during your enrollment in a previous term. Please see the section on financial aid (p. 178) for more information.

Students who enroll in The Harry Van Arsdale Jr. Apprentice Program and the School for Graduate Studies enroll in terms that typically begin in September, January and May.

Students who enroll in the School of Nursing and Allied Health may begin in the Fall or Spring terms. They also may take studies or courses during the Summer term.

Students register for studies or courses at the university by meeting with a faculty mentor and completing the online registration process that defines what and with whom they will study.

Registration periods for the 2024-2025 academic year

Term	Advising, Study Preparation and Registration Period	Add/Drop Period[1]	Term Start	Term End
Fall 2024 Term	Apr. 9 to Sept. 2	Sept. 3 - 9	Sept. 3	Dec. 13
Fall 2024 Express Term One	Apr. 9 to Sept. 2	Sept. 3 - 9	Sept. 3	Oct. 25
Fall 2024 Express Term Two	Apr. 9 to Oct. 20	Oct. 21 - 27	Oct. 21	Dec. 13
Spring 2025 Term	Oct. 8 to Jan. 12	Jan. 13 - 19	Jan. 13	Apr. 25
Spring 2025 Express Term One	Oct. 8 to Jan. 12	Jan. 13 - 19	Jan. 13	Mar. 7
Spring 2025 Express Term Two	Oct. 8 to Mar. 2	Mar. 3 - 9	Mar. 3	Apr. 25
Summer 2025 Term	Feb. 4 to May 11	May 12 - 18	May 12	Aug. 22
Summer 2025 Express Term One	Feb. 4 to May 11	May 12 - 18	May 12	July 3
Summer 2025 Express Term Two	Feb. 4 to June 15	June 16 - 22	June 16	Aug. 8

Enrollment Status - Full-time and Part-time

Undergraduate students enrolled in 12 or more credits in an enrollment term are considered full time. Undergraduate students enrolled for 11 or fewer credits in an enrollment term are considered part time.

Graduate students enrolled in 9 or more credits in an enrollment term are considered full time. Graduate students enrolled for 8 or fewer credits in an enrollment term are considered part time.

Billing

The submission of an online registration initiates billing and is a business contract between you and the university. It permits you to begin study at Empire State University 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 on the Payment Due Date web page (https://www.sunyempire.edu/student-accounts/billing-payment/how-you-are-billed/payment-due-dates/). If you register after the payment due date, your payment is due immediately.

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 Student Accounts page (https://my.sunyempire.edu/StudentAccounts/Pages/default.aspx) on the MySUNYEmpire (https://my.sunyempire.edu/) portal.

Students should review their Student Account Statement on MySUNYEmpire after registering. If you have any questions, please contact 1Stop Student Services.

Students are considered enrolled unless they officially withdraw. Failure to engage in studies does not relieve a student from his or her financial responsibility.

Undergraduate Tuition and Fees [1]

Tuition and fees are subject to change without prior notice by action of the SUNY Board of Trustees.

Resident Type	Credits	Tuition Per Term
NYS Residents[2]		
Students must live in NYS for the full year (12 months) prior to the term starting and have an intent to make NY their permanent home (domicile) in order to receive NYS resident rates.	1-11	$295 per credit
	12+	$3,535 per term
Online Out-of-State Residents		
Rate applies to nonresident students enrolled in an approved distance learning degree program.	1-11	$353 per credit
Out-of-State Residents		

| Nonresident students who attended an approved New York state high school for two or more years, graduated from an approved New York state high school, or received a NYS GED and who applied for admission to the State University of New York within five years of receiving a New York state high-school diploma/GED may be eligible for in-state rates. | 1-11 | $708 per credit, less $355 SUNY Empire Nonresident Grant[3] for a net tuition charge of **$353** |
| | 12+ | $8,490, less $4,250 SUNY Empire Nonresident Grant for a net tuition charge of **$4,240** |

For changes in residency status, see NYS Residency for Tuition Billing Purposes below.

All enrolled students also are subject to the fees listed below:[4]

Fee	Description
Mandatory fees per term	
College fee	$1.70 per credit up to $25.00 maximum for 12+ credits
Student activity fee	$8.75 per credit up to $35 maximum
Technology fee	$185 per term
Health and wellness fee	$15 per term for enrollments less than 12 credits
	$35 per term for enrollments of 12 or more credits
Other related fees	
Orientation fee	$50 per application to the university
Portfolio (assessment) fee	$315 at initial undergraduate matriculated enrollment (one time)

Individualized Credit for Prior Learning (ICPL) fee	The Individualized Credit for Prior Learning (ICPL) fee is a $700 flat fee. The fee is charged at the time a student's individualized credit for prior learning request is accepted at the office of academic review and is nonrefundable once the request is accepted. If a student has been charged any amount for individualized credit for prior learning under the previous fee tiered structure, they will not be charged an additional ICPL fee. For example, if a student has requested 8 credits of individualized credit for prior learning and paid a $350 fee in the past, that student will not be charged again for additional credit for prior learning assessments. Students who were charged the previous Individual Evaluation Fee (IEF) are also exempt from the ICPL fee. We have discontinued other grandfathering of fees based on first matriculation date. Only students who have previously paid any ICPL or IEF fees will not be charged for additional assessments.
Residency fee	Varies. Certain courses require an additional fee for residency activities.
Service related fees	
Time Payment Plan	$25 nonrefundable application fee per term
Time Payment Plan late payment fee	$30 for each late Time Payment Plan payment
Late registration fee	$50 (each term) if initial registration for a term is submitted once the term begins
Returned Check/Charge	$20
Academic Transcript	$10 per transcript

Tuition and fees are subject to change.

[1] For more complete tuition and fee information visit Tuition and Fees web page (https://www.sunyempire.edu/student-accounts/tuition-fees/).

[2] Only students who have resided in New York state for 12 months before the enrollment term and are considered to be a domiciled resident qualify for in-state tuition rates. For more information about this requirement, including exceptions to the domicile rule, see NYS Residency for Tuition Purposes and visit the Policy on New York State Residency web page (https://www.sunyempire.edu/student-accounts/billing-payment/how-charges-calculated/nys-residency/).

[3] **All** nonresident students attending SUNY Empire are automatically eligible for an Empire State University nonresident tuition grant to offset their educational costs.

[4] **All** active-duty military, guard, reservists and veterans are eligible for an Empire State University military grant of $45 per credit to offset their educational costs. The net tuition for military students is $250

per credit. All fees, except service-related fees and residency fees for residency-based courses, are waived.

University Billing Policy

The university requires that tuition and all mandatory fees be paid or that a Time Payment Plan be established no later than the payment due date for the enrollment term. Your payment is due by the term payment due date. You will not receive a paper bill and may instead view your student account statement in MySUNYEmpire. If you fail to pay, make Time Payment Plan arrangements or have approved financial aid by the last date for payment, your registration may be cancelled, and you may lose your place in an online course or study group. If your registration is cancelled and you re-register any time after the payment due date, you will be charged a $50 late registration fee.

Payment Due Dates for the Academic Year 2024-2025

Term	Payment Due Date[1]
Fall Term 2024	Aug. 30, 2024
Fall Express Term One 2024	Aug. 30, 2024
Fall Express Term Two 2024	Oct. 18, 2024
Spring Term 2025	Jan. 10, 2025
Spring Express Term One 2025	Jan. 10, 2025
Spring Express Term Two 2025	Feb. 28, 2025
Summer Term 2025	May 9, 2025
Summer Express Term One 2025	May 9, 2025
Summer Express Term Two 2025	June 13, 2025

[1] Please visit the Payment Due Dates web page (https://www.sunyempire.edu/student-accounts/billing-payment/how-you-are-billed/payment-due-dates/) for up-to-date information.

Late Registration

A Late Registration Fee of $50 will be assessed for registrations made once the term begins.

Term	Late Registration Fee Assessed
Fall 2024 Term	Sept. 3, 2024
Fall 2024 Express Term One	Sept. 3, 2024
Fall 2024 Express Term Two	Oct. 21, 2024
Spring 2025 Term	Jan. 13, 2025
Spring 2025 Express Term One	Jan. 13, 2025
Spring 2025 Express Term Two	Mar. 3, 2025
Summer Term 2025	May 12, 2025
Summer 2025 Express Term One	May 12, 2025
Summer 2025 Express Term Two	June 16, 2025

Payment Procedures

The preferred method of payment is online through MySUNYEmpire (https://my.sunyempire.edu), with a debit or credit card (Discover, MasterCard, VISA or American Express) or by check (credit card checks cannot be processed as e-payments).

You also may pay your bill with a check or money order (do not send cash) made payable to Empire State University. To mail your payment, print your Student Account Statement or include the payment stub from your Student Account Statement and mail it along with your payment to:

Empire State University

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.

NYS Residency for Tuition Billing Purposes

A student's initial residency status is determined at the time of entry into the university and monitored thereafter according to SUNY policy. Students must live in and be a domiciled resident of New York state for a period of 12 months prior to the start of a term in order to receive NYS resident tuition rates for that term. You are considered a NYS resident for tuition purposes if you meet the following requirements:

1. If you attest that you are a New York state resident on your admissions (matriculated or nonmatriculated) application
2. You have lived in the state of New York for at least the full prior year and are considered a domiciled resident.

Definition of Domicile: A fixed, permanent home, for legal purposes, to which a person returns after a period of absence.

Please note that living in the state of New York alone does not meet the residency requirements for tuition purposes. If you do not meet the above requirements, you will be considered a nonresident for tuition purposes and charged nonresident tuition rates.

Exceptions to the domicile rule:

1. If you attended an approved New York state high school for two or more years, graduated from an approved New York state high school and applied for admission to the State University of New York within five years of receiving a New York state high school diploma; or
2. If you attended an approved New York state program for a general equivalency diploma exam preparation, received a GED and applied for admission to the State University of New York within five years of receiving the GED.

If you are charged nonresident tuition rates and believe you meet the criteria for NYS residency for tuition purposes, you must apply for a change in residency status using the New York State Residency application form at MySUNYEmpire's Forms and Publications page (https://webforms.sunyempire.edu/students/). You must include at least three documents demonstrating an established domicile in New York state. All documents must be dated one year or prior to the start date of the semester for which you are applying for residency. The burden of proof is upon the applicant to provide documentation that he/she has established a domicile in New York state or meets the eligibility requirements for an exception to the domicile rule. For more information, visit the State University of New York policy titled "Residency, Establishment of for Tuition Purposes (http://www.suny.edu/sunypp/documents.cfm?doc_id=402)."

Completed residency applications must be submitted by the last date of add/drop period for the term which tuition is due. Applications received after the last date for drop/add will be reviewed and will become effective for the next term, if approved.

Time Payment Plan

Empire State University offers an interest-free, low-cost payment plan, through TouchNet, to pay your charges in convenient installments. The time payment plan has a nonrefundable application fee of $25 per term. There is a $30 late payment fee for each Time Payment Plan payment if it is made after the due date. The minimum amount of eligible charges to enroll in the Time Payment Plan is $100.

To enroll in the plan you must agree to the terms and conditions of the payment plan and also make your first payment by the due date specified in your payment plan agreement. You may get detailed information on the Time Payment Plan on the Time Payment Plan Terms and Conditions web page (https://www.sunyempire.edu/student-accounts/billing-payment/how-to-pay/time-payment-plan-terms/) or call 800-847-3000, ext. 2285. You must enroll in the Time Payment Plan each term you wish to use this as your method of payment. The university reserves the right to deny future payment plan privileges when a student's payments have not been made as indicated in their payment plan agreement.

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 authorization from their sponsor to studentaccounts@sunyempire.edu, fax 518-580-4790 or mail to:

Empire State University
Student Accounts
111 West Ave.
Saratoga Springs, NY 12866-6069

The university will review and if approved, the amount will show as estimated aid on the student's account statement. The university only accepts payment authorizations that are a guarantee of payment to Empire State University. We cannot accept authorizations that are outcome dependent. For more information, visit the third-party sponsorship web page (http://www.sunyempire.edu/thirdparty/) or contact the 1Stop Student Services at 800-847-3000, ext. 2285.

If a third party sponsorship is not paid for any reason, or a voucher is not finalized, the student is responsible for any outstanding balance. A credit balance created as the result of a student's withdrawal from any or all courses will be returned in accordance with the terms and conditions of the sponsorship.

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 university, including registration and 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 university 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 MySUNYEmpire (https://my.sunyempire.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 on the Withdrawal Form and Instructions web page (https://www.sunyempire.edu/registrar/forms-services/withdrawal/) 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 RegistrarsOffice@sunyempire.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:

Effective date of withdrawal	Liability percent
Prior to Term Start	**0 percent** (100% Tuition refund)
Calendar Day 1-7	**0 percent** (100% Tuition Refund)
Calendar Day 8-14	**30 percent** (70% Tuition Refund)
Calendar Day 15-21	**50 percent** (50% Tuition Refund)
Calendar Day 22-28	**70 percent** (30% Tuition Refund)
Calendar Day 29 and After	**100 percent** (0% Tuition Refund)

The first date of the term is Day 1. A liability table for terms other than 15 weeks in length can be found on the Withdrawal Form and Instructions web page, under Student Account.

Additional information about withdrawals:

- Prorated liability applies only for official student withdrawals and are calculated according to the effective date of the student's withdrawal. The liability chart does not apply to Administrative Withdrawals (ZWs) which incur 100 percent tuition liability.
- If a withdrawal creates a credit on a student's account, a refund will be issued within 28 days. Refunds are issued according to the method of payment.
- Withdrawals and Administrative Withdrawals may impact current and future financial aid eligibility. If you receive financial aid and are withdrawing from one or more courses, federal and state aid eligibility may be affected. Please see the sections on eligibility under Federal and New York State Financial Aid in this catalog.
- If you are forced to withdraw from your studies due to unforeseen and extenuating circumstances, you may request an exception to the university's written withdrawal policy from the Office of Administration through Student Accounts. Contact Student Accounts (http://www.sunyempire.edu/AskSA/) for more information.

For complete information about withdrawals, visit the Withdrawal Form and Instructions web page (https://www.sunyempire.edu/registrar/forms-services/withdrawal/).

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; spouse's resources, if married at the time of application; and parents' resources, if the student is a dependent. 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, color, 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 on the Office of Financial Aid web site (https://www.sunyempire.edu/financial-aid/). You are advised to apply for all assistance programs for which you may be eligible at least six weeks before your expected date of enrollment. All financial aid programs must be applied for annually after the first of the year.

There are three types of aid available at Empire State University:

1. Grants/scholarships – money that does not need to be repaid;
2. Loans – money that students borrow which must be repaid with interest;
3. Work study – student employment.

Priority Deadlines

The priority deadline dates for applying for financial aid is six weeks prior to the start date of the term. However, for students applying for Institutional scholarships the FAFSA priority deadline is April 1. Likewise, due to limited funding for Federal SEOG and APTS the priority deadline is April 1. Any applications received after April 1 will be considered until all funds are exhausted.

Financial aid files completed after the financial aid priority deadline date will be reviewed. However, the Office of Financial Aid 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 university has received valid FAFSA data from the federal processor and all other documentation requested by the Office of Financial Aid. Completed files and APTS applications are reviewed on a first-come, first-served basis.

Summer Aid

Students may be eligible to receive financial aid for the summer term if all eligibility requirements are met. Financial aid packages are initially awarded for the Fall and Spring terms. Students enrolling in a summer term will have their award package updated to include summer within 5-7 business days of completing their summer registration. Accepting financial aid awards for the summer term may affect the amount of aid available for the following Fall and Spring terms.

Eligibility for Federal Financial Aid

(Please see the Eligibility for Federal Financial Aid Policy (http://www.sunyempire.edu/policies/?search=cid%3D36216) on the university's policy web site (https://www.sunyempire.edu/policies/).)

Award programs affected by the federal standards include:

- Federal Pell Grant
- Federal Work-Study
- Federal Supplemental Educational Opportunity Grants (SEOG)
- Federal Direct Loan Program – includes:
    - Subsidized and Unsubsidized loans, the Parent Loan for Undergraduate Students (PLUS)

Good Academic Standing

Good academic standing standards must be met in order to be eligible to receive federal financial aid.

Quantitative Standard

The Quantitative Measure requires that students are successfully completing at least 67 percent of all credits attempted. Credits attempted include standard credits, repeated courses and withdrawn courses with a ZW or WD status.

Qualitative Standard (Grade Point Average)

Students are required to maintain a minimum grade point average (GPA). The grade point average calculation is determined through the Academic Grading Policy. Undergraduate students who opt to receive grades must maintain a minimum GPA of 2.0. Graduate students must maintain a minimum GPA of 3.0.

Maximum Timeframe

Students must progress through their program to ensure that they will graduate within the maximum time frame. The maximum time frame is a period no longer than 150 percent of the published length of the program as determined by federal regulations. Students are eligible for financial aid up to the maximum of 150 percent of their program of study, assuming they also are meeting the required Quantitative and Qualitative standards. For example, the maximum timeframe for a student in a bachelor's degree program consisting of 124 credits would be 186 credits attempted (124 X 150% = 186). For transfer students, the maximum is based on the number of transcript credits accepted by Empire State University plus the number of credits attempted at SUNY Empire.

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

Regaining Federal Financial Aid Eligibility

A student who is academically dismissed and is subsequently reinstated by the university must accumulate the number of credits required to meet the federal satisfactory academic standards of a 67 percent completion

rate and earn at least a 2.00 cumulative grade point average in order to regain federal aid eligibility.

Pell Grant Maximum Duration of Eligibility

Students may only qualify for the Federal Pell Grant for a maximum of the equivalent of 12 full-time terms in accordance with the Appropriations Act of 2012.

The Effect of Withdrawal and/or Disengaging From Part of the Studies 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 disengagement. Each of these may in turn affect federal aid eligibility.

In calculating enrollment status and rate of academic progress, "credits attempted" is the number of registered credits on day 9 of the term, after add/drop ends.

Withdrawal and/or disengaging at any point in the term may result in a reduction of financial aid. If this occurs, the student will be required to pay back any funds for which he or she no longer qualifies. Financial Aid calculates such award adjustments individually using federal formulas. Further information may be obtained from the Office of Financial Aid at FinancialAid@sunyempire.edu.

The Effect of Withdrawal, Administrative Withdrawal (Disengagement from Course or Study) or Dropping From Studies

Withdrawal and/or disengaging from the university prior to the end of an enrollment term will cause you to use a full financial aid award period's eligibility. A student 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 Direct Loans, PLUS Loans, Pell and SEOG.

In general, students 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 university must calculate the portion of the total scheduled financial assistance earned. **In the event that the student is enrolled in courses that have different start and/or end dates from other courses that also are being taken for the term, and the student withdraws or is administratively withdrawn from any of the courses for the term, the school must calculate the portion of the total scheduled financial assistance earned.** If the student received (or the university 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.) 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.

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: Unsubsidized Direct Loan, Subsidized Direct Loan, PLUS Loan, Federal Pell Grant, Federal SEOG and other Title IV programs. 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 university 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.**

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@sunyempire.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/her most recent enrollment. Approval of an appeal occurs in two parts:

1. The dean or dean's designee verifies the student's academic eligibility.
2. The mitigating circumstance committee determines if the request meets federal requirements for continued eligibility for federal financial aid and if the student can meet all good academic standard requirements within the maximum timeframe for completing the degree.

The mitigating circumstance committee approves the appeal only if both parts of the process are complete and the academic and federal requirements are met. Students must submit the information required for both parts to Student Academic Services, using the required form.

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 or dean's designee is responsible for determining the student's academic eligibility. If the dean or dean's designee determines that a student does not meet academic eligibility requirements, the mitigating circumstance committee cannot approve the appeal. If the appeal is approved and you can meet SAP standards by the end of the subsequent term, you will be placed on probation. Probation is only for one payment period. If the appeal is approved and it is determined that you cannot meet SAP standards by the end of the subsequent term you will be placed on probation with an academic plan that you must adhere to in order to maintain financial aid eligibility. Failure to do so will result in loss of federal financial aid.

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

Note: The appeal has no direct effect on enrollment eligibility, which is an academic determination upon which the appeal approval is contingent.

Repeat of Studies With Credit Awarded

A student may repeat a passed course once to earn a better grade if required for their academic program and still receive financial aid. The student must complete the Request to Repeat a Study request form. If this is done, both studies count as credit attempted in calculating SAP, but only the latest study grade will count in the calculation of credits earned toward the degree and in the GPA calculation and only one attempt may be counted as successfully earned when determining the Quantitative 67 percent rule.

Courses Not Required to Complete a Student's Degree

Federal regulations do not allow a student to receive financial aid for credits that are not required to complete their degree. Credits for courses not required by your degree will not be counted when determining course load and eligibility for disbursement of federal aid each term. Federal regulations do not allow a student in the final enrollment term to receive federal aid for studies that are not required to complete a degree.

Notification of Ineligibility for Federal Financial Aid

Financial Aid notifies students regarding their ineligibility for further federal financial aid. Students may obtain information on their financial aid status by reviewing their eligibility status online or by contacting the Office of Financial Aid (https://www.sunyempire.edu/financial-aid/).

Eligibility for New York State Financial Aid

(Please see Eligibility for New York State Financial Aid Policy (http://www.sunyempire.edu/policies/?search=cid%3D36217) on the university's policy web site (https://www.sunyempire.edu/policies/).)

Award programs affected by the New York state regulations include:

- Tuition Assistance Program (TAP)
- Regents Award – Child of Veteran (CV)
- Regents Award – Child of Corrections Officer Award
- Persian Gulf Veterans Award and Vietnam Veterans Tuition Assistance (VVTA)
- State University Supplemental Tuition Assistance Program (SUSTA)
- Aid for Part-time Study (APTS)
- Scholarships for Academic Excellence
- New York State Memorial Scholarships
- World Trade Center Memorial Scholarships
- Military Service Recognition Scholarships
- New York Lottery – Leaders of Tomorrow Scholarships

Good Academic Standing

Students who receive any New York state financial awards are required to maintain good academic standing as defined by the regulations of the New York state 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, and in addition, New York State Education Law requires

- If in the grading-with-evaluation option, maintains a grade point average (GPA) of 2.00 or better after having received four full-time New York state financial aid payments or the equivalent in part-time funds.

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 (GPA is waived for students in the narrative-only option) lose their eligibility for New York state financial aid. To remain eligible for New York state financial aid, a student must satisfy **all** criteria on the first day of the term.

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 university). The required percentage is illustrated in the pursuit of program table for full-time students who have received funds under the Tuition Assistance Program.

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. An incomplete (IN) is acceptable as long as it changes to either a passing or failing outcome by the end of the next term. However, a withdrawal (WD) or administrative withdrawal (ZW) outcome does not meet the requirement for pursuit of program, because it indicates no substantial engagement in a study or course during the full enrollment term.

SUNY Empire State University Pursuit of Program Table [1]

Number of full-time terms in which New York state financial aid has been through TAP[2]	Must receive a letter grade received (e.g. FC, CR, NC or IN[3]) for:
1, 2	50 percent of minimum full-time requirement (6 credit hours)
3, 4	75 percent of minimum full-time requirement (9 credit hours)
5 or more	100 percent of minimum full-time requirement (12 credit hours)

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

[2] The number of terms refers to the number of state aid payments the student has received at all colleges. The number may be different from the number of enrollments or TAP payments at Empire State University.

[3] 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 letter grade, FC, NC or IN outcome for the percentage of study designated in the table for each term of enrollment

to be eligible for New York state aid in the next term. For example, a student who has received two TAP 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 New York state aid in the third enrollment.

Grade Point Average

Students must maintain a 2.00 or better after receiving four full-time New York state financial aid payments. All New York state aid payments are counted regardless of when they were made or what institution the student attended. A student who is new to Empire State University is assumed to meet the minimum GPA requirement. The university uses only Empire State University studies to compute the GPA thereafter. The table below provides the minimum GPA required to maintain eligibility for New York state financial eligibility after each payment.

Undergraduate Number of full-time payments	Minimum GPA required in order to receive the next payment
1	1.50
2	1.80
3	1.80
4	2.00

Bear in mind that the university's academic policy requires students to earn a 2.00 after having completed 8 graded credits. A student who does not achieve a 2.00 after completing 8 graded credits is placed on academic warning. The university provides up to 16 additional credits to restore the GPA to a 2.00. A student who does not achieve the minimum GPA after attempting 24 credits at Empire State University is academically dismissed. Thus, a student may meet New York state financial aid requirements and not be eligible to re-enroll for failure to meet the university's minimum GPA requirement. Students who first received a NYS award prior to Summer 2010 are reviewed by a different GPA standard. Likewise, during the 2010-2011 school year, students receiving a NYS award for the first time during the 2010-2011 year were held to a different GPA standard. ADA TAP students also have a different standard. Please contact the TAP Certifying officer for details.

A student who comes to Empire State University after attending another college and receiving four full-time New York state financial aid payments must earn a minimum of a 2.00 at the end of the first term of enrollment at Empire State University to remain eligible for subsequent New York state financial aid payments.

The Effect of Withdrawal

If a student withdraws from a course or study, 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, pursuit of program also may be affected (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 calendar 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 12 credits and then withdraws from one 4-credit study on or before calendar day 28, the enrollment status for the term changes to part time and the progress rate is calculated on 8 credits attempted. If the student withdraws after calendar day 28, the enrollment

status for the term is still full time and the progress rate is calculated on 12 credits attempted.

If a full-time student withdraws after calendar day 28 and incurs full tuition liability, he or she will lose TAP 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 calendar day 28 and tuition falls below the full-time rate, the student's TAP award for the current term is cancelled. Further information may be obtained from the Financial Aid office (https://www.sunyempire.edu/financial-aid/).

***Note: Students who attend a term that is less than 15 weeks long will have a different measure and should consult with the* Financial Aid office (https://www.sunyempire.edu/financial-aid/).**

The Effect of Administrative Withdrawals (Disengagement from a Course or Study)

New York state regulations for financial aid establish course completion expectations. If a student receives an outcome of administrative withdrawal (ZW) for a study or course, his or her SAP and POP rate are affected 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.

Financial Aid Eligibility Assessment

The university 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 calendar day of the enrollment term, the student must meet the full-time or part-time study requirements and must be fully matriculated (admitted as a degree-seeking student) at the university. A student who fails to meet enrollment requirements by calendar day 28 is not eligible for New York state financial aid. A student who is not matriculated by calendar day 28 is not eligible for New York state financial aid.

***Note: Students who attend a term that is less than 15 weeks long will have a different measure and should consult with the* Financial Aid office (https://www.sunyempire.edu/financial-aid/).**

Regaining Eligibility for New York State Financial Aid

A student may regain eligibility for New York state 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 enrollment(s) for which the student receives no state aid.

2. Being readmitted and/or reinstated at Empire State University after an absence of at least one calendar year.
   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 16 credits of enrollment.
3. Transferring to another institution.
4. Applying for and receiving a one-time waiver.

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 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 New York state aid for one additional enrollment term.

New York state permits only one waiver at the undergraduate 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, the GPA standard or more than one standard in the same term.

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 or dean's designee 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 Request for a Federal Title IV and/or New York State Financial Aid Eligibility form and submit it with appropriate documentation to Student Academic Services. If approved academically by the dean or dean's designee, 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 or dean's designee reports that a student does not meet academic eligibility requirements, the Mitigating Circumstance Committee cannot approve the waiver.

Repeat of Studies With Credit Awarded

Repeat of any study for which credit has been awarded and that the university does not require the student to repeat may not be considered part of that student's course load for financial aid purposes. The student must complete the Repeat Study Approval Form online (https://www.sunyempire.edu/registrar/forms-services/repeat-study/).

If a student is repeating a study or 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 study, the university uses the most recent study grade in calculating the student's GPA and in the calculation of credits earned toward the degree. However, for state aid

purposes, a repeated course in which a passing grade was previously earned cannot be used to meet the pursuit of program requirement (completing a certain percentage of the minimum full-time or part-time course load in each term an award is received) to maintain good academic standing.

Students can receive state aid to repeat studies for which they earned no credit.

Maximum Number of Payments

An undergraduate student may receive New York state financial aid payments for no more than the equivalent of eight full-time enrollment terms.

New York State "C" Average Requirement

New York state standards require that students achieve a "C" average to maintain state financial aid eligibility.

Pre-college Studies

For payment purposes, pre-college studies may be counted toward full- or part-time enrollment status. However, at least 50 percent of the minimum number of credits required for full- or part-time status must be college-level study. Thus, a full-time student must enroll for at least 6 credits of college-level study, and a part-time student must enroll for at least 3 credits of college-level study. The one exception is that in the first enrollment, a full-time student may take up to 9 pre-college credit equivalents and must take at least 3 credits of college-level study.

Final Enrollment Term

In the final term only, New York state financial aid regulations permit studies to count toward financial aid eligibility standards related to full- or part-time enrollment status, even if some of the credit is not necessary to complete degree requirements. The enrollment must include some credit that is required to complete the student's degree.

SUNY Empire State University permits such credit beyond the degree to count for financial aid eligibility in the final term, only if all of the following criteria are met:

- The student has an approved degree program;
- The enrollment term is identified as the final enrollment for the degree;
- The enrollment includes one or more studies or courses that apply toward the student's degree requirements.

The TAP certifying officer disallows any New York state aid award if any one of these criteria is not met.

Notification of Ineligibility for State Financial Aid Awards

The Office of Financial Aid notifies students regarding their ineligibility for further New York state financial aid. Students may obtain information on their financial aid status by contacting the Office of Financial Aid.

For additional information regarding state financial aid, go to the New York State Higher Education Services (https://www.hesc.ny.gov/) web site.

Federal and State Financial Aid

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

For undergraduates, federal financial aid includes the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal Direct Loan and the Federal Work-Study Program.

Programs for New York state residents include the Tuition Assistance Program (TAP) for matriculated students and expanded benefits for veterans. Students enrolled for at least 3 and less than 12 credits for each term may be eligible for Aid for Part-time Study (APTS). Part-time TAP and Americans With Disabilities Act (ADA) part-time TAP are available but have special requirements. Please go to the Office of Financial Aid (https://www.sunyempire.edu/financial-aid/) web site for more information.

Other state programs – for full-time students only – are the Excelsior Scholarship; the State University Supplemental Tuition Award; the Award for Children of Deceased or Disabled Veterans; and the Award for Children of Deceased Police Officers, Firefighters and Corrections Officers; and World Trade Center Memorial Scholarships. For a complete list of grants and scholarships go to the New York state Higher Education Services Corporation (https://www.hesc.ny.gov/) web site.

Students enrolled either part time or full time may qualify for Vietnam Veterans Tuition Awards and the SUNY Empire State Honors Scholarships for African-American, Latino and Native American Students Awards.

Veterans may be entitled to full tuition and fees from the Veterans Administration.

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.

Other Sources of Financial Aid

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

Office of Adult Career and Continuing Education Services

Persons with disabilities that are an impediment to employment may qualify for assistance through the Office of Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR). Eligible students may receive tuition assistance or other support services when university study is leading to an employment goal. Interested students should contact the nearest ACCES-VR office. For more information about this service and a complete list of regional locations students should visit the New York State Education Department Adult Career and Continuing Ed Services (http://www.acces.nysed.gov/) web site.

Veterans Affairs Benefits (formerly Veterans Administration)

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

Veterans applying to the university should file their VA paperwork directly with the Office of the Registrar. The appropriate form may be printed from the VA website (http://www.gibill.va.gov). Once the form is completed, it should be returned to

Office of the Registrar
Empire State University
111 West Ave.
Saratoga Springs, NY 12866-6069

SUNY Empire State University Foundation Funds

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

SUNY Empire State University 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.

SUNY Empire State University Foundation Scholarships and Grants

Scholarships may be awarded to students who have financial need, have earned at least 8 credits at SUNY Empire State University 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 (https://studentaid.gov/h/apply-for-aid/fafsa/).

In order to apply for an SUNY Empire State University Foundation scholarship, students must log in to the application portal at ESCFAST (http://www.sunyempire.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. Contact Scholarships@sunyempire.edu with any questions on the application process.

Advance of Excess Financial Aid Options

SUNY Empire State university Foundation Loans

Interest-free loans of up to $500 may be available for students receiving financial aid while they are waiting for an award over payment. Loans are offered to students who have financial aid in excess of the cost of tuition and fees and will be disbursed no earlier than one month prior to the start of the term. Loans are granted for expenses directly related to university study. Contact 1Stop Student Services at 800-847-3000, ext. 2285 for further information.

To Find Out More

Our 1Stop Student Services and Financial Aid staff members are available to give more detailed information and advice by phone, by mail or in person.

For further financial aid information contact:
Financial Aid
Empire State University
111 West Ave.
Saratoga Springs, NY 12866-6069
800-847-3000, ext. 2285 or visit the Financial Aid web site (http://www.sunyempire.edu/FinancialAid/) website or email FinancialAid@sunyempire.edu.

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

There are many private scholarships and grants available to students who meet specific criteria. Check the reference section of your local public library or use a web-based search site linked from the university's Financial Aid web site (http://www.sunyempire.edu/FinancialAid/) for this information.

Earning a Degree
Degree Types
Individualized Areas of Study and Majors/Structured Programs

SUNY Empire offers both structured and individualized degrees. Majors are structured programs with curriculum written by faculty that provides pre-defined choices. Individualized degree programs (p. 190) are intentionally created or personally designed by the student within Areas of Study.

You will work with your mentor to determine which type of degree best fits your personal and educational goals. A complete list of all programs and their guidelines and/or course requirements can be found in the **Undergraduate Programs section** of the catalog.

Associate Degree Programs

An associate degree is the equivalent to two years of full-time study and generally include a variety of foundational and general education studies that help develop and strengthen basic academic skills, such as college-level reading and writing, quantitative reasoning, analysis, and critical thinking.

To earn an associate degree, students need 64 credits, with at least 24 credits earned at Empire State University. Students may include up to 40 credits of transfer and/or other prior learning (advanced standing). Our **A.A./A.S. in General Studies** is an exception, where students can bring in as many as 52 credits of transfer/advanced standing, with 12 credits earned at SUNY Empire.

Students in A.A. and A.S. degrees will be expected to meet **Area of Study guidelines** as well as **SUNY General Education Requirements**.

Planning For Transfer Within SUNY

If a student plans to begin at Empire State University and later transfer to another SUNY campus, SUNY Transfer Paths will help identify core coursework that will prepare them for multiple SUNY campuses. Transfer Paths summarize the common lower division requirements shared by all SUNY campuses for similar majors within most disciplines. Students should work with their mentors to follow the core course sequence designed to ensure a seamless transfer. This is especially important for students pursuing an associate degree who wish to transfer to another SUNY campus to complete a bachelor's degree in one of the Transfer Paths. For full details on the Transfer Paths and guaranteed transfer courses, please go to the SUNY Transfer Paths web page (http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/).

Bachelor's Degree Programs

A bachelor's degree is equivalent to four years of full-time study and requires a minimum of 120-124 credits depending on the program, with at least 30 credits earned at Empire State University. Students may include up to 94 credits of transfer and/or other prior learning (advanced standing).

All bachelor's degrees require a minimum of 45 advanced-level credits. The amount of liberal arts and sciences credits required vary based on degree type. In addition to area of study guidelines or major requirements, students in will be expected to meet SUNY **General Education Requirements**.

Undergraduate Certificates

Undergraduate certificates provide focused study to support a specific career interest and are applicable to at least one undergraduate area of study. Associate and bachelor's degree program plans may include a certificate.

Combined Bachelor's/Master's Degrees

SUNY Empire offers combined bachelor's/master's degree programs for highly qualified undergraduate students who wish to continue to a master's degree. Students accepted into the combined bachelor's/master's degree program will be able to take specified master's-level courses during their bachelor's degree at the undergraduate rate and have them count towards their degree. These programs may accelerate a student's time to degree completion and reduce the cost of completing the master's degree.

SUNY General Education Requirements

As a university of arts and sciences, SUNY Empire expects students to acquire the qualities of a broadly educated person. One way this breadth of knowledge is accomplished is through the SUNY General Education Requirements, which all new and returning degree-seeking undergraduate students are required to fulfill. See the General Education section (p. 188) of the catalog for details about requirements.

G.P.A. Requirements

Students are expected to maintain an overall Grade Point Average (GPA) of a 2.0 on a 4.0 scale. See the Academic Probation for Undergraduate Students policy (p. 216) for more details. A minimum G.P.A. of 2.0 is required to graduate with an undergraduate degree or certificate. Nursing students should visit the **nursing program page** for specific G.P.A. requirements.

Changing a Degree

Undergraduate students may change or add a degree to their record in consultation with their mentor. Students may request changes to the degree type (B.A. to B.S.), or AOS/major (e.g. changing from a B.A. Psychology to a B.A. in Cultural Studies), using the Degree Change/Addition Request form (https://banner.esc.edu/BannerExtensibility/customPage/page/ESC_DegreeChange/) found in Self-Service Banner (SSB). Students may also use this form to add an additional degree or certificate to their record. For example, a student may have originally planned on pursuing only a bachelor's degree, and then decide they would also like to complete an associate's degree along the way. Programs with specialized admissions requirements (like those in the School of Nursing and Allied Health) may require a new application. To change a concentration title in an area of study, students work with their mentor to update their degree program plan through DP Planner, and only need to fill out the degree add/change form if they are also changing their degree or area of study.

Catalog Year Changes

Catalog year determines which set of requirements you will follow to graduate. Generally, this year aligns with the academic year that you were first admitted or re-admitted to the university. You may want to adopt a more recent catalog year if it aligns better with your academic goals or if there have been significant changes in the curriculum. You must first discuss a change in catalog year with your mentor before requesting a change. You may only elect to move forward in catalog year; you may not select a previous catalog year. Changing your catalog year

will not impact your general education requirements. In some cases, students approaching graduation might not be eligible for a catalog year change. The Catalog Year Change Form may be found on the Office of the Registrar forms and services webpage (https://sunyempire.edu/registrar/forms-services/).

Learning Goals

Growing out of Empire State University's unique mission, the learning goals outlined below serve as a vital link between the university's historical mission, the current context of rapid educational change, and the future of our institution in a global society where knowledge and learning remain urgently important.

Graduates of Empire State University will demonstrate competence in the following areas of learning, appropriate to their degree levels.

- Active Learning – assess and build upon previous learning and experiences to pursue new learning, independently and in collaboration with others.
- Breadth and Depth of Knowledge – cultivate a broad, interdisciplinary understanding in the liberal arts and sciences, as well as expertise in a particular field.
- Social Responsibility – engage in ethical reasoning, and reflect on issues such as democratic citizenship, diversity, social justice and environmental sustainability, both locally and globally.
- Communication – express and receive ideas effectively, in multiple contexts and through multiple strategies.
- Critical Thinking and Problem Solving – evaluate, analyze, synthesize and critique key concepts and experiences, and apply diverse perspectives to find creative solutions to problems concerning human behavior, society and the natural world.
- Quantitative Literacy – read, interpret, use and present quantitative information effectively.
- Information and Digital Media Literacy – critically access, evaluate, understand, create and share information using a range of collaborative technologies to advance learning, as well as personal and professional development.

For more details, please see the University Learning Goals Policy (http://www.sunyempire.edu/policies/?search=cid%3D61278).

Study Time

Empire State University students are primarily adults, arriving at our locations and programs with full lives that include commitments to family, work, community and personal fulfillment. When you decide to take on the academic rigors of pursuing a degree, it is imperative that you examine your commitments and make adjustments to accommodate your endeavors and thus achieve your academic goals.

In general, you should plan for 10 to 12 or more hours per week of study time for each 4-credit study or course in which you are enrolled, or in simpler terms, at least three hours a week for each credit hour of course study. Study time includes activities such as reading, writing, reflecting and research. Students taking online courses should factor in time for online communications with other students in their courses.

Course Study Modes

SUNY Empire Course Mode Dictionary

Teaching and learning at SUNY Empire uses a vast array of instructional modes in ways that best suit student needs and course content. Some instructional modes are location-based and require pre-scheduled in-person meetings, whereas others depend on different tools and technologies. The university community uses a common vocabulary to describe its instructional modes as defined below, including the expectations and requirements for faculty-student engagement associated with each mode. Students can find current information about any course section in the term guide.

Undergraduate Study Options

Independent Study: an instructor-led one-to-one course (student and faculty member) with flexible contact/meetings arranged by the student and faculty member.

Internship/practicum: an instructor-led learning experience designed to give a student practical knowledge of their field, e.g. clinical experience.

Laboratory/Lab: an instructor-led course, or components of a course, in which all students are "practicing" an application of a scientific, technical, or creative nature.

Online (https://www.sunyempire.edu/online/): an instructor-led course conducted virtually, using the university's Learning Management System (LMS). Online courses are offered both synchronously and asynchronously. If an online course includes synchronous meetings, information regarding days and times of those meetings is shared in advance of the first day of classes via the term guide (https://banner.sunyempire.edu/StudentRegistrationSsb/ssb/registration/).

Residency (https://www.esc.edu/residencies/)**:** an instructor-led course that combines virtual learning or independent study and professional and academic enrichment opportunities with on-site, in-person meetings that occur on one or over several days. Information regarding days and times of scheduled synchronous meetings is shared in advance of the first day of classes and is included in the term guide.

Study Group (https://www.sunyempire.edu/degrees-programs/ways-to-study/study-groups/)**:** an instructor-led course that includes regular in-person meetings with students. Information regarding days and times of scheduled meetings is shared in advance of the first day of classes and is included in the term guide.

Virtual Exchange: an instructor-led educational practice that brings together students from across geographic boundaries in synchronous and asynchronous interactions. Available through but not limited to students in the International Education program.

Virtual Residency: an instructor-led course that combines virtual learning or independent study with scheduled virtual synchronous meetings that occur on one or over several days. Information regarding days and times of scheduled synchronous virtual meetings is shared in advance of the first day of classes and is included in the term guide.

Virtual Study Group: an instructor-led course consisting of a combination of asynchronous activities and scheduled virtual synchronous meetings. Information regarding days and times of scheduled synchronous meetings is shared in advance of the first day of classes and is included in the term guide.

Other Learning Opportunities

Workshops: Noncredit workshops are offered regularly to students, particularly in the areas of writing and degree program portfolio development. Check the Workshops Calendar (https://my.sunyempire.edu/academics/AcademicSupport/Pages/default.aspx)

(MySUNYEmpire log-in (https://my.sunyempire.edu/)) to find out about workshops available to student.

Working With Your Mentor and Degree Works

Every undergraduate student at SUNY Empire is assigned a mentor who serves as their own academic guide and resource from orientation to graduation. Students should confer with their mentors on a regular basis to discuss degree requirements and plan their progress toward their degree. Students and mentors will utilize Degree Works to aid in this process. Degree Works (https://esc.degreeworks.suny.edu/) is a Web-based tool for students to monitor their academic progress toward degree completion. A Degree Works audit is a review of past, current and planned coursework that provides information on completed and outstanding requirements necessary to complete the degree.

Degree Award/Graduation

Applying to Graduate

Students apply for graduation (https://www.sunyempire.edu/registrar/general-information/graduation/) once they have registered for final courses. When a student applies to graduate, it informs the Office of the Registrar that they are completing their studies. It also provides the student with an opportunity to confirm details about their diploma, such as preferred name, and address to which it should be mailed. Once an application to graduate is submitted, student records are reviewed to determine if all requirements will be met based on current registration. The student and mentor are notified of the outcome of the review.

Degree and Certificate Award Process

The degree award process begins once a student has satisfied all academic requirements, and final grades have been received in the Office of the Registrar. Students will receive an email from the Office of the Registrar to their SUNY Empire email address when the degree and/or certificate has been awarded. At that time, the awarded degree will be noted on the student's official transcript (https://www.sunyempire.edu/registrar/general-information/transcripts/). SUNY Empire is authorized to award degrees 12 dates a year. All award dates are the first day of the month after academic requirements have been met. Students can expect to receive their diploma by mail approximately three weeks from the day the university awarded the degree.

Commencement

To celebrate student success and achievement, SUNY Empire offers commencement ceremonies for eligible students twice a year. For details about Spring and Winter commencement ceremonies, as well as eligibility criteria, consult the commencement website (https://www.sunyempire.edu/commencement/).

General Education

SUNY GENERAL EDUCATION REQUIREMENTS

About General Education

As a university of arts and sciences, SUNY Empire expects students to acquire the qualities of a broadly educated person. The purpose of a university education is to enable students not only to accumulate information, but also to appreciate what is learned in a broad context, relate what is being learned to what is already known, judge what one is told rather than merely accept it, and use what is learned in a practical and intellectual way.

Student learning should extend beyond a single, narrow discipline or field. Students should demonstrate an understanding of several diverse perspectives (such as historical, literary, scientific, technological, esthetic, ethical, international, multicultural and gender-based) and be able to apply such perspectives to situations in which they must analyze, explain or solve problems concerning human behavior, society and the natural world. One way this breadth of knowledge is accomplished is through the SUNY General Education requirements, which all new and returning degree-seeking undergraduate students are required to fulfill. The general education students need to complete varies depending on when they first enrolled at a State University of New York institution.

Determining Which General Education Requirements to Follow

All current students in associate and/or baccalaureate programs must complete general education requirements. Students entering SUNY Empire Fall 2023 and after, with no previous coursework taken at any SUNY institution, follow the 2023 General Education Framework. Returning students and new students with coursework from any SUNY institution taken between Fall of 2010 and Fall 2023 follow the 2010 General Education Requirements. Students with coursework taken at a SUNY institution prior to Fall 2010 follow the 2023 General Education framework.

Ways to Fulfill General Education Requirements

Students may fulfill general education requirements in a variety of ways including coursework taken at SUNY Empire, transferred coursework, prior learning assessment (PLA), and standardized examinations. The term guide and course catalog provide details on which SUNY Empire courses meet a requirement. Any area met through coursework at another SUNY institution and appearing on a General Education Transcript Addendum (GETA) will be accepted by SUNY Empire. Transfer credit from non-SUNY institutions will be evaluated for equivalency and general education at the point of admission. Please consult the Office of the Registrar webpage (https://sunyempire.edu/registrar/) for answers to frequently asked questions about general education requirements.

SUNY GENERAL EDUCATION (SUNY GE) FRAMEWORK FOR STUDENTS MATRICULATING FALL 2023 OR LATER

The SUNY GE framework includes twelve categories of knowledge, skills and competencies—ten knowledge and skills areas expose students to different ways of knowing so that they can make reasoned judgements outside as well as inside their academic field, and enabling them to develop diverse perspectives and global understanding; and two core competencies that extend beyond discipline-specific knowledge and skills. A minimum of 30 credits in 7 of 10 categories of knowledge and skills areas are required for AA-, AS-, and all baccalaureate-degree programs, as well as the two core competencies.

The following four Knowledge and Skills areas are specifically required:

- Communication – Written and Oral
- Diversity: Equity, Inclusion, and Social Justice
- Mathematics (and Quantitative Reasoning)
- Natural Sciences (and Scientific Reasoning)

A minimum of three of the following six Knowledge and Skills areas are required:

- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement
- World History and Global Awareness
- World Languages

In addition, two Core Competencies are required:

- Critical Thinking and Reasoning
- Information Literacy

SUNY GE KNOWLEDGE AND SKILLS AREAS

1. COMMUNICATION – WRITTEN AND ORAL (REQUIRED)

Students will:

- Research a topic, develop an argument, and organize supporting details;
- Demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;
- Evaluate communication for substance, bias, and intended effect; and
- Demonstrate the ability to revise and improve written and oral communication.

2. DIVERSITY: EQUITY, INCLUSION, AND SOCIAL JUSTICE (REQUIRED)

Students will:

- Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

3. MATHEMATICS (AND QUANTITATIVE REASONING) (REQUIRED)

Students will demonstrate mathematical skills and quantitative reasoning, including the ability to:

- Interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;
- Represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and
- Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

4. NATURAL SCIENCES (AND SCIENTIFIC REASONING) (REQUIRED)

Students will demonstrate scientific reasoning applied to the natural world, including:

- An understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and
- Application of scientific data, concepts, and models in one of the natural sciences.

5. HUMANITIES

Students will:

- Demonstrate knowledge of the conventions and methods of at least one of the humanities; and
- Recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

6. SOCIAL SCIENCES

Students will:

- Describe major concepts and theories of at least one discipline in the social sciences; and
- Demonstrate an understanding of the methods social scientists use to explore social phenomena.

7. THE ARTS

Students will:

- Demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

8. US HISTORY AND CIVIC ENGAGEMENT

Students will:

- Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
- Understand the role of individual participation in US communities and government; and
- Apply historical and contemporary evidence to draw, support, or verify conclusions.

9. WORLD HISTORY AND GLOBAL AWARENESS

Students will:

- Demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
- Demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

10. WORLD LANGUAGES

Students will:

- Exhibit basic proficiency in the understanding and use of a world language; and
- Demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.

SUNY GE CORE COMPETENCIES

1. CRITICAL THINKING AND REASONING (REQUIRED)

Students will:

- Clearly articulate an issue or problem;
- Identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;
- Acknowledge limitations such as perspective and bias; and
- Develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

2. INFORMATION LITERACY (REQUIRED)

Students will:

- Locate information effectively using tools appropriate to their need and discipline;
- Evaluate information with an awareness of authority, validity, and bias; and
- Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

SUNY GENERAL EDUCATION REQUIREMENT (SUNY GER) FOR STUDENTS MATRICULATING PRIOR TO FALL 2023

The SUNY GER (https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/GenEdCourseGuidelines_2017.pdf) includes a minimum of 30 credit hours distributed among at least seven of the 10 knowledge and skill areas listed below. Students must include both mathematics and basic communication as two of the seven areas. Students must select an additional five different content areas from the remaining knowledge and skill areas.

The 10 knowledge and skill areas are: mathematics, natural sciences, social sciences, American history, western civilization, other world civilizations, humanities, the arts, foreign language and basic communication.

Students must demonstrate competencies in two areas: critical thinking and information management.

Students may use SUNY Empire studies or approved online courses, transfer credit, approved standardized examinations or individualized credit by evaluation toward the SUNY General Education Requirements. Students should consult with their mentor about available options.

GER KNOWLEDGE AND SKILL AREAS

1. MATHEMATICS

Students will demonstrate the ability to:

- Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
- Represent mathematical information symbolically, visually, numerically and verbally;
- Employ quantitative methods such as, arithmetic, algebra, geometry or statistics to solve problems;
- Estimate and check mathematical results for reasonableness; and

- Recognize the limits of mathematical and statistical methods.

2. NATURAL SCIENCES

Students will demonstrate:

- Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
- Application of scientific data, concepts and models in one of the natural sciences.

3. SOCIAL SCIENCES
Students will demonstrate:

- Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and
- Knowledge of major concepts, models and issues of at least one discipline in the social sciences.

4. AMERICAN HISTORY
Students will demonstrate:

- Knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unity and diversity in American society;
- Knowledge of common institutions in American society and how they have affected different groups; and
- Understanding of America's evolving relationship with the rest of the world.

5. WESTERN CIVILIZATION
Students will:

- Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- Relate the development of Western civilization to that of other regions of the world.

6. OTHER WORLD CIVILIZATIONS
Students will demonstrate:

- Knowledge of either a broad outline of world history; or
- The distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

7. HUMANITIES
Students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the general education program.

8. THE ARTS
Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

9. FOREIGN LANGUAGE
Students will demonstrate:

- Basic proficiency in the understanding and use of a foreign language; and
- Knowledge of the distinctive features of culture(s) associated with the language they are studying.

10. BASIC COMMUNICATION
Students will:

- Produce coherent texts within common college-level written forms;
- Demonstrate the ability to revise and improve such texts;
- Research a topic, develop an argument and organize supporting details;
- Develop proficiency in oral discourse; and
- Evaluate an oral presentation according to established criteria.

GER COMPETENCIES
The following two competencies should be infused throughout the general education program:

1. CRITICAL THINKING (REASONING)
Students will:

- Identify, analyze and evaluate arguments as they occur in their own or others' work; and
- Develop well-reasoned arguments.

2. INFORMATION MANAGEMENT
Students will:

- Perform the basic operations of personal computer use;
- Understand and use basic research techniques; and
- Locate, evaluate and synthesize information from a variety of sources.

Individualized Degree Design
Individualized Degree Programs

One of the hallmarks of Empire State University's undergraduate programs is the flexibility students have to design their own degree programs. Individualized degrees are often the best way to maximize transfer credit and prior learning, and to meet specific learning goals.

When pursuing an individualized degree, the student works with their mentor in an educational planning course to create a degree plan proposal that is reviewed and codified as their individualized official curriculum. SUNY Empire is authorized to award individualized degrees in the following areas of study:

- Business, Management, and Economics: A.A., A.S. (p. 25), B.A., B.S., B.P.S. (p. 28)
- Community and Human Services: A.A., A.S. (p. 41), B.A., B.S., B.P.S. (p. 44)
- Cultural Studies: A.A., A.S. (p. 49), B.A., B.S. (p. 56)
- Educational Studies: A.A., A.S. (p. 68), B.A., B.S. (p. 73)
- Historical Studies: A.A., A.S. (p. 80), B.A., B.S. (p. 80)
- Human Development: A.A., A.S. (p. 83), B.A., B.S. (p. 84)
- Interdisciplinary/Multidisciplinary Studies: A.A., A.S. (p. 89), B.A., B.S., B.P.S. (p. 90)
- Labor Studies: A.A., A.S., B.A., B.S., (p. 96)
- Liberal Arts: B.A. (p. 98)
- Public Affairs: B.A., B.S., B.P.S. (p. 105)

- Science, Mathematics, and Technology: A.A., A.S. (p. 109), B.A., B.S. (p. 113)
- Social Science: A.A., A.S. (p. 132), B.A., B.S. (p. 134)
- Technology: B.P.S. (p. 138)
- The Arts: A.A., A.S. (p. 139), B.A., B.S., B.P.S. (p. 142)

Planning a Degree

Each student wishing to pursue an individualized degree program works with their assigned mentor to design their degree. The bulk of this work occurs while taking a required credit bearing educational planning course that teaches how a degree is structured, examines how prior learning fits into the degree, and assists in planning the learning still needed to accomplish their goals and complete the degree.

In planning the degree, the student and mentor explore relevant questions, such as:

- What are the learning goals?
- What has already been learned?
- What still needs to be learned to advance toward the final goal?

The culmination of the degree planning process is a degree program proposal, that includes three main components:

1. A plan for a degree program that shows all the learning accomplished, and the courses planned to complete the degree.
2. A rationale essay explaining the purpose, design, and significance of the individualized degree program being submitted.
3. All related supporting documentation (e.g., transcripts, prior learning assessment recommendations) necessary to verify credits acquired outside of SUNY Empire.

Changing an Area of Study or Concentration While Planning the Degree

During the degree planning process and in consultation with their mentors, students may find that the degree type and/or area of study that they originally planned no longer fits their educational goals or discover they would like to pursue more than one degree. See Changing A Degree (https://catalog.esc.edu/undergraduate/earning-undergraduate-degree/#text) for details on how to initiate a change or addition to your sought degree(s).

Requirements by Type of Degree

Associate Degree Programs

Individualized associate degrees require a minimum of 64 credits, with at least 24 credits earned at SUNY Empire. Students may include up to 40 credits of transfer and/or other prior learning (advanced standing). Associate in Arts (A.A.) degrees require at least 48 liberal arts and sciences credits and an Associate in Science (A.S.) degree requires at least 32 liberal arts and sciences credits. Advanced-level coursework is not required for associate degrees, but students may choose to include them. Students seeking A.A. and A.S. degrees will be expected to meet **Area of Study guidelines** as well as **SUNY General Education Requirements**.

Bachelor's Degree Programs

Individualized bachelor's degrees require a minimum of 124 credits, with at least 30 credits earned at SUNY Empire. Students may include up to 94 credits of transfer and/or other prior learning (advanced standing).

A Bachelor of Arts (B.A.) degree requires at least 94 liberal arts and sciences credits, a Bachelor of Science (B.S.) degree requires at least 62 liberal arts and sciences credits, and a Bachelor of Professional Studies (B.P.S.) requires at least 32 liberal arts and sciences credits. All bachelor's degrees require a minimum of 45 advanced-level credits with a minimum of 24 of them directly supporting the chosen concentration.

Students will be expected to meet Area of Study and Concentration (if applicable) guidelines, as well as **SUNY General Education Requirements**.

The university offers 5 types of degrees that may be individualized. The table below outlines the minimum criteria for each degree. The minimum G.P.A. requirement to graduate with an undergraduate degree is a 2.0 G.P.A.

Degree Requirements Grid for Individualized Programs

Degree	Total Credits Required	Minimum Credits to be Earned at SUNY Empire	Minimum Liberal Arts and Sciences Credits Required	Minimum General Education Credits	Minimum Advanced-level Credit in Concentra	Minimum Advanced-level Credits in Degree Program
A.A.	64	24	48	30	-	-
A.S.	64	24	32	30	-	-
B.A.	124	30	94	30	24	45
B.S.	124	30	62	30	24	45
B.P.S.	124	30	32	30	24	45

Degree Components

General Education

SUNY requires that at least 30 credits of an awarded degree be comprised of learning that meets its established general education framework. This framework varies by matriculation date so it is important to consult the general education section (p. 188) of the catalog for guidance on how this degree component applies to the individual seeking a degree.

Introductory and Advanced Level Learning

Introductory level learning is beginning, or foundational learning also known as lower-level study. Advanced level learning builds on introductory level learning and involves higher levels of abstraction, increasingly extensive knowledge, complex content, and greater methodological sophistication. It is also known as upper-level study. The minimum number of advanced level credits required varies by degree type as indicated in the Degree Requirements Grid (p. 191).

Liberal Arts and Sciences

Liberal Arts and Sciences courses have a strong theoretical content, generally from the disciplines of the humanities, natural sciences, mathematics, and social sciences. The minimum number of liberal arts and sciences credits required varies by degree type as indicated in the Degree Requirements Grid (p. 191).

Transfer Credit

The term transfer credit (p. 158) (also called advanced standing) encompasses several sources of credit accepted by SUNY Empire and available to apply to a degree.

- Transcript credit (p. 159) earned at other regionally accredited colleges or institutions recognized by SUNY Empire and validated by an official transcript.
- Pre-evaluated professional learning (PLE) (p. 168) or military training (p. 160) that has been assessed by SUNY Empire or an approved organization and validated by appropriate documentation.
- Standardized examinations (p. 161).

Individualized Credit for Prior Learning (iCPL)

SUNY Empire provides a process for evaluating student knowledge (p. 166) for possible college-level learning obtained through experiences outside the traditional classroom such as workplace training, personal research, and special interests. Once approved by faculty, the credit award becomes official, is applied to the student record and is available as a credit component of a degree program.

SUNY Empire Credits

There is a minimum number of earned SUNY Empire credits required to be awarded a degree from SUNY Empire, and this number varies by degree type. Bachelor's degrees require students to complete a minimum of 30 credits at SUNY Empire, and associate degrees require students to complete a minimum of 24 credits at SUNY Empire.

Areas of Study and Concentration Guidelines

The areas of study and concentration guidelines, found in the undergraduate programs (p. 15) section of the catalog, identify the knowledge expectations of academic and/or professional fields for the university's individualized degrees.   Students use the guidelines to develop their degree programs to include both expected knowledge and currency in their field. The guidelines are not names of specific courses; instead, they identify knowledge expectations that can be included through multiple courses and in multiple ways.

An awarded degree represents an acquired body of knowledge. To assure that is the case, the mentor helps the student interpret the area of study guidelines, and helps the student develop both a concentration title and put together the learning needed to adequately support the chosen title.

When the degree program proposal is submitted for review and approval it goes through faculty and university-level review processes; the guidelines will be used as the basis for the review of the degree design and concentration. In the degree program rationale, the student explains how learning and courses included on the plan address the area of study and where necessary, concentration guidelines, as well as the university's learning goals and degree requirements.

Area of Study Guidelines Frameworks

Each set of area of study guidelines is written broadly to represent a body of knowledge expected within that field, and are the source provided to structure the individualized degree with each student's specific goals in mind. Individualized degrees fall into one of five frameworks:

1. Disciplinary – a program of study guided by the existing framework of a discipline. Degrees designed within this framework are similar in design to programs of study at other institutions.
2. Interdisciplinary – a program of study that simultaneously interrelates two or more disciplines. Degrees designed within this framework draw upon the methods and bodies of knowledge of multiple disciplines to think across boundaries.

3. Problem Oriented – a program of study designed around a problem. Degrees designed within this framework examine a significant issue in depth from multiple perspectives.
4. Professional/Vocational – a program of study that focuses on acquiring knowledge and skills needed for specific career performance and applications. Degrees designed within this framework explore the conceptual foundations of the profession, the role of the professional in that career, and the relations between the profession and society at large.
5. Thematic – a program of study focusing on a particular theme or set of ideas. Degrees designed within this framework trace the development of a theme or idea, or explore various aspects of a theme to examine its cultural and intellectual influence.

Concentrations and General Learning

Individualized degree programs at SUNY Empire divide learning into two categories: concentration and general learning. The concentration encompasses the learning that is included on the degree based on area of study and concentration guidelines, and as presented in the section above, may be a focused, in-depth study of a discipline (for example, economics, physics, political science); an interrelated study of two or more disciplines; the study of a problem or a theme; or study in preparation for a profession or vocation. Because these frameworks require serious, focused learning, and imply a degree of competence in an area, bachelor's degree concentrations are required to contain at least 24 advanced-level credits. Associate degrees do not require advanced-level credits.

General learning is the term used to describe learning not directly related to the concentration, however it is an equally important part of the individualized degree. It can support he concentration, add breadth to the degree program, meet general education requirements, or simply be elective learning of interest to the student.

For both bachelor's and associate degrees, generally, no more than half of the total number of degree credits sit in the concentration.

Concentration Guidelines and Titles

Concentration designs and titles can be unique to the student's learning goals or they can follow pre-established guidance and titles.

Students often design concentrations for which no specific guidelines exist. This option provides flexibility in the degree program design, which is especially useful when transferring in a significant number of credits. A unique concentration of learning and concentration title is explained and supported within the degree program rationale where students present their interest, research, and reasons the unique concentration is supported by the included learning components on the degree program.

There are also some areas of study with established concentration guidelines. Like area of study guidelines, these concentration guidelines identify knowledge expectations rather than specific courses, and students can choose to address these expectations through various types of learning and in multiple ways.

For example, in the Business, Management and Economics area of study guidelines, there are specific concentration titles for Economics, Finance, Marketing and more (p. 30). In the Science, Mathematics and Technology area of study guidelines, there are specific concentration titles for Biology, Mathematics, Information Systems, Computer Science and others (p. 118).

Restricted Concentration titles

New York state education law regulates certain kinds of professional education that leads to NYS licensure (https://www.op.nysed.gov/professions-index/). SUNY Empire cannot offer individualized concentration titles closely related to certain professional areas of licensure, including:

- Acupuncture
- Applied Behavioral Analysis
- Architecture
- Athletic Training
- Audiology
- Certified Shorthand Reporting
- Chiropractic
- Clinical Laboratory Technology
- Counseling
- Dentistry
- Dietetics and Nutrition
- Engineering
- Geology
- Interior Design
- Land Surveying
- Landscape Architecture
- Massage Therapy
- Medical Physics
- Medicine
- Mental Health Practitioners
- Midwifery
- Occupational Therapy
- Ophthalmic Dispensing
- Optometry
- Pathologists' Assistant
- Perfusion
- Pharmacy
- Physical Therapy
- Podiatry
- Polysomnographic Technology
- Respiratory Therapy
- Social Work
- Speech-Language Pathology
- Veterinary Medicine

Concentrations in Accounting or Education

New York state has additional regulations for a concentration in education or a degree in accounting. Certification/licensure in education and accounting require additional education beyond the bachelor's degree. All students within the Educational Studies area of study or pursuing an accounting degree, or who plan to acquire one of these certifications, must complete a certification disclaimer form indicating that they understand they will need more education to reach their goal. These forms may be completed online (SUNY Empire login required):

- Accounting Certification Disclaimer form (https://banner.esc.edu/BannerExtensibility/customPage/page/ESC_AccountCertification/)

- Education Certification Disclaimer form (https://banner.esc.edu/BannerExtensibility/customPage/page/ESC_TeacherCertification/)

Double Concentrations

Double concentrations are possible in bachelor's degrees, when appropriate, but are not possible in an associate degree. When a degree program has a double concentration, each area must be represented by a set of integrated learning components that demonstrate progression to advanced levels of learning. The university has established guidelines for completing concentrations in each area of study. These guidelines outline general expectations for study in the area, as well as specific expectations for certain concentrations. In addition, students often design concentrations for which no specific guidelines exist. These students research their interests and explain their choices within their degree program rationale. Students should talk to their mentor if they are interested in a double concentration.

Elements of the Degree Program Proposal

All degree program proposals include:

- Degree program plan
- Degree program rationale essay
- General education document
- Individualized credit for prior learning (iCPL) evaluations if applicable
- For planned PLA, a memo outlining the attributes of each request including whether the PLA will address/meet requirements such as general education or an area of study guideline if applicable

Official copies of college transcripts for all completed advanced standing must be received by the Admission Office prior to degree program proposal submission.

Programs may be approved with:

- up to 16 outstanding PLA credits
- other planned or in-progress advanced standing, including directly transferable college credits, credit by examination, and Professional Learning Evaluation (PLE)

Rationale Essay

The rationale essay is written to explain the purpose, design, and significance of individualized degree programs. Through a rationale essay the student discusses:

- their educational background and professional experience
- how the proposed degree plan meets their academic goals and learning needs
- how the learning in the degree plan reflects the SUNY Empire area of study learning outcomes and concentration guidelines for the degree when applicable, or in rare instances how their learning deviates from the learning outcomes to meet a specific educational need.
- awareness of external professional expectations, where applicable.

The rationale essay accompanies the individualized degree plan and is a key outcome of the required study in educational planning. The final draft that accompanies the individualized degree program when it goes for academic review should meet college-level writing expectations in terms of substance, presentation, and academic integrity.

Degree Program Proposal Review and Approval Process

Timing of Submission of Degree Program Proposal

Active students may submit a degree program for approval as early as their first term of matriculation into an undergraduate degree program.

Students must submit their degree program for approval no later than the end of the term in which they will have earned their 24th SUNY Empire credit.

Degree Program Proposal Review

Once the degree program plan and all required forms and documents as outlined in the Elements of the Degree Program Proposal (p. 193) section are ready, the mentor submits the information through the DP Planner system, which triggers the correct office of academic review to start the review and approval process. The office performs a thorough technical review to surface any issues, and then facilitates a faculty committee review. Upon approval at that level, the degree program is sent to the office of the registrar for final review. Both reviews examine the technical correctness and the academic soundness of the proposed degree program.

Concurrence and Final Approval

The office of the registrar is responsible for the university-level policy review and concurrence of the degree program. If the office of the registrar finds issues needing resolution during its review, including incomplete documentation or non-compliance with SUNY Empire policy or criteria, the reviewer informs the appropriate academic review office within 30 days. The academic review office works with the student, mentor, and others as needed, to resolve the problem, or provide additional information.

When the office of the registrar finds no issues with the degree program proposal, it "concurs" (approves) the degree program, and it becomes the official curriculum to be completed to earn the degree. The student and mentor are notified, and the degree program officially moves from DP Planner as the planning tool into Degree Works (http://catalog.sunyempire.edu/undergraduate/earning-undergraduate-degree/indivdegreedesign/www.sunyempire.edu/degreeworks/) as the official record and auditing tool.

Degree Works Audit

After the degree program is concurred, an individualized degree audit is created for the approved degree program. The student and mentor then utilize Degree Works to track their progress toward degree completion.

Changes to a Concurred Degree Program

Course Substitutions

Although changing a course may appear inconsequential, there could be unanticipated consequences. **Any deviation from learning on the concurred degree program requires mentor consultation and office of academic review approval prior to registration.**

If a change is minor, substitutions within your SUNY Empire coursework can be made with mentor approval. If the change being requested is more than a course swap, a formal amendment may be required to re-approve the degree program.

Degree Program Amendments

A formal amendment process is required if there are more substantial changes to the degree program being requested such as a change to the area of study or concentration title. Amendment requests go through the mentor to the office of academic review.

Longevity of Degree Programs

A concurred degree program is valid for as long as the student retains matriculated status. Status is changed to inactive upon three years of non-enrollment, at which point reapplication to the university is required. A returning student may continue to follow the concurred degree program if their return is within five years of the date of concurrence.

Academic Support

Empire State University offers a range of academic support services and resources to help you develop the academic skills and learning strategies critical to your success as a student and a lifelong learner. We support all students at all levels, and all our services and resources are free for SUNY Empire students, including tutoring.

To access academic support, go to the Academic Support Portal (https://my.sunyempire.edu/academics/AcademicSupport/Pages/default.aspx) in MySUNYEmpire, where you may access multiple tutoring options, live academic support workshops, interactive tools and self-paced resources.

Tutoring Options

SUNY Empire Learning Coaches are professional staff (employees of the university) who coach and tutor both undergraduate and graduate students. Coaches are available online and onsite in selected locations and

- assist with all aspects of writing and all types of writing assignments, including the rationale essay and credit for prior learning request essays (individualized prior learning requests)
- tutor math, statistics, science and business
- coach study skills, including time management and reading strategies
- can meet with you regularly throughout the term and provide sessions customized to your needs

To supplement our learning coaches, the university provides free access to an **on-demand, 24/7 tutoring service** in a broad range of subject areas at hours when SUNY Empire learning coaches are not available. The on-demand service offers

- on-demand, live tutoring in 300+ subjects, including writing
- interactive lesson space with audio and video available in all subjects and sessions
- paper review service with feedback provided in less than 24 hours

Peer Tutors are current students or alumni available online who

- tutor specific SUNY Empire courses which they have passed with B+ or above and are recommended by a faculty member who teaches the course
- provide basic tech support, such as navigating Brightspace, Teams, Office 365, etc.

At the Academic Support Portal (https://my.sunyempire.edu/academics/AcademicSupport/Pages/default.aspx) you will also find

- a series of live, online academic support workshops offered throughout each term
- interactive tools including an Assignment Calculator and a Thesis Generator
- self-paced resources on time management, reading strategies, writing with sources and using citation, building an argument, and graphing
- links to external resources, including Linked-in Learning
- writing resources created by SUNY Empire faculty to develop different areas of academic writing, including the writing process, research writing, types of writing assignments, critical reading and writing, grammar and punctuation.

Online Library

Empire State University's Online Library (https://www.sunyempire.edu/library/) is staffed by librarians who provide the following educational services:

- 24/7/365 help via live chat, email, and online form at Ask a Librarian (https://askalibrarian.sunyempire.edu/), or by phone at 800-847-3000, ext. 2222;
- live, online, library skills workshops (https://subjectguides.sunyempire.edu/workshops/); and
- support for accessing materials.

The SUNY Empire librarians have also created and curated the following resources:

- 1.5 million+ digital works of art
- 250,000+ ebooks
- Full-text journals and newspapers to support programs and courses at SUNY Empire
- Tens of Thousands of streaming films
- Many guides focused on course assignments, research help, subjects or majors, and other topics such as citation or how to find academic journals
- 75+ search tools encompassing millions of full-text articles, reports, and other research materials
- hundreds of online tutorials and FAQs to guide students through the research process and the library's many resources

Normal office hours are:

Immediate assistance is available Monday-Friday, typically until 7:00 p.m.

Live chat is always available through our partnership with the AskUs 24/7 consortium of academic librarians.

In Person Access to Academic Libraries

SUNY Empire encourages students who may need access to print books to investigate academic libraries in their local communities as a way to supplement the Online Library's electronic resources. SUNY Empire's online library has hundreds of thousands of e-books, and can purchase ebooks upon request, request book chapters, articles, and other digital materials for students.   Students who wish to locate specific print materials not available in the Online Library can Ask a Librarian (http://www.sunyempire.edu/AskaLibrarian/) for help.

Through the SUNY Open Access Program, Empire State University students and employees have access to the print materials of SUNY's two and four-year college and university center libraries. A similar agreement is in place with the City University of New York (CUNY) library system, covering all library facilities.

To check out circulating books from these libraries, students must present a valid Empire State University ID card. All SUNY Empire 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 may have a hold placed on their student account.

Copyrighted Materials: Their Reproduction and Use

Use of Copyrighted Materials

SUNY Empire State University complies with the U.S. Copyright Act of 1976 and the Digital Millennium Copyright Act of 1998.

SUNY Empire 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. SUNY Empire, 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 (https://www.sunyempire.edu/library/copyright/), or
- When performance or display of copyrighted materials in a face-to-face classroom environment falls within Educational Use guidelines.
- When performance or display of copyrighted materials in an online educational environment falls within TEACH act guidelines.

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.   A helpful guide to determine if a use is allowable is if it passes the Four Factor Test (https://subjectguides.sunyempire.edu/copyright/fairuse/).

Neither the nonprofit status of the University 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.

Posting Multimedia in Online Courses Under the TEACH Act

As of January 2014, SUNY Empire is TEACH (Technology, Education and Copyright Harmonization) Act compliant. The TEACH Act allows educators to use some copyright protected multimedia materials in online courses without gaining prior permission and/or paying royalties. The content can be an image or audiovisual, but it must not be textual (the written word.) It also cannot be intended for the educational market (such as a video on a CD that accompanies a textbook.) The content can only be posted inside a course in the Learning Management System (Brightspace), and only for as long as the students of that course need to have access to it. It must be captioned with the copyright and citation information. If it is nonfictional and nondramatic, there is no limit to the amount that can be posted; however fictional or dramatic content is limited to brief clips. TEACH Act applies only to materials that are posted for learning activities that are analogous to mediated instruction during class time in a face-to-face classroom setting. The TEACH Act must not be used to post materials that are used for research, reading assignments, homework or extra-curricular activities.

For Copyright Information and Help, Consult the Library

Information on copyright can be found on the Copyright Information Resource Center (https://www.sunyempire.edu/library/copyright/) web page. Copyright questions can be directed to Librarian@sunyempire.edu.

Student Services

1Stop Student Services (https://www.sunyempire.edu/1-stop-student-services/)

Empire State University believes students should be only one step away from obtaining easy access to the information they need to move forward with their student business. Whether in person, by phone, by chat, or through virtual self-service support, students can obtain consistent and timely information related to financial aid, student accounts, billing, and registration and records. 1Stop also provides connections to academic support, accessibility resources and services, library services and technical support.

Your 1Stop Options
- Virtual Self-Service Support 24/7/365 online at the 1Stop Student Services web page (https://www.sunyempire.edu/1stop/).
- Blue our AI Chatbot (https://www.sunyempire.edu/1stop/#bot) with Live Agent Support.
- Phone at (800) 847-3000, ext. 2285, weekdays, from 8:30 a.m. to 5:00 p.m.
- Email at 1Stop@sunyempire.edu

Health And Wellness

Good health is critical to academic success. SUNY Empire 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 SUNY Empire, visit the university's Student Health and Wellness web site (https://www.sunyempire.edu/student-affairs/student-life/health-wellness/), email at healthandwellness@sunyempire.edu, or phone 518-587-2100, ext. 2201.

Health And Wellness Events through SUNY Empire Connects

Weekly Health and Wellness programs are available to all students, faculty, and staff attending one of our SUNY Empire Connects (https://www.sunyempire.edu/connects/) events. A weekly schedule is available on the SUNY Empire Connects website (https://www.sunyempire.edu/connects/).

Counseling

Counseling resources for students can be found on the Student Health and Wellness web site (https://www.sunyempire.edu/student-affairs/student-life/health-wellness/).

Consulting Services

Resources for free legal and financial advice consultations for students can be found on the Student Health and Wellness web site (https://www.sunyempire.edu/student-affairs/student-life/health-wellness/).

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 University program shall be provided an equal opportunity to obtain a degree in the most integrated setting appropriate to that person's needs. SUNY Empire will make reasonable accommodation to meet the needs of students with disabilities. Each student's needs are considered on an individual basis.

The flexible nature of our degree programs make SUNY Empire an ideal place for a motivated, independent learner with a disability to obtain a degree. Accommodations are implemented to ensure that students are afforded access to the university's programs, courses and services. To request accommodations, please contact Accessibility Resources and Services: 518-587-2100, ext. 2244, Disability.Services@sunyempire.edu.

SUNY Empire 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 university solely by reason of his or her disability. Please visit the Office of Accessibility Resources and Services website (http://www.sunyempire.edu/accessibility/) or see the Student Affairs Policies (https://www.sunyempire.edu/policies/) website for further information.

Bookstore

The Empire State University Bookstore (http://www.sunyempire.edu/Bookstore/) is available on the university's website for students in all university locations. Books are stocked at the request of programs or individual instructors for study groups and tutorials.

To order books online, students need to know the term, department, course number, and section of their course.

Links are available on the web page to help students find this information. Course materials orders must be placed on the website (http://www.sunyempire.edu/Bookstore/). Phone and fax orders are not accepted. 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 (http://www.sunyempire.edu/Bookstore/) by emailing bookstore@sunyempire.edu. The hours of operation are 8:30 a.m. to 4 p.m., Monday through Friday.

Online book orders
Book orders can be placed through the bookstore web page (https://www.sunyempire.edu/bookstore/).

Bookstore phone number
800-847-3000, ext. 2376

Financial Aid and VESID orders
800-847-3000, ext. 2376
bookstore@sunyempire.edu

Return authorization
bookstore@sunyempire.edu

Question about pending order or problem with order received
bookstore@sunyempire.edu

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, reserve, and veteran service members 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, military and veteran funding guidance, and assistance with application and registration.

Empire State University is a committed military partner and DOD MOU participant signatory. The university participates in GoArmyEd, Air University-Associate to Baccalaureate Cooperative (AU-ABC), General Education Mobile (GEM), Principles of Excellence, and 8 Keys to Veterans' Success.

For information, please contact:

Office of Veteran and Military Education (https://www.sunyempire.edu/veteran-military/)
1 Union Ave.
Saratoga Springs, NY 12866-4309
email Military.Programs@sunyempire.edu
phone 518-587-2100, ext. 2779 or 800-847-3000, ext. 2779
fax 518-587-5483
Facebook (http://www.sunyempire.edu/MilitaryFanpage/)

Student Veterans and Military Club: ESCMilitaryClub@sunyempire.edu

Student Computing And Technology Services

SUNY Empire provides various technology resources to meet the educational needs of its students. General information about technology at SUNY Empire is available on the Student Technology web page (https://www.sunyempire.edu/service-desk/student-technology/).

Student Login And Password

Every enrolled student is assigned a username and password that provides access to all secure information on the web. Students receive an email with their username and password when accepted to the university. Students can create a secure permanent password and security questions to manage future password resets at the Self Service Password Management web page (https://www.sunyempire.edu/service-desk/password-management/).

Privacy And Security

To protect students' privacy, many SUNY Empire web services are password-protected and restricted to enrolled or admitted SUNY Empire students. Students should take precautions to protect their login and password information. Our university's privacy policy and security practices outline how we protect your personal information. For more information, please see the university's Web Privacy policy (https://www.sunyempire.edu/policies/?search=cid%3D35655).

Students who believe their password has been compromised should immediately change it at the Self Service Password Management web page (https://www.sunyempire.edu/service-desk/password-management/) or contact the IT Service Desk (https://www.sunyempire.edu/service-desk/).

Web-Based Student Services And Information - MySUNYEmpire

The MySUNYEmpire (http://my.sunyempire.edu/) website provides students with a single point of access to online services, information, and learning resources. With a university 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.

MySUNYEmpire connects students to resources to support academic endeavors, including library services, learning supports, information about study opportunities, and sources of student support. Key announcements and news items are posted on MySUNYEmpire and university offices maintain information and contact numbers through this site.

Student Computers

Most Empire State University locations maintain desktop and laptop computers (PCs) for student use. Students without home access can use these computers to access their personal records through MySUNYEmpire. 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 university 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. In addition to onsite computers, the university also offers a laptop loan program (https://www.sunyempire.edu/student-affairs/student-life/laptop-loan-program/) for eligible students.

Each location also maintains a kiosk computer for students to connect with MySUNYEmpire (http://my.sunyempire.edu/)services.

Email

Email is a very important communication method in the university. Every university community member has a university email address, and every administrative office uses email to communicate with students. Empire State University students must have a private email account and maintain a valid email address for online registration in our student information system. Students who do not have an email account can find information on how to establish a free service on the IT Service Desk website. Students must report changes in their email addresses to the university. This can be done online at MySUNYEmpire (http://my.sunyempire.edu/) in Self-Service Banner (SSB).

Upon being admitted, students receive a university email address, which is the official communication channel for the university. Students are responsible for any email sent to the university email address. Students who would like to request to forward their university email to a personal email account must accept the risk at SUNY Empire Student Email Forward Settings. Students may also update their personal email addresses on file on this same site.

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 university'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 university provides resources for Empire State University students, faculty, and staff to explore individual and professional web publishing for sites that are not considered official university content but related to the author's role and affiliation with the university.

Enrolled students can request an FTP account on a university server to host a site for course-related purposes. All users agree

to follow the university's web and (https://www.sunyempire.edu/policies/?search=cid%3D35658)technology user policies (https://www.sunyempire.edu/policies/?search=cid%3D35658).

For more information about individual Web publishing at the university, please refer to the IT Service Desk web site (https://www.sunyempire.edu/service-desk/).

Getting Help

The university's technology website, (https://www.sunyempire.edu/service-desk/) has the most current information about all of the university's technology tools and offers online assistance.

Students needing technical assistance in using SUNY Empire technology applications can contact the IT Service Desk online (https://www.sunyempire.edu/service-desk/) or by phone at 800-847-3000, ext. 2420 or 888-HELP009. Please check the IT Service Desk website (https://www.sunyempire.edu/service-desk/)for the most current hours of operation.

Student Identification Numbers And ID Cards

When you enroll at Empire State University, you will be assigned an ID number that will be used to identify your records at the university. This number is assigned so that you do not have to use your Social Security number. If you don't know your SUNY Empire ID, check with your mentor or the student success coordinator at your program.

The university issues ID cards to students upon request. Most students need ID cards to check out books or use library facilities at SUNY or CUNY colleges and universities.

Request A Student ID Card

The university provides student ID cards at no cost to the student.

Students should send a digital or scanned 2" x 2" photograph as a .jpeg attachment to the email listed below, and an identification card will be mailed to you after the term begins. Please include the address where you would like the ID mailed and the SUNY Empire ID number. Alternatively, you can mail your request for an ID card to:

Empire State University
Attention: Office of Safety & Security
2 Union Avenue
Saratoga Springs, NY 12866

School for Undergraduate Studies
School for Graduate Studies
Campus.Safety@sunyempire.edu

Harry Van Arsdale, Jr. School of Labor Studies
Leetoya.Young@sunyempire.edu

International Education
International@sunyempire.edu

School of Nursing and Allied Health
Nursing.Program@sunyempire.edu

Student Problem Resolution

While Empire State University strives to ensure a positive educational experience, there are staff to promote student success, connect students to resources and facilitate conflict resolution. We work with students in person and online. The student success professional serves not as an advocate for either party, but rather as a neutral investigator and facilitator.

Students are responsible for understanding and abiding by the policies and procedures of the university. For more information on university policies and procedures, see the Policies (p. 214)section, and Student Affairs Policies (https://www.sunyempire.edu/policies/) website, which include the policies on student conduct, grievances, academic appeals and accommodations for students with disabilities.

Students should contact the student success professional based on their school from the chart below.

School for Undergraduate Studies

Student Support and Outreach
StudentSuccess@sunyempire.edu
518-587-2100, ext. 1110

School for Graduate studies

Graduate Student and Academic Services
grad.services@sunyempire.edu
518-587-2100, ext. 2429

School of Nursing and Allied Health

Erin White
Coordinator of Student Services
518-587-2100, ext. 2812
Erin.White@sunyempire.edu

Harry Van Arsdale, Jr. School of Labor Studies

Nedelka McLean
Student Services Coordinator
518-587-2100, ext 1478
Nedelka.McLean@sunyempire.edu

International Education

francesca.cichello@sunyempire.edu
518-587-2100 ext. 2428

UNIVERSITY STUDENT SERVICES

Students should first attempt to resolve a concern with the student success professional, faculty or staff at their program. In the event that a student complaint is unable to be resolved, the student may then contact:

Dan Greer
Executive Director for University Student Services
UniversityStudentServices@sunyempire.edu
680 Westfall Road
Rochester, NY 14620
518-587-2100 x2389

Religious Observance

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 University 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 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 prior to the established meeting times to make alternate arrangements. No adverse or prejudicial effects shall result to any student because of his or her religious beliefs.

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Student Activities

Alumni Student Association

There are over 97,000 SUNY Empire alumni worldwide representing all 50 states and 96 countries. Through the Alumni Association, former students can stay connected to the university and fellow graduates. Our alumni attend social, networking, and educational events, share their stories in university publications, join online groups, and volunteer at commencement ceremonies and recruitment events. Many alumni participate in career fairs and mentoring activities and provide philanthropic support to the university and its programs.

The Alumni Student Federation Board of Governors oversees the Alumni Association. The Federation Board serves as a liaison with the university, acts as an advocate for students and alumni, and provides programs to engage alumni and advance the university and its mission. The board is made up of alumni from different locations and programs and includes an international representative. In addition, the student representative from the University Council and the president of the Student Government Association are both standing members of the board.

If you are interested in learning about more ways to stay connected, contact the Office of Alumni Engagement at alumni@sunyempire.edu 518-587-2100, ext. 2344.

Student Activity Fee Committee

The Student Activity Fee Committee is made up of students representing various organizations, schools, and programs of the university. The committee convenes annually to review all student activity fee dollars proposals and decide the allocations. The Office of Student Engagement oversees the committee.

Student Governance Association

The mission of the SUNY Empire Student Governance Association (SGA) is to ensure that the student experience at SUNY Empire is excellent. The Student Senate is the legislative body of the SUNY Empire Student Government, comprised of students elected to represent their school of study and the student body at large. As student leaders and advocates, they are tasked with making decisions about important topics that directly impact students.

The SUNY Empire Student Government Association (SGA) Executive Board consists of the SGA president, vice president, treasurer, and secretary. In addition, the SGA Executive Board has also established office hours to serve students better and answer their questions.

More information about SGA and how students can participate, along with links to the SGA Executive Board office hours, can be found on the SGA website. (https://www.sunyempire.edu/student-affairs/student-government-association/)

Student Representation in University Governance

The SGA President is a member of the University Senate. Additionally, students may be added to Senate standing committees. A student must be enrolled during the term of service.

SUNY Student Assembly

Each SUNY campus has elected student representatives to the SUNY Student Assembly. This governance body represents the interests of SUNY students statewide. Per the current bylaws, the Student Government Association selects the Empire State University student representative to the SUNY Student Assembly.

Student Awards

Each year the Office of Community Standards and Engagement oversees the application and nomination process for the Chancellor's Awards, the Bluebird Award, and others as needed. Information on these awards can be found on the Awards and Fellowship website (https://www.sunyempire.edu/student-affairs/student-life/awards-fellowships/).

Graduation and Commencement

The university holds annual commencement activities across the state where all who have completed their degree requirements during that year are honored. Check the commencement website (https://www.sunyempire.edu/commencement/) for more details. Empire State University takes great pride in its graduates and their accomplishments. Our staff dedicates themselves to ensuring that our ceremonies are memorable occasions for our graduates and their families. The ceremony is a formal event with speakers, regalia, and an academic procession and is a wonderful opportunity for our students to celebrate earning their degrees.

UNIVERSITY Council

The University Council:

1. Provides advice to the president and administration.
2. Represents the State of New York and its taxpayers in affirming that the university is fulfilling its public mission.
3. Receives information about university programs, budgets, enrollments, facilities, and student learning.

One member of the College Council is an Empire State University student recommended by faculty and staff and serves on a rotating basis.

Student Conference

The Student Conference brings together students from all geographic and academic areas of the university to focus on personal and professional development. The conference seeks to provide an arena for developing the professional and leadership skills needed to advance in one's chosen field. The student activity fee funds this event.

Student Clubs and Organizations

Empire State University recognizes that co-curricular activities greatly enhance students' academic experience. To that end, we have a growing group of clubs and organizations at the university open to all students; you can find a listing of these on the Student Clubs website (https://www.sunyempire.edu/student-affairs/student-life/clubs-and-organizations/). Current clubs promote academic, social, and cultural activities for students throughout the university.

Students are encouraged to join existing clubs or explore the creation of a new club. Please contact the Office of Student Engagement with questions at 518-587-2100, ext. 2201. Below are the recognition policies that give you an overview of starting a new club. For more information about student clubs, including a current list of active clubs, please

visit the Student Clubs web page (https://www.sunyempire.edu/
student-affairs/student-life/clubs-and-organizations/) and review the
university's Student Clubs and Organizations Procedures (https://
www.sunyempire.edu/policies/?search=cid=36991).

Safety and Security

The Office of Safety and Security at Empire State University oversees security operations for the college. The office serves as an administrative oversight for security operations at the Coordinating Center in Saratoga Springs and university-wide. 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 university 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 University.

The university'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.

Safety and Security Policies and Procedures

As a nonresidential university, Empire State University's facilities consist of office space where faculty meet with students and administrative work is conducted. Each location has its own procedures for maintaining the security of that particular facility.

This policy complies with Title II of Public Law 101-542, the Crime Awareness and Campus Security Act of 1990. The cooperation and involvement of all members of the university community is essential to a successful safety and security program. All persons must assume responsibility for their own personal safety and the security of their personal belongings by taking common sense precautions. The university is not responsible for lost or stolen personal items. Students, faculty and staff should report suspicious persons, questionable circumstances, activities or unusual incidents they may observe to the Office of Safety & Security.

University Law Enforcement

Empire State University's Office of Safety & Security is located in Saratoga Springs. In conjunction with local law enforcement and individual facility management at our various locations, Safety & Security works to ensure the overall safety of the university 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 SUNY Empire location and has forged partnerships through Memorandums of Understanding (MOUs) for assistance with the investigation of crimes, when applicable. All federal, state and local laws apply at SUNY Empire. Representatives of the Office of Safety & Security serve an administrative function and do not have law enforcement authority.

While we have developed policies and procedures to ensure that students and their possessions are protected as much as possible, it is primarily the responsibility of the student, faculty or staff member to provide for his or her own personal safety.

The Jeanne Clery Act

Compliance Statement: The Crime Awareness and Campus Security Act of 1990 Clery Campus Crime Statistics

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the federal law, originally known as the Campus Security Act, that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The Clery Act also requires reporting crimes on public property not owned or controlled by the college. Empire State University 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 Safety & Security for the collection of crime reports and distribution of the annual crime statistics and report by Oct. 1 of each calendar year.

The Empire State University "Annual Safety and Security Report" is available to all current and perspective students and employees upon request.

The "Annual Safety and Security Report" includes:

- Statistics on the number of on-site 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 University 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 University programs informing the college community about alcohol and drug abuse education, crime prevention and college security practices.
- Sex offender registry information, New York State Sex Offender Registry and NYS Sex Offender Registry home page (http://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 institution, or immediately adjacent to and accessible from the institution.

Safety and Security – Our Responsibility

The Office of Safety & Security is responsible for compiling and disseminating the Campus Safety Report annually as required by the Federal Student Right-to-Know Law and Campus Security Act, which was signed into law November 1990. The purpose of this report is to provide Empire State University faculty, staff, students and prospective students with university 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-site and in adjacent areas for the current reporting year and the previous two calendar years.

Definitions

1. On an annual basis, the Office of Safety & Security solicits information from any and all law enforcement agencies with geographical jurisdiction over any and all Empire State University locations about criminal activity reported to those agencies. The information requested outlines crimes reported to the agencies that happened on or near a university location or involved members of the university 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 Safety & Security is held for seven years after an individual year report is published.

Empire State University, the New York State Campus Safety Act, Compliance Statement

Empire State University acknowledges the importance of university safety and investigating crime. By means of this statement Empire State University adheres to formal plans that provide for the investigation of missing students and violent felony offenses committed on-site. 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: Empire State University Missing Person's Compliance Statement

A "missing student" or "missing person," means any SUNY Empire student is subject to provisions of section 355 (17) of the New York State Education Law. The university does not operate or employ residence halls. Therefore, any and all persons reported missing to the Office of Safety & Security will be reported to the Saratoga Springs Police Department or law enforcement having immediate jurisdiction. In 2003, President George W. Bush signed into law "Suzanne's Law," requiring police to notify the National Crime Information Center (NCIC) when someone between 18 and 21 is reported missing, as part of the national "Amber Alert" bill.

Memorandums of Understanding

Empire State University, [in accordance with the provisions of Procedure No. 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
Offense

If a non-emergency offense (violation, misdemeanor, or felony) occurs at any of the university's locations, it shall be immediately reported to the applicable law enforcement agency or the Office of Safety & Security. In the event of an emergency, the first call should be to the 911 center who will make the appropriate law enforcement notifications. Once the emergency has concluded, the Office of Safety & Security shall be notified. Contact information for local police (https://www.sunyempire.edu/safety-security/incident-reporting/) is located on the university safety and security website (https://www.sunyempire.edu/safety-security/).

During normal business hours, the Office of Safety & Security, or other university official should 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 as outlined above. The university also has an after-hours emergency incident reporting number for the Office of Safety & Security at 518-587-2100, ext. 2900.

Incident Reporting Procedure

Empire State university Incident Reporting Procedural Statement

Purpose

Establish guidelines to assist SUNY Empire community members in reporting of incidents that may occur to students, faculty and staff. The university is regulated by statute to report specific criminal incidents that have direct correlation to the university. 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 an offense (violation, misdemeanor, or felony) immediately dangerous to life, health or to the university as a whole.

- *Incident Report:* Official report taken by SUNY Empire with regards to an incident documenting pertinent information. A police agency report will serve as an official report under this definition.

Incident Reporting, Criminal or Violent Behavior

All university staff, faculty and students are asked to assist in making the university 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 Safety and Security. 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 Safety and Security at 518-587-2100, ext. 2900. 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 Safety and Security will conduct an investigation with the police agency taking the initial report if applicable.

All SUNY Empire locations located on a SUNY campus are required to adhere to that respective university's emergency notification system when incidents occur.

In the event of a critical incident or violent criminal act, SUNY Empire in conjunction and communication with local law enforcement will, in accordance with the Jeanne Clery Act (34 CFR 668.46(e), issue a "timely warning" and/or "emergency notification" as directed by the university's Emergency Notification and Timely Warning Policy.

Identification of University Campus Security Authorities

The university 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 Safety and Security and may be more inclined to report incidents to non-law enforcement administrators and/or staff instead.

Campus security authorities are employees designated at various university locations that aid in the safety and security of the university 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 university's Title IX coordinator (titleixcoordinator@sunyempire.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 university 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.

The university has a list of mental health and counseling resources available on its Health and Wellness web site (https://www.sunyempire.edu/student-affairs/student-life/health-wellness/). Students should note, however, that 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 has designated certain administrative personnel as "campus security authorities."

- Office of Public Safety, director and assistants/designees.
- Executive vice president and affiliate vice presidents.
- Assistant vice president for human resources or designee.
- Title IX coordinator/deputy Title IX coordinator.
- Provost and vice provosts.
- Director of collegewide student services or designee.
- Executive directors and regional operations coordinators.
- Deans and associate deans.
- Directors and coordinators.
- Director of collegewide disability services.

Clery 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 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.
- *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.
- *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.
- *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.

Incidents Requiring Medical Attention

Incidents requiring medical attention should be reported to local emergency 911 officials. In addition, the individual should immediately report the incident to the Office of Safety & Security who will notify additional university officials, as necessary.

Notification to Empire State University Administration

Once the incident has been effectively handled by police, reporting of the incident to university officials is mandatory. Reporting individuals are instructed to contact the executive regional director of a region or a university security authority to further report the incident that has occurred. Persons reporting also shall contact the Office of Public Safety in Saratoga Springs at 518-587-2100, ext. 2900. The Office of Safety & Security will assist the police appropriate agency with their investigation, if applicable.

Protection and Confidentiality

Nothing in this report will be construed to permit the university, or an officer, employee or agent of the university, 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.

SUNY Empire encourages students, faculty and staff to report all criminal activity that has occurred at a SUNY Empire location. The report of the criminal activity may be anonymous, and the person may request confidentiality.

Disclosure of Policy Statement: Policy for Preparing and Reporting the Annual Disclosure of Crime Statistics

The Office of Safety & Security, in conjunction with the Office of Academic Affairs, Office of Administration and local law enforcement agencies, prepares this report to comply fully with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. Statistics are compiled in accordance with the Uniform Crime Reporting System of the Department of Justice and the Federal Bureau of Investigation.

Campus crime, arrest and referral statistics include those reported to the Office of Safety & Security, and designated campus officials (including Office of Administration, Office of Academic Affairs, Office of the President, Office of Human Resource, executive regional directors and academic deans), 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.

University policy encourages every member of the university 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 Safety & Security.

The data for the annual crime statistics is monitored daily. Every SUNY Empire location has a designated campus security authority. The campus security authority, upon receiving notification of a criminal incident on SUNY Empire property, will verify the circumstances and put the information into the appropriate database. These crime statistics will be published as part of the SUNY Empire Annual Security Report. Current data also can be disseminated upon request. The campus security authority will inform the Office of Safety & Security on an annual basis and, upon request, will forward the crime statistics reported to them for the previous calendar year. Data received from local law enforcement is compared to the university'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:
Office of Safety & Security
2 Union Ave.
Saratoga Springs NY 12866-4390
All prospective students may obtain a copy by calling the Office of Safety & Security, the undergraduate or graduate admissions office, or by visiting the Jeanne Clery Annual Safety and Security Report web page (http://www.sunyempire.edu/SafetyandSecurityAnnualReport/).

All prospective employees may obtain a copy by calling the Office of Safety & Security or by visiting the above website.

Of note, the federal Clery Act may define a particular crime differently than it is defined under the New York State Penal Code. For the purposes of this report, the university uses the Clery Act definitions of crimes. Please see herein for the Clery Act definitions.

Daily Crime Log

In accordance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, SUNY Empire maintains a "daily crime log." The information contained in this log identifies incidents and or crimes reported to the Office of Safety & Security, occurring on or near a university facility. The information contained in this log identifies, but not limited to, the nature of the crime reported to security or law enforcement, dates and times the incident was reported and occurred, the general location of the incident or crime and the disposition of the complaint if known. The crime log is available for public viewing during normal business hours at the Office of Safety & Security in Saratoga Springs. The log also may be viewed at one of our regional locations upon request through the Office of Safety & Security. 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 university.

Involuntary Withdrawal Procedure

Whenever possible, the university uses the Student Conduct Policy and Procedures to address violations of university 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 vice provost for student success or designee may utilize the involuntarily withdrawal procedure.

Procedure

1. If a student poses an immediate and significant risk of harm to others, the individual confronted with the situation calls local police. The student conduct director or designee, in conjunction with Safety and Security makes a further assessment after the immediate safety issues are addressed.

2. The student conduct director or designee in conjunction with Safety and Security uses available evidence to determine if there is significant risk to 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, student conduct director or designee in conjunction with Safety and Security uses the best available information.

3. The student conduct director or designee in conjunction with Safety and Security makes a request to the provost/executive 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.

4. The vice provost for student success reviews the request and determines if the threat is sufficient to warrant the involuntary withdrawal procedure The vice provost for student success may consult with others as needed and provides the student an opportunity to provide his or her own evaluation or other evidence. If an involuntary withdrawal is warranted, the provost/executive vice president for academic affairs notifies the individual in writing, summarizes the basis for the decision, and copies the student conduct director or designee as well as Safety and Security. The provost/executive 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 university may require a release to speak with any treatment professional. If an involuntary withdrawal is warranted, the vice provost for student success notifies the individual in writing, summarizes the basis for the decision, and copies the dean or regional executive director. The vice provost for student success 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 university may require a release to speak with any treatment professional.
   a. If the student poses a risk to safety and order and the vice provost for student success determines that the student is competent to participate in conduct proceedings, the involuntary withdrawal is not appropriate. The conduct policy and procedures provide for an interim suspension pending conduct proceedings.
   b. If the vice provost for student success determines that the student does not pose a significant risk, they refer the matter back to the student conduct director or designee for action in accordance with established policies and procedures.

5. The student may request reconsideration of the involuntary withdrawal in writing to the vice provost for student success. 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 vice provost for student success reviews the request in conjunction with the student conduct director or designee 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.

Timely Warnings and Emergency Notifications to the University Community, Procedure

What constitutes an "Emergency" at Empire state university?

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 SUNY Empire are in question may constitute an "emergency." The list is not inclusive:

- *Bomb/Violence Threat Against the University*– based on credible intelligence that indicates a threat.
- *Civil disturbance* – disruption of normal university activities by a group of people.
- *Fire* – fire to building(s), wildfires, local community or industry that may endanger university 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 university.
- *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 university that, in the judgment of the local authorities, the university president or designee, constitutes an on-going or continuing threat to person or property.
- *Suspicious package* – reasonable belief that a package may contain chemical, biological, explosive, radiological or nuclear substance that would cause harm to persons or property.
- *Utility failure* – a major disruption or damage to utilities including gas, electrical or water.
- *Weather* – severe weather conditions to include flooding, snow/ice/cold, thunderstorm, wind, tornado or hurricane.
- *Natural disasters* – such as earthquakes.

Ways to Communicate These Issues: For Safety Related Issues

Methods of communication will be chosen based on the nature of the incident. A decision will be made on notification methods by the executive vice president for administration and/or the Office of Safety & Security.

For General Notification
- Email to all students and/or faculty/staff affected.
- Postings in university facilities, and on campus as applicable to the incident. Postings can be emailed as attachments to various offices as indicated below.
- SUNY Empire's Safety & Security Notifications.
- Posting of notification on the Empire State University website.
- Text messaging, if applicable.
- Social media sites.
- Post to My.SUNYEmpire and SUNY Empire News.

For Non-Life Threatening Health Related Issues
- Letters to students faculty and staff.
- Posting of notification on the university website (http://www.sunyempire.edu/).

Procedure to Follow
For information that is believed to be of interest or concern to the entire university population, the executive vice president for administration/or the director of safety & security, in conjunction with the Vice President of Marketing & Communication will notify the Office of the President in advance of sending a university wide notification, when applicable.

What Warrants a "Timely Warning" or "Emergency Notification?"

SUNY Empire will issue Timely Warnings for a specific university location or university wide, depending on the circumstances. Whenever a crime is reported to the Office of Public Safety, or a local police agency, that is considered to represent a serious or continuing threat to students and employees, a timely warning will be sent to the entire affected community.

Emergency Notifications will be issued, when the university 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 university location. As appropriate, emergency notifications may be targeted at the segment or segments of the university 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 executive vice president for administration in conjunction with the director of public safety, and/or other university and non-university officials as appropriate, will confirm the existence of a situation that may warrant a timely warning notification and determine the extent of the notification as appropriate. In addition to criminal incidents, emergency notifications may be issued in situations such as, but not limited to:

Safety Related Issues
An incident that occurs on or in close proximity to any of the university locations that may potentially affect the personal safety and security of our student, faculty and staff population.

Health Related Issues
- A member of the university community 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, in conjunction with the vice president for administration/designee, constitutes an ongoing or continuing threat to the campus population, a university wide "timely warning" will be issued.

Emergency Management Plan Synopsis
This university wide Emergency Operations 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 Operations 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 university officials that there is a responsibility to manage emergency and disaster situation

on campus and coordinate with the appropriate public safety and local government officials. The university 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 and within the guidelines set forth by SUNY Systems Administration.

The Emergency Operations Plan designates university 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 Emergency Operations Plan (EOP) is designed to maximize human survival and preservation of property, minimize danger, restore normal operations to SUNY Empire and assure responsive communications with the university community, surrounding regions and the cities in which we function within.

This EOP may be initiated when 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 SUNY Empire Emergency Operations Plan may be put into effect whenever a crisis, man-made or natural, disrupts operations, threatens life, creates major damage or occurs within the university community and its environments.

Emergency Response and Evacuation Procedures

Under the university wide Emergency Operations Plan (EOP), the university practices biannual emergency evacuation drills and fire safety drills.

An emergency or crisis situation can arise at Empire State University at any time and from many causes. Emergencies can range from chemical spills and fires to bomb threats and explosions, and natural disasters and civil disturbances such as riots or labor unrest.

The SUNY Empire Emergency Operations 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 of interest or concern to the entire university community, the Director of Safety & Security and Emergency Management or in his/her absence, the Director of Operations & Special Assistant to the President, in conjunction with the executive team will notify the Office of the President in advance of sending a university wide notification.

The university 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.

SUNY Empire's Safety & Security Notifications

In the event of an emergency involving an immediate threat to the health or safety of our students, faculty, and staff, SUNY Empire will notify the campus community without delay. These actions are in accordance with the federal Clery Act. Warnings may be withheld only if they compromise efforts to contain the emergency.

SUNY Empire uses the Everbridge mass notification system to quickly communicate to our university community in the event of an emergency or critical incident. Each student, faculty, and staff member are automatically registered for this emergency mass notification system and will receive alerts on their university email account.

To update your contact options, please visit the Verify your Notification and Alert Contact Information webpage. You'll have the option to have emergency notifications sent to your personal email accounts and additional phone numbers. You can add or update additional contact information at any time using your Banner page.

Empire State University Community Responsibility

SUNY Empire uses the Everbridge mass notification system to quickly communicate to our university community in the event of an emergency or critical incident. Each student, faculty, and staff member are automatically registered for this emergency mass notification system and will receive alerts on their university email account.

To update your contact options, please visit the Verify your Notification and Alert Contact Information (https://banner.sunyempire.edu/BannerExtensibility/customPage/page/ESC_EmergencyNotification/) webpage. You'll have the option to have emergency notifications sent to your personal email accounts and additional phone numbers. You can add or update additional contact information at any time using your Banner page.

SUNY Empire Locations on Other SUNY or Community College Campuses

- All SUNY Empire locations residing on a SUNY college campus are required to adhere to that respective college's emergency notification system when incidents occur.
- When SUNY Empire employees are notified of an incident on a SUNY college campus that requires that they take action, the Office of Safety & Security should be immediately notified by the location's supervisor, regional operations coordinator or executive director of regional operations/designee once safe.

Building Security

Access to Facilities and Security of Building

Most university locations are open to the public during normal business hours. At night and during periods when classes are not in session, university 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 immediately 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 University utilizes various facilities statewide, security at each of our locations may vary depending on existing infrastructure and in building services provided by individual landlords. Specific questions

on a particular location regarding security should be initially directed through the Office of Safety & Security.

University Facilities

The university's goal is to provide a campus environment that is as safe and secure as possible. Generally, university buildings and facilities are accessible to members of the university community and the public during normal business hours 8 a.m. to 5 p.m. During nonbusiness hours, 5 p.m. to 8 a.m., classrooms and office buildings not in use will remain locked. The university details additional access control and building operations under procedures for Security and Access to Campus facilities.

Note: The university has the discretion to operate locations outside of normal business hours for the purposes of fulfilling the university's mission.

Security and Access to University Facilities Procedure Policy Statement

The university establishes procedures to ensure the safety of its students and employees.

All procedures follow the listed 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.
- *Holidays and other university closings:* All facilities will be closed and secured during state recognized holidays. Alarm systems will be armed for 24 hours during these dates. Only university personnel with authorization privileges shall be permitted access to the building.
- Special considerations: SUNY Empire hosts various functions and has liberal leave days. During these times facilities operate on limited staffing. When a facility remains open, the receptionist area of the main entrance will be staffed when possible. In buildings with card access, personnel will utilize this option for access to the facilities.

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/staff assistant 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. Please also refer to the Facilities Use Policy and Procedures (https://www.sunyempire.edu/policies/?search=cid%3D106810).

The employee identification card should be visibly displayed at all times while in university-controlled facilities or while at functions organized by SUNY Empire.

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 university wide crime prevention and control objectives.
- To enable the university to safeguard the work facilities.
- To simplify locking policies.

- To eliminate key duplication.
- To eliminate unauthorized access.
- To eliminate the necessity of emergency re-keying and re-coring.
- To satisfy security concerns of students, faculty and staff.

SUNY Empire Student ID Number

Student social security numbers will not be used as a student identifier. Students will be assigned a registration number which will be used to identify records at the university.

Physical Maintenance of Facilities

The overall maintenance of locations is conducted through the Office of Administration and Facilities. Deficiencies found at locations are to be reported to Facilities at 518-587-2100, ext. 2925. The Office of Safety and Security, in conjunction with Facilities, conducts periodic safety inspections. Overall hazards are identified and corrected. Physical security, lighting, and general safety items are identified and addressed in a timely manner. Deficiencies at leased locations 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 Safety and Security in Saratoga Springs at 518-587-2100, ext. 2900.

Off-Site Student Organizations

The university does not have off-site student organizations or housing facilities.

Crime Prevention Programs

The university 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 university website (http://www.sunyempire.edu).

Empire State University is a nonresidential university. Students are adults who live and work in their own communities; many of these communities publicize safety measures and crime prevention information. The Office of Safety & Security (http://www.sunyempire.edu/SafetyandSecurity/) website 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 university 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 on the university policy web site (https://www.sunyempire.edu/policies/) and on the Office of Safety & Security web site (http://www.sunyempire.edu/SafetyandSecurity/).

Off-Site Criminal Activity

SUNY Empire is a nonresidential university with no dorms or off-site housing. Off-site groups or associations in a living environment associated with the university do not exist. The Office of Public Safety works frequently and collaboratively with local law enforcement to identify offenses or incidents that occur on or near university facilities. All events conducted in conjunction with the university, that take place off

premises, are considered university events and must follow procedures and codes of conduct in adherence with university policy.

Campus Sex Crimes Prevention Act

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 (https://www.criminaljustice.ny.gov/nsor/) or 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)
- high risk (level 3)

The act requires that the division also maintain a subdirectory of level 3 sex offenders. The DCJS Sex Offender Registry (https://www.criminaljustice.ny.gov/nsor/) site may be found on the web and contains their subdirectory of level 3 sex offenders as well as other information regarding the New York State Sex Offender Registry (referred to as "the registry").

Sex offenders registered in New York state are now required to notify the registry of any institution of higher education at which he or she is, or expects to be, whether for compensation or not, enrolled, attending or employed, and whether such sex offender resides or expects to reside in a facility operated by the institution. Changes in status at the institution of higher education also must be reported to the registry no later than 10 days after such change.

SUNY Empire will maintain a website link to the New York State Sex Offender Registry and local law enforcement that maintain listings of registered sex offenders.

Correction Law §168-b requires that Division of Criminal Justice Services (DCJS) include this information regarding an institution of higher education on its registry.

Bias Related Crime and Hate Crime

SUNY Empire takes bias crimes seriously. The university provides the following information to students and employees to assist in the prevention of and response to bias crimes. This statement meets the requirements of the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the New York state law are available on the university's website (http://www.sunyempire.edu).

Bias Crimes, Definitions

Hate crimes, also called bias crimes or bias-related crimes, are criminal activities motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as race religion, ethnicity, gender, sexual orientation or disability.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender.

If you are the victim of, or witness to, a hate/bias crime at a university location or event, report it to the appropriate local police agency. Since university services are delivered through locations across the state and the university 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 SUNY Empire that does not rise to the level of a crime include bigotry, harassment or intimidation based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, veteran status, color, creed or marital status. Such incidents may be addressed through the State University's Discrimination Complaint Procedure or the university's Student Conduct Policy and Procedures. Bias incidents can be reported to the following individual:
Chief Diversity Officer for Institutional Equity and Inclusion
Office of the President
Empire State University
113 West Ave.
Saratoga Springs, NY 12866
518-587-2100, ext. 2416

Victims of bias crimes or incidents may seek counseling services from their own health care providers. The university does not offer on-site counseling services.

Fire Safety
Annual Fire Safety Report

SUNY Empire 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 New York State Office of Fire Prevention and Control, in conjunction with the Office of Safety & Security.

Smoking is prohibited inside all university 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 university location and posted.

- It is best to have arrangements pre-planned 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. 2900 for pre-plan arrangements or questions.
- If you are unable to evacuate call 911.
- Remember to never use the elevators.

Smoking Policy

In accordance with New York state law, no smoking is allowed in any university facility or within 30 feet of any building.

Weapons Possession

University 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 some things 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,** 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 chemical agents 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.

Drug Prevention Programs
Student Supports

There is a list of state and regional resources for students on the Student Health and Wellness web site (https://www.sunyempire.edu/student-affairs/student-life/health-wellness/).

Standards of Conduct

SUNY Empire policy prohibits the unlawful possession, use or distribution of illicit drugs and the abuse of alcohol by students and employees on university property or as part of the university's activities.

Health Risks

There are significant psychological and physiological health risks associated with the use of illicit drugs and alcohol. Physical addiction, loss of control and withdrawal syndrome as well as serious damage to vital organs of the body can result from drug and alcohol abuse.

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.

Disciplinary Sanctions – Students

A student accused of possession/use of or distribution of drugs will be subject to the university's Student Conduct Policy and Procedures (p. 241). Sanctions for those found responsible may include written warning, suspension or expulsion.

General Safety
Faculty and Staff Members' Roles

Everyone at SUNY Empire 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 (e.g., radio).
- Keep coat racks away from entrances/exits to minimize temptation.
- Don't leave your office unattended. Lock it.
- Have your phone forwarded to another person's office or to voice mail.
- Report any lighting deficiencies, broken windows or broken door locks to the facilities maintenance.
- Don't allow repairs to security or communication equipment without verifying a written order from the appropriate supervising office.

Computer Security

The Information Technology Services has outlined issues pertaining to computer security – Technology Acceptable Use, Policies and Procedures (https://www.sunyempire.edu/policies/?search=cid %3D35658) – which can be found on the university policy web site (https://www.sunyempire.edu/policies/). Individuals also may contact our help desk for additional questioning.

Crime Prevention Programs

The university 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 university website (http://www.sunyempire.edu).

Empire State University is a nonresidential university. Students are adults who live and work in their own communities; many of these communities publicize safety measures and crime prevention information. The Office of Safety & Security (http://www.sunyempire.edu/SafetyandSecurity/) website 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 university 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 on the university policy web site (https://www.sunyempire.edu/policies/) and on the Office of Safety & Security web site (http://www.sunyempire.edu/SafetyandSecurity/).

Off-Site Criminal Activity

SUNY Empire is a nonresidential university with no dorms or off-site housing. Off-site groups or associations in a living environment associated with the university do not exist. The Office of Public Safety works frequently and collaboratively with local law enforcement to identify offenses or incidents that occur on or near university facilities. All events conducted in conjunction with the university, that take place off premises, are considered university events and must follow procedures and codes of conduct in adherence with university policy.

Policies

This chapter contains the majority of policies relevant to undergraduate students. Policies and procedures related to developing a degree program and for awarding credit for prior learning (advanced standing) are included in the Student Degree Planning Guide (https://www.sunyempire.edu/degree-planning-academic-review/degree-program/student-degree-planning-guide/). Policies relevant to graduate students are included in the Graduate Catalog (p. 535). Revisions to existing policies, as well as new policies and procedures may be written as needed.

While all policies in this catalog are current at the time of publication, the most current versions can be found on the university policy web site (https://www.sunyempire.edu/policies/).

Students are responsible for understanding and adhering to university policies. If you have questions, please contact your mentor or the coordinator of student services at your location or program.

Academic Honesty Policy and Procedures

Sponsor: Office of Academic Affairs
Contact: Executive Director of University Student Services
Category: Academic
Number: 100.006
Effective Date: May 14, 2004
Implementation History: Approved by the college Senate on May 14, 2004. Effective July 1, 2004. This supersedes the Academic Integrity Policy approved on Feb. 19, 1999, which superseded the academic dishonesty policy approved in 1980, which superseded the probation and dismissal policy approved in 1977.
Keywords: Academic, dishonesty, integrity, plagiarism, cheating, forgery, fabrication, misrepresentation

Purpose

The purpose of the Academic Honesty Policy and Procedure is to set the expectations for honest academic work and provide fair and equitable administrative procedures for addressing breaches of those expectations and include options for handling incidents.

Definitions

Academic Appeals and Honesty Committee (AAHC) – A faculty committee convened to hear cases of serious dishonesty that may warrant academic warning or dismissal. This committee shall consist of no fewer than three faculty members and no more than five. Each school/program establishes procedures for constituting the AAHC and for establishing a chair. If a member of the AAHC is a part of the matter at hand, a substitute is designated if necessary to bring the membership up to the minimum.

Academic Dishonesty – Includes cheating, plagiarism, forgery, fabrication or misrepresentation, such as the following:

- Claiming the work or thoughts of others as your own.
- Copying the writing of others into your written work without appropriate attribution.
- Writing papers for other students or allowing them to submit your work as their own.
- Buying papers and turning them in as your own.
- Having someone else write or create all or part of the content of your assignments.
- Submitting the same paper for more than one study or class without explicit permission from the faculty members.
- Making up or changing data for a research project.
- Fabricating and/or altering documents and/or information in support of the degree program.

Business Days – Monday through Friday excluding university holidays.

Dean – Refers to the dean of the student's school/program or an academic administrator designated by the provost for the School of Undergraduate Studies. Collectively referred to as dean in this document.

Faculty – Mentors, instructors, evaluators and others who make academic decisions. Collectively referred to as faculty in the remainder of the document.

Statements

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

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

1. Reviews this policy and procedures statement.

2. Documents the concern to the extent possible.

3. Consults with 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 may also 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 dishonesty for a PLA may not resubmit the same or similar component for evaluation. A student who receives a grade of F for a course and does not receive PLA credit may appeal that decision through the university's Student Academic Appeals Policy and Procedures.

Serious Acts of Dishonesty

Serious acts of dishonesty include but are not limited to plagiarism, stealing, selling, or buying of an examination or paper; the presentation of the work of another as one's own, copying examination answers from another source or individual, having someone else do your work either on or off-line, and repeated acts of plagiarism, cheating, misrepresentation and misappropriation.

Possible Penalties

Serious or continued breaches of academic honesty may constitute grounds for academic warning or dismissal from the university. 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 university. 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 university 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 university retains information internally about the academic warning after graduation, the university clears the official record. If the student pursues additional study with the university, the information is available to university 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 university. 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, the primary mentor/advisor, or the dean or designee believes that it is serious enough to warrant an academic warning or dismissal, he or she refers the case to the dean or designee of the student's home school or program. He or 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.

Academic Appeals and Honesty Committee Procedures

AAHC procedures are as follows:

1. When the dean or designee refers the case to the AAHC, he or 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 AAHC 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 video conference, at the discretion of the AAHC.

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 a reprimand or academic warning, or
   - Recommend that the dean or designee dismiss the student from the university.

9. Within five 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 his or her decision in the case within 5 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 he or she has come to value the standards for academic honesty and a written affirmation that he or she agrees to follow the college's Academic Honesty Policy.

The dean 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 or 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.

Applicable Legislation and Regulations

Federal Regulations: 4 CFR 602.16(a)(1)(ix) and 34 CFR 668.43(b)

Middle States Commission on Higher Education - Verification of Compliance with Accreditation-Relevant Federal Regulations (https://www.msche.org/resources/)

State Complaint Procedures (http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html)

Related References, Policies, Procedures, Forms and Appendices

Academic Probation for Undergraduate Students

Sponsor: Office of Academic Affairs
Contact: Office of the Registrar
Category: Academic
Number: 100.148
Effective Date: 09/01/2019
Keywords: Satisfactory academic progress, pre-college study
Background Information: This policy was created to simplify the Satisfactory Academic Progress and GPA policies, eliminate dismissals without warning or for insufficient credits, and bring the university's policy into closer alignment with policies at SUNY and other peer institutions.

Purpose

This policy statement describes the academic conditions under which an undergraduate student is eligible to remain enrolled in the university and specifies procedures for warning and dismissing students who do not make satisfactory academic progress.

Statements

Fundamental to Empire State University's mission in providing innovative, flexible and quality academic programs to diverse students, we strive to support students as they achieve their academic goals. The Academic Probation Policy exists to identify students who are at risk for academic dismissal and provide access to the robust resources available to them to help return to good academic standing. The following criteria will be used to identify undergraduate students who are at-risk for academic dismissal.

Students must maintain an overall Grade Point Average (GPA) of a 2.0 on a 4.0 scale

Students who fail to meet the above criteria will be placed on Academic Probation for a period of one term. While on Academic Probation, students should access all available resources to help them to return to good academic standing such as Academic Support Services, Disability Services, support from mentor, or other university services. Students who fail to return to good academic standing within the time period required will be academically dismissed from SUNY Empire.

Removal of Academic Probation Status

Students who achieve a minimum 2.0 overall GPA after being placed on Academic Probation will be returned to good academic standing.

Continuing enrollment while on Academic Probation

A student who is on academic probation is expected to maintain a minimum term GPA of a 2.0. Students who achieve this threshold will be granted an additional term of Academic Probation even if their overall GPA remains below a 2.0.

Academic Dismissal

Students who fail to achieve a minimum 2.0 term GPA while on Academic Probation will be academically dismissed.

Enrollment Conditions while on Academic Probation

While on Academic Probation, students will be restricted to no more than 12 credits of enrollment in a term until such time as they demonstrate an ability to be successful in coursework. Additional conditions or exceptions to this can be made at the discretion of the student's Dean in consultation with the mentor and should be made on the basis of consistent academic achievement.

Reinstatement after Academic Dismissal

Students may appeal to the Dean or designee of their school for reinstatement to SUNY Empire after a period of one academic term of dismissal. Students should include information and documentation related to why they were not successful during the Academic Probation period and what has changed to allow the student to be successful should their request for reinstatement be granted. Appeals should be sent to the Dean or designee of the student's school.

Financial Aid Eligibility

This policy does not direct a student's eligibility for Federal or State Financial Aid. Students should refer to the applicable financial aid policies and direct questions about financial aid to the Office of Financial Aid.

Related References, Policies, Procedures, Forms and Appendices

Eligibility for Federal Financial Aid Policy (https://www.sunyempire.edu/policies/?search=cid%3D36216)

Eligibility for New York State Financial Aid Policy (https://www.sunyempire.edu/policies/?search=cid%3D36217)

Academic Withdrawal

Sponsor: Office of Academic Affairs
Contact: Office of the Registrar
Category: Academic
Number: 100.025 (https://www.sunyempire.edu/policies/?search=cid%3D36978)
Effective Date: Feb. 28, 2002
Implementation History: Feb. 28, 2002 current (and original)
Keywords: Academic withdrawal

Purpose

The purpose of this policy is to define academic withdrawal.

Definitions

Definitions are embedded in this policy statement.

Statements

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

The student must submit a withdrawal request in writing to Office of the Registrar or can withdraw from classes online in Self Service Banner. The effective date is the date the student transmits the request.

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 class 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.

For information on the effect on financial aid eligibility, see the statements on Eligibility for New York State Financial Aid (https://www.sunyempire.edu/policies/?search=cid%3D36217) and Eligibility for Federal Financial Aid (https://www.sunyempire.edu/policies/?search=cid%3D36216).

Related References, Policies, Procedures, Forms and Appendices

- Eligibility for New York State Financial Aid Policy (http://www.sunyempire.edu/policies/?search=cid%3D36217)
- Eligibility for Federal Financial Aid Policy (http://www.sunyempire.edu/policies/?search=cid%3D36216)

Acceleration

Sponsor: Office of Academic Affairs
Contact: Office of the Registrar
Category: Academic
Number: 100.031 (https://www.sunyempire.edu/policies/?search=cid%3D37032)
Effective Date: Oct. 18, 1990
Implementation History: July 7, 1977 (original implementation), revised Oct. 18, 1990
Keywords: Learning contract

Purpose

Acceleration is the opportunity to earn more than the maximum 16 credits in one enrollment term, but not more than 20 credits. This is limited to full-time students who have not interrupted the learning contract in question.

Statement

Acceleration may occur in two different ways. First, the learning contract proposal can be drawn up with more than 16 but no more than 20 credits. The dean or program administrator must review and approve this accelerated enrollment. Acceleration may be accomplished by amending a full-time enrollment.

Related References, Policies, Procedures, Forms and Appendices

Undergraduate Learning Contract Policy (https://www.sunyempire.edu/policies/?search=cid%3D104471)

Adherence to Family Educational Rights and Privacy Act of 1974

Sponsor: Office of Academic Affairs
Contact: Office of the Registrar
Category: Information Security and Technology
Number: 1000.038
Effective Date: Jan. 1, 2006
Implementation History: April 23, 1977 (original implementation), revised January 2006, January 2019 and July 2020
Keywords: Family, rights, privacy, records, transcript
Background Information: None.

Purpose

The Family Educational Rights and Privacy Act of 1974, as amended, ("FERPA" or "Act") was designed primarily to ensure that educational records would be maintained in confidence and available to eligible students for inspection and correction when appropriate and that any such recorded information would not be made freely available to individuals outside the school without consent or as otherwise allowed by law. Both current and former students have the right to inspect and review all education records related to them that are maintained by the school or a person acting for the school.

Definitions

Directory Information: information contained in an education record of a student that would not generally be considered harmful, an invasion of privacy, and as further defined below.

Education Records: those records that are directly related to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. Education records can exist in any medium, including, without limitation: typed, computer generated, videotape, audiotape, film, microfiche and email, among others.

However, education records do not include such things as:

- Records of instructional, supervisory, and administrative personnel which are in the sole possession of the maker thereof, and which are not accessible to other persons.
- Information obtained through personal knowledge that is not recorded.
- Employment records, unless employment is contingent upon attendance (e.g. work study, graduate assistants).
- Records created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or para-professional that are used only in connection with the provisions of treatment of a student and are not available to persons other than those individuals providing such treatment.
- Records and documents of a law enforcement unit, except those available under the Freedom of Information Act.
- Financial records of a student's parent.
- Alumni records.

- Letters of recommendation or reference received after January 1, 1975 for which the rights of inspection have been waived.
- Thesis or research papers.
- Records that only contain information about an individual after the individual is no longer a student at the institution.

Eligible student: A student who is 18 years of age or older or who attends a postsecondary institution at any age.

School Officials: Members of the University who act in the student's educational interest within the limitations of their "need to know." These may include faculty, administrators, SUNY System Administration staff, clerical and professional employees and other persons who manage student education record information including student employees or agents. It may also include the university's contractors, volunteers, and others performing institutional functions.

Legitimate Educational Interest: A school official has a legitimate educational interest if the official requires the information in order to fulfill his or her professional responsibilities for the university.

Statements

Pursuant to FERPA, Empire State University ("University") undertakes the following:

1. The University will inform current students no less than annually of their rights under the Act and its implementing regulations by such means and at such times as are reasonably likely to inform them of those rights.
2. Students may request to examine their education records by submitting in person or a written request to the Registrar. Proper photo identification is required for in-person requests (e.g., Empire State University identification card). Written requests must be notarized. The University will comply with such requests within a reasonable time not to exceed 45 calendar days from receipt of the request.
3. If the student requests copies of their education records, the following fee schedule will apply: unofficial or official transcript $10, all other education records $.50/page.
   While the University may not generally 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.

   Types and locations of education records routinely maintained by the University, and the officials responsible for some or all of them are as follows:

   a. Admissions Records: Admissions Office; Note: FERPA protection does not apply to applicants. However, upon official enrollment of student, admissions records are transferred to the Office of the Registrar.

   b. Academic Records: Office of the Registrar -- the University Registrar

   c. Official Empire State University Transcripts: Office of the Registrar – the University Registrar

   d. Financial Aid Records: Financial Aid -- Director of Financial Aid

   e. Billing Records: Student Accounts – Senior Director of Student Accounts

f. Graduate and Inactive Academic Student Records: Office of the Registrar – the University Registrar

4. The University 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 or as may otherwise be required by law.

When Student Consent is not Required for Disclosure of Education Records:

Under FERPA, prior consent by the student is not required when disclosure is (one or more of the following):

1. To other school officials, including teachers, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the University has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1)).

2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2)).

3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35).

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4)).

5. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6)).

6. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7)).

7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8)).

8. To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9)).

9. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10)).

10. Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)).

11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13)).

12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14)).

13. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)).

Disclosure of Directory Information

Institutions may disclose "directory information" about a student without violating FERPA. At the University, directory information is defined as:

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 university activities

i. date and place of birth

j. email address

k. enrollment status

The student may restrict the release of all or part of the directory information by following the procedures specified in the University's annual FERPA notice.

Procedures for Requests for Information

All units of the University will operate under the following procedures with regard to requests for information:

1. Incoming Phone Requests: Only directory information items d, f, and g will be released over the phone to persons outside the University.

2. Written Requests: Directory information will be released by the university registrar in response to requests on official letterhead to persons having legitimate reason(s) 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 photo identification and legitimate reason for requesting the information.

4. All other non-directory information will be released only by the Office of the Registrar with the prior consent of the student unless as otherwise may be allowed by the Act.

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, misleading, and/or violates their privacy or other rights. If such a request is refused, the University will so inform the student and advise the student of the right to a hearing to be held within a reasonable time as described in the Act.

7. All units of the University will endeavor to maintain printed student education records in lockable file cabinets, preferably in lockable rooms. Similarly, electronic files will be maintained in such a way as to ensure maximum security and to provide access only to duly authorized personnel. The length of storage and destruction of education records will be in accordance with State University of New York policy and procedures.

8. Copies of this policy and of the Act will be available online and paper copies will be on file in all physical locations of the University and will be made available to eligible students upon request.

Applicable Legislation and Regulations

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

Related References, Policies, Procedures, Forms and Appendices

Requests can be made to Registrarsoffice@sunyempire.edu or Phone: 800-847-3000

The Annual Notification to Students (https://www.sunyempire.edu/registrar/forms-services/privacy-rights/ferpa-annual-notification/)

Authorization to Release Information Form (https://www.sunyempire.edu/registrar/forms-services/release-info/)

Request to Prevent Disclosure of Directory Information Form (https://www.sunyempire.edu/registrar/forms-services/disclosure-directory-info/)

More information can be found on the registrar's webpage (https://www.sunyempire.edu/registrar/forms-services/privacy-rights/)

Course Catalog/Cross Listing For Undergraduates

Sponsor: Office of Academic Affairs
Contact: Provost, Academic Affairs
Category: Academic
Number: 100.001 (https://www.sunyempire.edu/policies/?search=cid%3D109961)
Effective Date: Feb. 23, 2018
Implementation History: 02/23/2018, revised 12/14/2022.
Keywords: Pre-requisite, Responsible Academic Unit, Course Proposal, Course De-listing, Repetition, Primary subject code, Special Topics course, Totally Individualized Study, Course Review.
Background Information: The faculty of Empire State University are responsible for the development and implementation of the university's academic program, working as a collective to create and review the academic program to ensure the integrity of its content. Proposals for new courses should emanate from thoughtful consideration of student interest, curricular fit, programmatic requirements, faculty expertise, strategic planning, and the university's mission and core values. Empire

State University provides a catalog of the courses it offers, typically available in more than one mode of study and more than one location. In addition, faculty may work with students to create Totally Individualized Studies in response to students' interests, goals, and learning needs.

Purpose

This policy fosters collective responsibility for the academic offerings of the university by providing definitions, principles and procedures that govern the proposal, listing, revision, and delisting of a course/study in the university catalog. It also provides guidance on when to review a Special Topics Course for inclusion in the catalog.

Definitions

The following definition(s) provide a precise understanding of terms that are key components of a course/study listing in the Catalog. Terms not herein defined are assumed to retain their conventional meanings, i.e. prerequisites.

Responsible Academic Units: the relevant departments, divisions, or school designated for a particular program or field of study that assumes responsibility for shepherding the course through the proposal process, maintaining the currency of the course's catalog entry, and initiating the delisting of a course from the catalog.

Special Topics Course: A pre-planned, faculty-driven course that is in the term guide before it has been through the course proposal review process for listing in the catalog. Each subject code will have a placeholder number in the catalog at each learning level to prompt students looking at the catalog to search the term guide for additional offerings at the level they are seeking a course. This policy includes information about how to get a Special Topics course listed in the catalog and when it is appropriate to do so.

Totally Individualized Study: A study created for and with a student, in response to a student's particular interests, goals, and learning needs. A Totally Individualized Study appears in neither the term guide nor the catalog.

Statements

Each catalog course listing (existing, proposed, and revisions) includes the following information:

- Course title.
- Course level/Course number.
  - The proposal will designate the level in accordance with the course numbering taxonomy; the Office of the Registrar assigns a specific number to be published in the catalog.
- Offerings with the same title cannot be submitted with different levels, excepting internships, which may be listed with variable credit.
- Number of credits:
  - Course listings carry only one credit value as opposed to a range of credits; courses with more than one credit value have separate, distinctive listings for each.
- Liberal designation.
- SUNY General Education designation, if applicable.
- Course description.
- At least three common learning outcomes: overarching learning outcomes common to all courses with the same title.
- Prerequisites if necessary or suitable.

- The responsible academic unit with primary responsibility for the course.
- Up to two additional departments or programs with which the course should be cross-listed, if any.

The Office of the Registrar may request additional information to facilitate searching, sorting and filtering of course offerings and generally support ease of use.

The responsible academic unit will recommend to the Office of the Registrar the primary subject code (or prefix) to be assigned to the course for the university catalog. If a particular course is relevant to multiple departments or divisions, cross listing should be considered. Designation of a responsible academic unit facilitates maintenance of an accurate catalog by indicating the provenance of a course. This designation should not be used in any way to determine or prioritize teaching assignments, nor to preclude sharing of studies amongst mentors when such sharing is appropriately acknowledged in accordance with the SUNY Board of Trustees Policy on Intellectual Property.

Course listings are entered in the catalog only once they are complete.

Relationship Between Catalog Listing And Learning Contract

Catalog course listing information is to be stated verbatim in learning contracts designed for respective courses with the same title however, faculty may customize their specific offering as they see fit so long as their course aligns with the learning outcomes of that study's title. See Learning Contract Policy.

Proposing New Courses For Listing In The University Catalog Or Revisions To Courses In The Catalog

The main work of reviewing a new course proposal happens within the responsible academic unit, and schools and departments shall establish procedures for review of proposed courses or substantive course revisions.

Proposals that are not approved by a curriculum committee may be sent back to their originators for additional consideration and revision prior to resubmitting.

Department chairs and associate deans may have specific roles and responsibilities that vary depending on the nature of a proposal. Department chairs or associate deans should distribute proposals to the relevant curriculum committee(s). For proposals whose content may span departmental or divisional boundaries, either department chairs or associate deans should assume some responsibility for facilitation of communication across the involved departments or divisions so that all stakeholders may be informed and may contribute to the proposal development appropriately and conflicts may thus be minimized.

In addition to facilitating cross-divisional communications when appropriate, associate deans are responsible for assessing the resources needed to develop and run a course. Associate deans may overturn faculty approval of a new course proposal, which is final and recorded in the relevant academic unit's minutes, only in the event that adequate resources are unavailable.

New courses included in new program proposals must be approved by these same procedures before the program itself is submitted for review. The requisite course information must be provided before the course can be listed.

Cross Listing

As an institution that values interdisciplinary studies, Empire State University encourages the appropriate cross-listing of courses. Cross-listing allows students to see available courses that might fit their needs, maintains a flexible, student-centered approach to curriculum, and fosters breadth in degree programs. Finally, it allows faculty to reach a wider range of students while integrating their own diverse teaching and research interests.

In consultation with their mentors, students design their degrees as part of their required course, or courses, in Educational Planning. All decisions about what courses will fit any particular degree should be made there, following the historical policies and practices of the university, including review and approval by an Assessment Committee. No catalog or term guide entry can guarantee that a student's degree needs will be met by any particular course, so cross-listing should be used to inform students and ease their navigation of the catalog and term guide, not to take the place of effective degree planning.

The catalog and term guide are not the places to advertise courses. A single course can be listed in no more than three locations in the catalog and term guide.

A course can be cross-listed only when all relevant departments/ programs' curriculum committees agree to do so.

All credits for enrollments in a cross-listed course go to the department/ program funding the instructor. If a course is team-taught, the participating departments must determine how the credits are to be assigned or split.

Repetition Of Special Topics Courses

On a term-by-term basis, faculty may request that a special topics course not listed in the catalog be included in the forthcoming term guide. These may be nonrecurring or experimental offerings. A special topics course, that is taught three or more times within two years with at least nine students cumulatively completing it, must be submitted as a new course through the course proposal process prior to being offered again.

Prerequisites

Faculty design advanced-level courses in the expectation that students will come into the courses with the foundational knowledge that is necessary to progress, and one way to express that expectation is in the form of stated pre-requisite courses and/or knowledge. Such statements allow students to understand what is necessary and to create their educational plans commensurate with that understanding. However, since many SUNY Empire students are adults with expertise in the fields they have come to study, they can and do have knowledge without credentials. Prerequisites are used judiciously, but once stated should be attended to and enforced as necessary.

When prerequisites are used at Empire State University their purposes are:

- To incite a discussion between student and (primary) mentor and/ or instructor about the background knowledge and/or skill needed to succeed in a course.
- To meet the requirements of professional licensing or similar regulatory bodies.

Where specific background knowledge is necessary for student success in a course, students may demonstrate that knowledge in one of two ways:

- Through successful completion of courses or prior learning that have been designated as prerequisites.
- By discussion with the instructor of record, who has the authority to override a pre-requisite. If the instructor of record is not available, the department chair or designee may override a prerequisite.

Delisting of Courses

Courses should be delisted from the catalog when they become outdated or obsolete, therefore courses listed in the catalog that have not generated student enrollments for three academic years will be reviewed for delisting. The Office of the Registrar is responsible for identifying such courses and for notifying the appropriate academic unit.

The academic unit responsible for the course will review it and notify the registrar of their determination within six months.

Applicable Legislation And Regulations

Official Compilation of Codes, Rules and Regulations of the State of New York; Title 8. Education Department; Chapter II. Regulations of the Commissioner; Subchapter A. Higher and Professional Education; Part 50. General (https://govt.westlaw.com/nycrr/Document/Ieca5c8abc22111dd97adcd755bda2840/?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29) and Part 52.1 Registration of postsecondary curricula (https://govt.westlaw.com/nycrr/Document/Ieca63dd5c22111dd97adcd755bda2840/?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29&bhcp=1).

Related References, Policies, Procedures, Forms And Appendices

Course Numbering Taxonomy document

Learning Contract Policy (https://www.esc.edu/policies/?search=cid%3D104471)

Undergraduate Academic Program Policy (https://www.esc.edu/policies/?search=cid%3D109978)

Breadth of Degree Programs and SUNY General Education Requirement Policy (https://www.esc.edu/policies/?search=cid%3D36984)

SUNY Board of Trusties (https://www.suny.edu/about/leadership/board-of-trustees/) on Intellectual Property

SUNY PP - Policies and Procedures, Legal and Compliance: Intellectual Property Rights (https://www.suny.edu/sunypp/documents.cfm?directory=pol_proc&cat_id=33&tpc_id=82)

Cross Registration at Other Institutions

Sponsor: Office of Academic Affairs
Contact: Registrar
Category: Academic
Number: 100.032 (https://www.sunyempire.edu/policies/?search=cid%3D37035)

Effective Date: September 1, 2019
Implementation History: Nov. 15, 1985 (implementation supersedes 1976 policy), revised Sept. 1, 1995, Feb. 28, 2002 and Sep. 1, 2019
Keywords: cross-register, accredited, accreditation

Purpose

Empire State University 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.

Statements

An undergraduate student may cross-register for no more than 50 percent of his or her total Empire State University credits. A graduate student may transfer, cross-register, and/or earned 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 Allied Health, 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 (p. 535) for individual program limits.

For courses taken through cross registration at another institution, the registration must document the name of the other institution, the course number and the minimum acceptable grade for the credit award at SUNY Empire (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 SUNY Empire enrollment.

The student must request that the other institution send an official (institution-to-institution) transcript to SUNY Empire. The grade 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 SUNY Empire enrollment.

Related References, Policies, Procedures, Forms and Appendices

Undergraduate Learning Contract Policy (p. 262)

Graduate Transfer, Cross-Registration, and Evaluated Credit Policy (p. 710)

Graduate Subsequent Programs at the Same Credential Level Policy (p. 710)

Procedures

To cross-register, the student must enroll for the course through an Empire State University registration created by the mentor.

The student also must follow local cross-registration procedures. These depend on the type of host institution or on specific arrangements between SUNY Empire and the host institution.

SUNY Empire allows tuition adjustments for cross-registrations. Procedures depend on the type of host institution or on specific arrangements between SUNY Empire and the host institution.

The student should contact the SUNY Empire school or program for information on cross-registration and tuition adjustment procedures.

Dean's List

Sponsor: Office of Academic Affairs and Undergraduate Committee for Academic Policy (UCAP)
Contact: Provost/Vice President for Academic Affairs
Category: Academic
Number: 100.146 (https://www.sunyempire.edu/policies/?search=cid %3D111397)
Effective Date: Sept. 1, 2019
Implementation History: Sept. 1, 2019
Keywords: Dean's List, GPA, Undergraduate, Grade Point Average

Purpose

The purpose of this policy is to introduce a dean's list based on a calculation of GPA in order to recognize student merit.

Statements

The Dean's list recognizes the academic achievement of undergraduate students, semester by semester. To qualify for this distinction, undergraduate students at Empire State University must earn a grade point average of 3.75 or higher in a given term. Additionally, to qualify for the Dean's list the student must complete a minimum of 4 graded credits in the designated term and no incomplete (IN) grades or administrative withdrawal grades (ZW). Dean's list designation is noted on the academic transcript for each term in which it applies.

Related References, Policies, Procedures, Forms and Appendices

Grading and Evaluation Policy for Undergraduate Programs (p. 225)

External Transcript Review

Policy Sponsor: Academic Affairs
Policy Contact: Provost
Policy Category: Academic
Policy Number: 100.100 (https://www.sunyempire.edu/policies/?search=cid%3D126377)
Effective Date: 08/28/2020
Implementation History: Originally implemented on April 1, 1975, and revised in Aug. 2020, July 2009, February 1996, October 1978.
Keywords: Assessment Process, Advanced Standing Credit, Transfer Credit, Policy and Procedures for Degree Program and Portfolio Review and Approval, Policy on Educational Planning Studies

Purpose

This policy establishes principles that govern university practices on external transcript review.

Definitions

External Transcript Review: the assessment of external transcript credits according to the judgement of professional staff trained to evaluate credit with faculty review and input. Through this process university personnel designate advanced level, liberal, and general education credit. Transfer courses retain their original titles.

Advanced Standing: a term used to describe incoming credits previously earned through acceptable sources, e.g. college transcripts, standardized exams, professional learning evaluations, and military transcripts. Readers should refer to the Individualized Prior Learning Assessment Policy and Procedures for policies regulating the individualized prior learning assessment (iPLA) process. The university awards advanced standing credit after admission. Credits are available, but not necessarily applicable to a particular degree program, which is determined when the program is concurred.

Degree Program: under the guidance of a mentor, a student develops a degree program proposal that identifies advanced standing credits, iPLA opportunities, and courses at SUNY Empire that meet college and SUNY guidelines and are tailored to the student's goals and interests.

Official Documentation: To be considered official, a transcript or other academic document must be sent at the student's request directly from the originating institution or organization to Admissions at Empire State University. Documents must be properly validated by admissions before credits are available for use. Not all documents received by the college may be credit worthy.

Regional Accreditation: a validation achieved when an institution has been reviewed and found acceptable by one of the seven regional accrediting associations (e.g. Middle States Commission on Higher Education).

Statements

Students are required to provide official documentation in order for their credits to be accepted.

External transcript review procedures identify a pool of available credits, from which, with guidance from a mentor, a student can draw to build a degree plan. General principles govern these procedures:

- Advanced standing credit that meets policy for acceptance will be evaluated and applied to the student's record as close to the time of admission as possible.
- Credit cannot be awarded twice for the same learning.
- The currency of learning will be considered as part of the development of the degree program proposal and assessed in the academic review process.

Liberal arts designations follow the New York State Department of Education's (NYSED) Policy statement on Liberal Art and Sciences.

Students with credits from regionally accredited colleges may transfer in all credits that are appropriate to their degree program and that conform to general college policies and procedures. As part of the design of their SUNY Empire degree during their Educational Planning course(s), students with their mentors determine which transcript credits are most suitable for the student's new degree while addressing SUNY and SUNY Empire policies about the integrity of degree programs.

In determining how to use any transferred credit in an Empire State University degree program, students and mentors should be aware that

transferred courses can be incorporated into their degree plan if those courses fit any of these criteria:

- They were part of an awarded associate in arts, associate in science or associate in applied science degree from a regionally accredited institution.
- They were awarded by a degree-granting institution on the NYSED list at the time of the student's attendance.
- They were awarded by an institution with which SUNY Empire has a Memorandum of Understanding (MOU).

Students who were awarded an Associate in the Arts (AA), Associate in Science (AS), or Associate in Applied Science (AAS) degree can bring in all or part of the credit earned, including courses with D grades. Students without a completed associate's degree can bring in credits for which the student received a C- or above.

In the case of an Associate in Occupational Studies (AOS) degree, division assessment committees evaluate a submitted degree on a course-by-course basis. D grades earned as part of an AOS degree are not transferable, even if the student completed the AOS.

Credit will only be included in the degree program if it is appropriate within the context of the degree.

Individual Exceptions

Student/faculty requests for exceptions about how credits are designated in the external transfer process are made through the Office of the Registrar. Academic departments may wish to periodically revisit decisions about course attributes that would affect future courses.

Applicable Legislation and Regulations

State the relevant legislation this policy must comply with or is referenced to. Regulations are rules or orders issued by an executive authority or regulatory agency of government that have the force of law. State any relevant regulations that affect this policy.

Related References, Policies, Procedures, Forms and Appendices 100.101 – Individualized Prior Learning Assessment Policy and Procedures (https://www.sunyempire.edu/policies/?search=cid %3D36988)
100.102 – Degree Program Rationale (https://www.sunyempire.edu/policies/?search=cid%3D36989)

Firearms

Sponsor: Office of Safety & Security
Contact: Office of Safety & Security
Category: Safety and Security
Number: 1200.003 (https://www.sunyempire.edu/policies/?search=cid %3D36201)
Effective Date: 07/01/2022
Keywords: Firearms, Gun

Purpose

To set the policy for firearms possession on university properties.

Statements

Empire State University prohibits any person from possessing air guns, firearms, rifles, shotguns or other weapons at any university facility or university sponsored event without the written authorization of the university president or designee. This policy applies to law enforcement officials who may otherwise be authorized to carry firearms while off-duty and to other individuals who may be licensed to carry firearms.

This policy does not apply to law enforcement officials who are performing official duties as authorized by state or federal law.

Procedures

Any employee, student, or vendor that wishes to request special authorization from the president or designee to carry a firearm on SUNY Empire property may request such authorization by emailing the director of safety and security at campus.security@sunyempire.edu . These procedures apply to law enforcement officials entering SUNY Empire property who are not performing official duties.

Applicable Legislation and Regulations

8 NYCRR Part 590 –SUNY's regulations relating to firearms;

SUNY's Policy for Firearms on State Operated Campuses;

8 NYCRR Part 535 SUNY's regulations for the maintenance of public order

Grade Change

Sponsor: Office of Academic Affairs and Undergraduate Committee for Academic Policy
Contact: Provost/Vice President for Academic Affairs
Category: Academic
Number: 100.168 (https://www.sunyempire.edu/policies/?search=cid %3D141689)
Effective Date: Sept. 1, 2022
Implementation History: New Policy, extracted from Grading and Evaluation Policy
Keywords: Grade Change Policy

Purpose

The policy provides guidance for faculty and others regarding grade changes, the retroactive assignment of grades and appeal of grades.

Background Information

These elements of policy were previously embedded in the Grading and Evaluation Policy for Undergraduate Programs.

Definitions

Grades are defined in the college's Grading and Evaluation Policy for Undergraduate Programs (p. 225).

Policy Statements
Retroactive Assignment of Grades

Students matriculated at Empire State University before July 1, 2004, may request the assignment of a letter grade to the relevant narrative evaluations. The university will continue to respond to these student requests. For students who matriculated after that date, there will be no later assignment of letter grades to narrative evaluations.

The instructor who wrote the narrative evaluation should assign the grade. If this instructor is not available, another qualified faculty member may be enlisted to assign the grade.

Assignment of Grades by a Faculty Member Other Than the Instructor of Record

In accordance with SUNY faculty guidelines on grading, another qualified and discipline- specific faculty member may assign a grade when the instructor of record is not available to do so in a reasonable timeframe. The faculty member acting in the place of the instructor should base the grade on review of the student's work in the course or study in comparison to the learning objectives for the course or study.

Grade Changes

An award of a grade is normally final. However, if the instructor of record for a course makes an error in computing or entering a student's grade, that instructor may correct the erroneous grade.

Appeal of Grades

If a student feels that a grade was assigned based on impermissible factors, such as bias, discrimination, or retaliation, that student may appeal that grade as provided in the Academic Appeals Policy.

Related References, Policies, Procedures, Forms and Appendices

Grading and Evaluation Policy for Undergraduate Programs (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/grading-and-evaluation-policy-for-undergraduate-programs-effective-sept-2022.php)

Grading and Evaluation Policy for Undergraduate Programs

Sponsor: Office of Academic Affairs and Undergraduate Committee for Academic Policy
Contact: Provost/Vice President for Academic Affairs
Category: Academic
Number: 100.044 (https://www.sunyempire.edu/policies/?search=cid%3D141688)
Effective Date: Sept. 1, 2022
Implementation History: This policy supersedes the Policy and Procedures for Undergraduate Student Evaluation and Grading initially approved July 17, 2003, and revised July 2006, March 2012, September 2015 and September 2019.
Keywords: Grades, Formative Evaluation, Summative Evaluation, Learning Contract Outcomes, Grade Point Average.

Purpose

This policy establishes formative assessment of student work by an instructor of a course as a principle that drives educational activity and achievement at Empire State University and allows for summative evaluation, or grading, of that achievement.

This policy defines the possible letter grades that may be assigned for undergraduate work, as well as their meanings and consequences in terms of an undergraduate student's G.P.A., transcript, and academic progress and standing.

Learning and the assessment of student learning, as shown through the assignment of grades based on the evaluation of required student work, are central to academic integrity. Grades should reflect levels of student achievement on student learning outcomes and standards presented to students at the beginning of a course in a learning contract or syllabus. Because only the instructor of record is placed to judge a student's work

against the outcomes, activities, and evaluative criteria of that contract, in accordance with the SUNY Faculty Senate's 2013 Memo to Presidents on Grading, this policy grants authority and responsibility for assigning grades to only the instructor of record in a course, within the context of institutional policies and procedures and consistent with the academic freedom of institutions of higher education to set standards. In rare cases in which that instructor becomes unavailable, the policy provides for another qualified faculty member to assign a grade.

This policy also provides an option, the administrative withdrawal (ZW), for instructors to use in cases where there was insufficient academic attendance on the part of the student to allow the instructor to generate any other grade and defines the consequences of such grades for an undergraduate student's G.P.A., academic progress, and transcript.

Definitions

Summative evaluation is the assessment of a student's educational development compared to a standard or benchmark at the end of an educational period, such as a semester. A final course grade is one form of summative evaluation.

Formative evaluation is developmental feedback given periodically and/or episodically as part of a course to determine the type and/or direction of further efforts toward the educational goal of the course.

In order to meet federal standards, "For interactions to be considered regular and substantive interactions (https://www.sunyempire.edu/dlis/design-your-course/regular-and-substantive-interaction/), they need to meet the following characteristics:

- They should be mostly instructor-initiated
- They need to be regular, scheduled and predictable, and
- They must be substantive, i.e. focused on the course subject."

Statements

Once an undergraduate student has enrolled in a course with an instructor, both student and instructor have responsibility for the educational results. The instructor must provide learning outcomes and evaluative standards that align with them, while the student must provide substantive original work that demonstrates engagement with the learning outcomes and activities throughout the course, and thereby the status of his or her progress toward those outcomes. The instructor must respond with timely and thoughtful feedback on this work, addressing both the quality of the current work and directions for further effort and development towards the outcomes. The student should then attempt to apply that feedback to ongoing efforts in the course as well as to appropriate subsequent courses.

The instructor is responsible for providing regular and substantive interaction and feedback to the student. A grade for a course is a final, summative evaluation of the student's work in a course. Grading of a student's work is based on the learning objectives/outcomes and the methods and criteria of evaluation stated in the learning contract or course syllabus, which according to the Undergraduate Learning Contract Policy each student should have not later than the 4th week of a term.

A grade awarding credit is assigned by the instructor only if the academic expectations of the learning contract or course syllabus have been completed satisfactorily. A student who works hard and shows progress but does not meet the stated criteria for evaluation does not earn university credit.

Grades

Undergraduate Grades	QP	Description	Meaning
A	4.00	Excellent	Performance significantly exceeds college-level expectations for learning outcomes.
A-	3.67		
B+	3.33		
B	3.00	Good	Performance is above expectations
B-	2.67		
C+	2.33		
C	2.00	Adequate	Performance meets expectations
C-	1.67		
D+	1.33		
D	1.00	Minimally	Performance is below expectations
D-	0.67		
F	0.00	Unacceptable	Performance does not meet minimum requirements

The following outcomes are not included in the grade point average:

- IN (Incomplete)
- WD (Withdrawal- student initiated)
- ZW (Administrative Withdrawal)
- NP (No Pass)
- P (Pass)
- NG (No Grade)

Grade Point Average (G.P.A.) Calculation

The university registrar calculates the grade point average and includes the G.P.A. in the student transcript. The G.P.A. calculation at Empire State University is:

- Based only on SUNY Empire courses for which a letter grade is assigned. This includes courses for which a student cross registers at another institution.
- Not based on prior transfer credit or prior learning assessment components included as part of the student's official transcript.

Minimum Grade Point Average Requirement

SUNY Empire undergraduate students must maintain an overall 2.00 G.P.A. A cumulative 2.00 GPA is a requirement for graduation.

These and other criteria apply to eligibility to receive financial aid. See the Policy on Satisfactory Academic Progress and the statements on Eligibility for NYS and Federal Financial Aid.

Assignment of Grades to Credit by Evaluation/Prior Learning Assessment Components

SUNY Empire does not assign grades to Credit by Evaluation/Prior Learning Assessment components.

Repeated Courses

When a course is repeated, the highest grade and associated credits are included in the student's course attempted, credits completed, and grade point average (G.P.A.).

All courses taken and all grades earned are included in the student's SUNY Empire transcript. Repeated courses appear on the SUNY Empire transcript with a note indicating they have been repeated.

A repeated course grade does not replace the original grade:

- If a student withdraws from the repeated course or
- If a student is administratively withdrawn from the repeated course or
- Until a grade A through F or Pass/No Pass is awarded for the repeated course.

If the student took the first enrollment of the course prior to fall 2018 term, the student must initiate the Request to Repeat a Study request form. Submission of this form should be done at the time of registration. If the student took the first enrollment beginning on or after the fall 2018 term, the system will be automatically updated with the repeated course designated with the end of term processing.

Financial aid may not be available for a repeated course.

Status of C and D Grades

- SUNY Empire learning contracts and courses: a grade of D- or better is required for SUNY Empire to award credit.
- For students engaged in Empire State University combined Bachelor's/Master's programs, grades of D-, D, D+, or C- in a graduate course will count towards the Bachelor's degree, but not toward the Master's degree. See the Grading Policy for Graduate Studies.

F Grade

The course instructor submits an F grade when a student engages in a course throughout the term of enrollment and fails to complete it in a satisfactory and sufficient manner.

Pass/No Pass Option

A student may select a Pass/No Pass (P/NP) option for a course. Students may not exceed 12 credits graded as Pass/No Pass. Under this option, receiving a grade of Pass (P) implies that the student's work is completed at the C- level or better. The student selects the Pass/No Pass option at the time of enrollment. The university does not later award letter grades for such courses, nor are the results of such courses included in the student's G.P.A.

Pass (P): Ordinarily, a course instructor submits a letter grade when the student successfully completes a course. When a student successfully completes (at a C- or better) a course taken on a Pass/No Pass basis, a Pass (P) grade is recorded.

No Pass (NP): The course instructor submits a No Pass (NP) when a student engages in a course throughout the term of enrollment and fails to complete it in a satisfactory and sufficient manner or fails to complete (at a C- or better) a course taken on a Pass/No Pass basis, a No Pass (NP) grade is recorded.

Incomplete (IN)

Students are expected to engage with their course work throughout the term, submitting work for evaluation on a regular basis. However, when extenuating circumstances arise such that a student's work is delayed, a student may request an outcome of incomplete (IN) from the course instructor by submitting the incomplete request form. No course instructor is obligated to grant an incomplete, nor should any instructor submit an outcome of incomplete unless the student has requested one.

The course instructor submits an IN outcome only when the student has consistently engaged in learning activities and has successfully completed at least 50 percent of the assigned work before the end of the term for the course. Individual instructors are free to set higher standards for proportions of work submitted before considering a request for an incomplete on a course-by-course basis. Course-specific policies for consideration of an incomplete should be specified in the learning contract or syllabus, which should also refer students to this policy.

A student who is awarded an IN outcome is allowed no more than 15 weeks after the course end date to complete the course. The course instructor may establish an earlier completion date. Upon agreeing to issue an IN, the instructor is to submit an Incomplete Form prior to the end of the grading period. The instructor has the ability to enter a default grade when an incomplete is requested. The Incomplete outcome will automatically convert to the default grade entered by the instructor at the end of the Incomplete period if another grade is not entered. If no default grade was entered and a grade is not entered by the instructor at the end of the incomplete period, the Incomplete outcome will convert to an F or NP.

After the deadline to submit the final work for the incomplete course, the instructor has seven days to evaluate the work and submit a grade.

If a new grade is not issued by the end of the evaluation period, an IN outcome automatically converts to the default grade entered by the instructor. If the instructor has not issued a default grade, the IN outcome converts to an F or NP depending on the grading type.

Administrative Withdrawal (ZW)

The course instructor submits an outcome of administrative withdrawal (ZW) if a student registers for a course and either does not engage in course work at all or initiates participation in the activities of the course, but then ceases to participate and does not officially withdraw. See definition of substantive engagement for acceptable participation. The ZW outcome must include the last date of substantive contact in an academically related activity by the student. As a guideline, instructors should evaluate at the 20% point of their course if any students have a lack of substantive engagement. If they meet this definition, a ZW should be entered. If at any point a student stops engaging, a ZW should be entered. It is not appropriate to enter a ZW during the grading period if the student never engaged or stopped engaging early in the term.

Faculty have the authority to institute their own course attendance requirements.

Withdrawal (WD): A student may withdraw from a course until the last day of the course. A student must withdraw using the stated procedures from the Office of the Registrar. The effective date is the date the student transmits the request. The actual date of withdrawal may affect enrollment status, satisfactory academic process, and financial aid eligibility. See SUNY Empire policy on Academic Withdrawal.

Implications of Outcomes

Outcomes of IN, ZW, NP, and WD have specific implications for financial aid eligibility. For an explanation, see the Empire State University statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

Grading Deadlines

Student work is due as specified in the learning contract or course syllabus. As soon as possible after receiving it, instructors should strive to return student work with feedback, so that the cycle of regular and substantive effort, feedback, and development continues unabated.

The final grade/outcome for each course should be prepared as soon as possible after the student has completed the course, so that the student has timely evaluative information as well as an official transcript for the course. Grades/outcomes are due within seven calendar days after the last day of each term, or in the case of an incomplete, within seven calendar days after the deadline to submit the final work for the incomplete.

Applicable Legislation and Regulations

- FERPA (http://www.ed.gov/policy/gen/guid/fpco/ferpa/)
- 34 CFR 668.22(l)7: (7)(i) (http://www.ecfr.gov/cgi-bin/text-idx/?SID=2a9549ea032df95c72f031d60a6c3c8c&mc=true&node=se34.3.668_122&rg
- State University of New York Records Retention and Disposition Schedule: Academic Affairs and Instruction (http://system.suny.edu/media/suny/content-assets/documents/compliance/info-management/records/Academic-Affairs-Schedule.pdf)

Related References, Policies, Procedures, Forms and Appendices

- Undergraduate Learning Contract Policy (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/undergraduate-learning-contract-policy.php)

- Academic Probation for Undergraduate Students (https://www.sunyempire.edu/policies/?search=cid%3D121110)

- Comprehensive Transcript Policy (https://www.sunyempire.edu/policies/?search=cid%3D82917)

- Student Academic Appeals Policy and Procedure (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/student-academic-appeals-policy-and-procedure.php)

- Empire State University statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid (http://www.sunyempire.edu/policies/?search=cid%3D36217)

- NYSED Regulation (http://www.highered.nysed.gov/)

- SUNY Guidelines on Grading MTP4 2013 (https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/mtp/mtp13-2.pdf)

- Grade Change Policy (p. 224)

- Course Catalog/Cross Listing Policy for Undergraduates (p. 220)

Latin Honors

Sponsor: Academic Affairs
Contact: Office of Academic Affairs
Category: Academic
Number: 100.014 (https://www.sunyempire.edu/policies/?search=cid%3D126472)
Effective Date: Sept. 3, 2020
Keywords: Honors, Policy

Purpose

This policy establishes Latin honors at the university for recognizing distinguished performance by students earning a bachelor's degree at graduation.

Statements

Latin honors is a universally recognized distinction that is based on an Empire State University (SUNY Empire) graduate's cumulative grade point average (GPA).

Latin honors is reserved for students earning a bachelor's degree.

The cumulative GPA needed to achieve Latin honors at the university is based on the 70th/80th/90th percentiles of baccalaureate graduate GPAs over a five-year period: Cum Laude (3.81), Magna Cum Laude (3.88), and Summa Cum Laude (3.96). The cumulative GPA totals used to establish thresholds for this policy are based on a breakdown of baccalaureate graduates from 2014-15 to 2018-19.

Only graded credits at SUNY Empire will be counted. Students at the bachelor's level must earn at least 27 graded credits to qualify.

Ungraded credits (e.g. pass/no pass) do not count toward Latin honors.

Grade changes that take effect before graduation and affect a student's qualifications for Latin honors will be applied to the student's cumulative average at graduation.

Related References, Policies, Procedures, Forms and Appendices

Dean's List Policy (p. 223)

Grading and Evaluation Policy for Undergraduate Programs (p. 225)

Non-Discrimination/Anti-Harassment

Sponsor: Office of Human Resources and Chief Diversity Officer
Contact: Office of Human Resources and Chief Diversity Officer
Category: Human Resources
Number: 900.004 (https://www.sunyempire.edu/policies/?search=cid%3D35752)
Effective Date: 01/01/2012
Implementation History: Revised January 2012, October 2019; Original March 2007
Keywords: Nondiscrimination Policy, Anti-harassment, Sexual Harassment, Harassment, Discrimination
Background Information: Previous policy entitled "Anti-Discrimination Policy"

Purpose

Empire State University (SUNY Empire) is an equal-opportunity employer committed to an educational and employment environment in which all individuals (faculty, staff, students and visitors) are treated with respect and dignity. Each individual has the right to work or study in a professional atmosphere that promotes equal treatment and addresses discriminatory practices, including harassment. The university expects that all relationships among persons at the university are professional and free of bias, prejudice and harassment.

Sexual harassment, specifically, is addressed in the SUNY Empire policy, 900.016 (https://www.sunyempire.edu/policies/?search=cid%3D146100) Sexual Violence Prevention and Response Policy.

Definitions

Harassment: Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, creed, national origin, sex, age, disability, sexual orientation, gender identity, marital status, domestic violence victim status, or any other characteristic protected by law or that of his/her relatives, friends or associates, and that:

1. Has the purpose or effect of creating an intimidating, hostile or offensive work or study environment.
2. Has the purpose or effect of unreasonably interfering with an individual's work or study performance.
3. Otherwise adversely affects an individual's employment or learning opportunities.

Harassing conduct includes, but is not limited to epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation on the campus of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through email).

Protected Categories of Discrimination: Discrimination can take many forms. For the purpose of this policy, the protected categories under discrimination are 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.

Statements

It is the policy of Empire State University to provide an educational and employment environment free from all forms of intimidation, hostility, offensive behavior and discrimination and harassment, including sexual harassment. Such behavior or tolerance of such behavior on the part of an administrator, supervisor, faculty or staff member violates this policy and may result in administrative action, civil and/or legal action. The university will not tolerate retaliation against any individual who makes a complaint of discrimination, harassment or who participates in an investigation. Concerns of retaliation will be investigated and are subject to disciplinary action.

Individuals and Conduct Covered

This policy applies to faculty, staff and students, and prohibits harassment, discrimination and retaliation with respect to applicants, employment, programs or activities at the university whether engaged in by fellow employees, faculty, supervisors or administrators, or by

someone not directly connected to the university (e.g., an outside vendor, consultant or customer).

Conduct prohibited by these policies is unacceptable in the workplace/academic class and in any university-related setting, including business trips, meetings and university-related social events.

Retaliation is Prohibited

It is unlawful to retaliate against an individual when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits and any other term or condition of employment. In addition, it is illegal to retaliate against any individual who reports acts of discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be the subject of disciplinary action.

Information and Reporting

Employee questions regarding harassment, sexual harassment or discrimination may be addressed to the Office of Human Resources, 2 Union Avenue, Saratoga Springs, NY 12866-4391 (518) 587-2100, ext. 2240 or (800) 847-3000, ext. 2240 or TitleIX@sunyempire.edu

Student questions can be directed to Lindsay Holcomb, Director of Human Resources and Interim Title IX Director, 518-581-2239 or TitleIX@sunyempire.edu

All allegations of harassment or discrimination are taken very seriously. The university will act positively to investigate alleged harassment and to affect remedy when an allegation is substantiated. Supervisors and other college officials are required to report any known or perceived incidences of harassment or discrimination to the affirmative action officer.

Applicable Legislation and Regulations

Empire State University complies with state and federal laws prohibiting discrimination and sexual harassment including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, New Yor's Human Rights Law, Governor's Executive Order No. 33 prohibiting discrimination on the basis of gender identity, and the Age Discrimination Act.

Related References, Policies, Procedures, Forms and Appendices

Discrimination and Sexual Harassment Compliant Procedure: Policy 900.017.

The university's Affirmative Action Plan describes initiatives undertaken to prevent discrimination and harassment and nurture an inclusive, respectful and collegial environment among employees, students and visitors. The Affirmative Action Plan has been prepared in accordance with State University of New York policy and the regulations promulgated by the Office of Federal Contract Compliance Programs (OFCCP), U.S. Department of Labor, 41 CFR Chapter 60 and Executive Order 11246, Governor's Executive Order No. 28 that prohibits discrimination relating to employment based on sexual orientation, Executive Order 19 pertaining to victims of domestic violence, and the State University of New York's Policies of the Board of Trustees.

Protection of Human Subjects Research

Sponsor: Office of Research, Innovation and Open Education
Contact: Director, Office of Sponsored Programs
Category: Research and Sponsored Programs
Number: 1100.001 (https://www.sunyempire.edu/policies/?search=cid%3D36499)
Effective Date: Jan. 1, 1995
Implementation History: Revised on April 29, 2013
Keywords: Institutional Review Board, Human Subject Research
Background Information: Revised to reflect current legislation

Purpose

To ensure the ethical treatment of human subjects involved with Empire State University research projects, as well as to comply with federal and state regulations, the university has developed this policy as well as procedures with which to carry out the policy. Additionally, the university, in order to maintain its federal-wide assurance with the Office of Human Research Protections, which is necessary for federal grants, must have a policy for the protection of its human research subjects.

Definitions

Research: A systematic investigation including research development, testing and evaluation designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute "research" for purposes of this policy, whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

Human Subject: A living individual about whom an investigator (faculty, staff or student) conducting research obtains:

1. Data through intervention or interaction with the individual, or
2. Identifiable private information.

Statements

All research involving human subjects conducted by university faculty, staff and students must be reviewed and approved by the Institutional Review Board prior to the start of the research. Those submitting protocols to the Institutional Review Board must have completed the CITI human subjects training within three years of the protocol submission or the protocol will not be approved.

Applicable Legislation and Regulations

U.S. Department of Health and Human Services, regulation 45 CFR 46 (http://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/)

SUNY Research Foundation Best Practices: Research Involving Human Subjects (https://www.rfsuny.org/media/RFSUNY/Documents/Sponsored-Programs/Research-Compliance/human_subjects_best_practices.pdf)

Related References, Policies, Procedures, Forms and Appendices

Empire State University human subjects in research guidance, procedures and protocol form (http://www.sunyempire.edu/irb/)

Rights of the Disabled and Procedures for Accommodating Students With Disabilities at Empire State University

Rights of Students With Disabilities Policy

Sponsor: Accessibility Resources and Services
Contact: Director, Accessibility Resources and Services
Category: Student Affairs
Number: 1300.014 (https://www.sunyempire.edu/policies/?search=cid%3D39991)
Effective Date: July 1, 2006
Keywords: Disability, Reasonable accommodations, ADA, Section 504
Background Information: The policy was first implemented to be in compliance with state and federal law related to the rights of persons with disabilities, notably Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended in 2008, and the New York State Human Rights Law.

Purpose

The purpose of this policy is to assure university compliance with federal, state and local laws pertaining to the rights of prospective and current students with disabilities

Definitions

Disability: A diagnosed physical or mental impairment that affects the performance of one or more major life activities. Individuals with a history of impairment or regarded as impaired also are protected from discrimination on the basis of that disability.

Qualified individual with a disability: A person with a disability, who with or without reasonable accommodation is able to perform the essential functions of his or her job.

Reasonable accommodation: A modification to a program, task or event that allows an individual with a disability to fully participate. An accommodation does not alter the learning objectives or reduce program or course standards.

Essential functions: Those tasks or functions that, if modified, would fundamentally change the nature of the job or occupation for which the position exists

Statements

Empire State University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA) of 1990. These acts state " … no otherwise qualified handicapped individual … shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (29 U.S.C Sect. 706)." Regulations implementing Section 504 and ADA establish standards for employment practice, accessibility of facilities, and education programs with which institutions receiving federal funds must comply (34 CFR Part 104).

In accordance with these regulations, a qualified person with a disability who meets the academic and technical standards required to enroll in and participate in the Empire State University program shall be provided an equal opportunity to obtain a degree in the most integrated setting appropriate to that person's needs. SUNY Empire provides reasonable accommodations to meet the needs of students with disabling conditions. Reasonable accommodations do not include academic adjustments that would fundamentally alter the nature, essential requirements or academic standards of the program.

The university considers each student's individual needs through an interactive process with the Office of Accessibility Resources and Services and the student.

The Director of Accessibility Resources and Services coordinates the university's compliance with Section 504, ADA and their implementing regulations with respect to students. Questions concerning the university's policy should be directed to:
Director of Accessibility Resources and Services
Empire State University
AppleTree Business Park
2875 Union Road, Suite 34
Cheektowaga, NY 14227-1461
716-686-7800, ext. 3880,or Disability.Services@sunyempire.edu.

Applicable Legislation and Regulation

- Section 504 of the Rehabilitation Act of 197
- Americans with Disabilities Act of 1990
- Americans with Disabilities Amendments Act of 2008
- New York State Human Rights Law

Procedure for Students Requesting Reasonable Accommodations Due to Disability

Empire State University will provide reasonable accommodations for students with disabilities in all in-person and online course offerings. To request an accommodation, students must contact the Office of Accessibility Resources and Services.

Requesting Accommodation Through Accessibility Resources and Services

1. The student completes the Disability Declaration and Request for Accommodation form (available on the Disability Declaration and Request for Accommodation forms web page (https://www.sunyempire.edu/accessibility/forms/)) to provide information about their disability and request accommodations. In order for Accessibility Resources and Services to evaluate accommodation requests and provide implementation of those approved accommodations the office recommends students provide notice to the office in advance of when the student will need to utilize accommodation services. The student does not need to provide documentation of the disability at this stage although it may expedite the process.
   - If documentation is needed to support the requested accommodations, the student should forward supporting materials and requested documentation to Accessibility Resources and Services as soon as possible.
   - Review of the student's accommodation request is finalized when all documentation has been received. Documentation must be current, include a statement of diagnosis, illustrate the impact of the disability on the student's academic functioning and recommend accommodations.
2. The office makes evaluative judgments in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990.
   - The office provides a written response to the student within five business days from receipt of complete documentation and

supporting materials. Additional information may be requested if needed in order to make the accommodation recommendation. If the requested accommodation is denied, the office includes the reason for the denial.

- The office provides accommodation notification to relevant faculty and mentors to facilitate the implementation of the approved accommodations as needed. The disability specialist determines appropriate accommodations, consulting with the director, the student's mentor and staff as needed. If an accommodation request cannot be easily accommodated by the faculty or mentor, or if the student is requesting an accommodation that necessitates the provision of documentation, the office may utilize a third party to deliver the accommodation. Third-party accommodations may include:
  - Eligibility for TAP awards as a part-time student
  - Alternate formatted (i.e. electronic) text copies of textbooks from the publisher

Procedures for Requesting Textbooks in Alternative Formats

1. Students who have a documented print disability may request copies of their textbooks in alternative formats. The university uses a variety of sources to supply these materials, including files obtained from the publishers, Access Text Network, or Bookshare, and electronic scanning of books to create electronic text. This process can take up to several weeks depending on publishers, copyright and technical formatting issues. We encourage students to begin the process as soon as they get their textbook requirements for the course. While the university 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:
   - Purchase the required textbooks. Whether you purchase your books online through the Empire State University Bookstore or privately, you must submit proof of purchase with your request for electronic texts. New York state law requires that students purchase a copy of the book requested in alternative format.
   - Complete the Application for Alternatively Formatted Textbooks. Submit your application six weeks before you need the books. While 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.
   - Submit your completed application with documentation of your print disability. You need only provide documentation of print disability once.

Textbooks Not Available From External Sources

1. If the textbooks are not available from external sources, the Office of Accessibility Resources and Services will ask you to provide the university with hard copies of the textbooks for scanning.
   - If you must ship the books to Accessibility Resources and Services, the university will reimburse you for shipping costs.
   - The university will obtain permission from the publishers for the university to scan your books and create the electronic text. The files can be provided to you in a digital text format to be used with text-to-speech and/or magnification software. 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.

Processing and Handling of Requests

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

1. Confirm that the following has been received:
   - print disability documentation;
   - completed alternative text application;
   - proof of purchase.
2. Search the Access Text Network's online book catalog for the availability of texts.
3. Search Bookshare's inventory of electronic text files for the requested texts.
4. 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.
5. After 10 business days, the Office of Accessibility Resources and Services will provide an update to the student via email regarding:
   - The availability of textbooks from the lending libraries, i.e., Bookshare, etc.
   - The response from the publishers regarding the availability of text files requested.
6. Once received, share the alternative (i.e. electronic) text with the student.

Americans With Disabilities Act Grievance/Appeal Process

An ADA grievance is a complaint related to accommodation of a disability.

- **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 in a timely fashion. This process must begin within 30 calendar days of the concern arising.
- **Written grievance.** If the student is unsatisfied with the informal resolution, the student may make a formal, written complaint. The student should follow procedures for formal grievance in the Student Grievance Policy and Procedures (https://catalog.sunyempire.edu/undergraduate/academic-policies-procedures/student-grievance-policy-procedures/).

The student may seek further redress by registering a complaint with the Office of Civil Rights or the New York State Division of Human Rights.

Sexual Harassment

Sponsor: Human Resources
Contact: Affirmative Action Officer
Category: Human Resources
Number: 900.014 (https://www.sunyempire.edu/policies/?search=cid%3D41291)
Effective Date: Jan. 1, 2012
Implementation History: Revised on: August 2019, 2011; February 1996; September 1989
Keywords: Sexual harassment, affirmative action, Title IX, Title VII

Background Information: This policy affirms Empire State University adoption of SUNY policy 6507. It replaces the university's previous Sexual Harassment Policy.

Purpose

SUNY Administration created a Uniform Sexual Harassment Policy Statement for all campuses to adopt in October of 2018 pursuant to Labor Law §201-g, which requires every employer in the State of New York to adopt a sexual harassment prevention policy that meets or exceeds enumerated minimum standards in order to prevent and combat sexual harassment in the workplace.

Definitions

Retaliation is an adverse action taken against an individual as a result of complaining about or provides information regarding unlawful discrimination or harassment, exercising a legal right, and/or participating in a complaint investigation as a third-party witness. Adverse action includes being discharged, disciplined, discriminated against, or otherwise subject to adverse action because the individual reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint.

Hostile Environment is when unwelcome and demeaning behavior or conduct that "substantially interferes" with a person's performance or creates an "intimidating, hostile or offensive" exist. For example, the harasser may continually remark on someone's body or clothing, post sexually explicit photos or make sexually oriented comments. A peer, superior, subordinate or vendor can create a hostile environment.

Statements

Sexual harassment is a form of sex discrimination that is unlawful in the workplace under Title VII of the Civil Rights Act of 1964, as amended, and the New York State Human Rights Law. Under Title IX of the Educational Amendments of 1972, sexual harassment also is prohibited in the provision of educational services and protects students and employees from sexual harassment.

Civility, trust, respect and openness are professional behaviors that are expected from all members of the university community. Harassment, including sexual harassment, breaks the bonds of civility, trust, respect and openness. Sexual harassment is prohibited and will not be tolerated at Empire State University (SUNY Empire). The university has implemented measures to address and prevent sexual harassment and is taking additional affirmative steps to increase awareness of, and sensitivity to, all forms of sexual harassment in order to maintain a workplace and learning environment free of its harmful effects.

Sexual harassment is a form of workplace discrimination and employee misconduct, as well as a form of discrimination in the academic setting, and all employees and students are entitled to work and learn in a campus environment that prevents sexual harassment. All employees and students have a legal right to a workplace and a campus free from sexual harassment, and employees and students can enforce this right by filing a complaint internally with the university, or with a government agency, or in court under federal or state anti-discrimination laws, as detailed in the university's Discrimination and Sexual Harassment Complaint Procedure.

In accordance with applicable law, sexual harassment is generally described as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or academic benefit; or
- Submission to or rejection of the conduct is used as the basis for an employment or academic decision affecting the person rejecting or submitting to the conduct; or
- The conduct has the purpose or effect of unreasonably interfering with an affected person's work or academic performance, or creating an intimidating, hostile or offensive work or learning environment.

Sexual harassment can include physical touching, verbal comments, non-verbal conduct such as leering or inappropriate written or electronic communications, or a combination of these things. Examples of sexual harassment may include, but are not limited to:

- Seeking sexual favors or a sexual relationship in return for the promise of a favorable grade or academic opportunity;

- Conditioning an employment-related action (such as hiring, promotion, salary increase, or performance appraisal) on a sexual favor or relationship; or
- Intentional and undesired physical contact, sexually explicit language or writing, lewd pictures or notes, and other forms of sexually offensive conduct by individuals in positions of authority, co-workers or student peers, that unreasonably interferes with the ability of a person to perform their employment or academic responsibilities.
- Physical acts of a sexual nature, such as:
  - Touching, pinching, patting, kissing, hugging, grabbing, brushing against, or poking another person's body;
  - Rape, sexual battery, molestation or attempts to commit these assaults.

- Unwanted sexual advances or propositions, such as:
  - Requests for sexual favors accompanied by implied or overt threats concerning a target's job performance evaluation, a promotion or other job benefits or detriments, or an educational benefit or detriment;
  - Subtle or obvious pressure for unwelcome sexual activities.

- Sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience, which create a hostile environment.
  - Sex stereotyping occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.

- Sexual or discriminatory displays or publications, such as:
  - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on computers or cell phones and sharing such displays while in the workplace or classroom.

- Hostile actions taken against an individual because of that individual's sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender, such as:

- Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform his or her employment or academic duties;
- Sabotaging an individual's work;
- Bullying, yelling, name-calling.

Such behavior can constitute sexual harassment regardless of the sex, gender, sexual orientation, self-identified or perceived sex, gender expression, status of being transgender, or gender identity of any of the persons involved. Sexual harassment is considered a form of employee and student misconduct which may lead to disciplinary action. Further, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue. Employees and students who believe they have been subjected to sexual harassment may use the university's Discrimination and Sexual Harassment Complaint Procedure for more details on how to have their allegations reviewed, including a link to a complaint form.

Retaliation against a person who files a complaint, serves as a witness, or assists or participates in any manner in this procedure, is unlawful, is strictly prohibited and may result in disciplinary action. Retaliation is an adverse action taken against an individual as a result of complaining about or provides information regarding unlawful discrimination or harassment, exercising a legal right, and/or participating in a complaint investigation as a third-party witness. Adverse action includes being discharged, disciplined, discriminated against, or otherwise subject to adverse action because the individual reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. Participants who experience retaliation should contact the campus AAO, and may file a complaint pursuant to these procedures. The university will act positively to investigate alleged harassment and to affect remedy when an allegation is substantiated.

SUNY campuses and System Administration shall take the necessary steps to ensure that this Sexual Harassment Response and Prevention Policy Statement is distributed, implemented, and enforced in accordance with their respective policies.

Applicable Legislation and Regulations

Title VII of the Civil Rights Act of 1964 (http://www.eeoc.gov/laws/statutes/titlevii.cfm)

EEOC Definition of Sexual Harassment (http://www.eeoc.gov/laws/types/sexual_harassment.cfm)

NYS Executive Order No.19: "New York State Policy Statement on Sexual Harassment in the Workplace" (https://www.law.cornell.edu/regulations/new-york/9-NYCRR-4.19)

New York State Labor Law §201-g (https://www.nysenate.gov/legislation/laws/LAB/201-G/)

Related References, Policies, Procedures, Forms and Appendices

Discrimination and Sexual Harassment Complaint Procedure (https://www.sunyempire.edu/policies/?search=cid%3D89279)

GOER Handbook for M/C Employees (https://goer.ny.gov/management-confidential-mc/) – Sexual Harassment – Labor Relations

Sexual Harassment Prevention Department of Labor resources (https://www.ny.gov/programs/combating-sexual-harassment-workplace/)

GOER - Supervisor's Guide to Counseling (https://www.sunyempire.edu/media/president/affirmative-action-/GOER---Supervisors-Guide-to-Counseling.pdf)(PDF 649kB)

Sexual Violence Prevention and Response

Sponsor: Title IX Coordinator
Contact: Title IX Coordinator
Category: Student Affairs
Number: 1300.016 (https://www.sunyempire.edu/policies/?search=cid%3D142018)
Effective Date: Aug. 15, 2015
Implementation History: Aug. 15, 2015, Dec. 1, 2014, June 12, 2017
Keywords: Sexual Assault; Title IX; Affirmative Consent; Policy for Alcohol and/or Drug Use Amnesty on Sexual Violence Cases; Climate Assessment Policy; Sexual Violence Victim/Survivor Bill of Rights; Sexual Violence Response Policy; Options for Confidentially Disclosing Sexual Violence; Student Onboarding and Ongoing Education Guide

Purpose

Empire State University is committed to maintaining a safe environment that is supportive of its primary educational mission and free from all exploitation and intimidation. The university 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 university community to be effective at referring victims of assault to medical, psychological and legal resources. The university'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.

Contents

- Definitions of Affirmative Consent
- Policy for Alcohol and/or Drug Use Amnesty on Sexual and Interpersonal Violence Cases
- Students' Bill of Rights
- Sexual Violence Response Policy
- Options for Confidentially Disclosing Sexual Violence

Definitions

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.

Statements

Policy for Alcohol and/or Drug Use Amnesty in Sexual and Interpersonal 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 University 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 University strongly encourages students to report incidents of domestic violence, dating violence, stalking or sexual assault to university 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 University officials or law enforcement, will not be subject to the university'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.

Students' Bill of Rights

The State University of New York and SUNY Empire 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 university-wide and campus programs, activities and employment. All victims/survivors of these crimes and violations, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status or criminal conviction, have the following rights, regardless of whether the crime or violation occurs on campus, off campus or while studying abroad:

All Students Have the Right To:

- Make a report to campus security, 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 university.

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**

   - Have emergency access to a Title IX coordinator or other appropriate official trained in interviewing victims of sexual assault who shall be available upon the first instance of disclosure by a reporting individual to provide information regarding options to proceed, and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible, and detailing that the criminal justice process utilizes different standards of proof and evidence and that any questions about whether a specific incident violated the penal law should be addressed to law enforcement or to the district attorney.
   - To disclose the incident and obtain confidential services from New York state, contact New York City or county hotlines (http://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 on their web site (https://opdv.ny.gov/) or 800-942-6906. Assistance also is available through the following organizations:
     - Legal Momentum (http://www.legalmomentum.org).
     - NYSCASA (http://nyscasa.org).
     - NYSCADV (http://www.nyscadv.org).
     - Pandora's Project (https://pandys.org/).
     - RAINN (http://www.rainn.org/get-help/).
     - Safe Horizons (http://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 university can take appropriate action.
   - To disclose the incident to a university 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 university from retaliation and to receive assistance and resources from the university. Note, university officials will disclose that they are private and not confidential resources and may still be required by law and university policy to inform one or more university 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:

- Office of Safety and Security
  518-587-2100, ext. 2800
  2 Union Ave.
  Saratoga Springs, NY 12866-4390
  8 a.m.-5 p.m., Monday-Friday;
- Title IX Coordinator
  email:

  TitleIX@sunyempire.edu (titleix@sunyempire.edu) or call 800-847-3000, ext. 1009
- Local law enforcement office (https://en.wikipedia.org/wiki/List_of_United_States_state_and_local_law_enforcement_agencies/).
- State police 24-hour hotline to report sexual assault on a N.Y. college campus, 844-845-7269

• To receive assistance from the university Title IX coordinator in initiating legal proceedings in family court or civil court, email: TitleIX@sunyempire.edu, or call: 800-847-3000, ext. 1009.

• 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 university 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: 800-847-3000, ext. 1009; TitleIX@sunyempire.edu (titleix@sunyempire.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; 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 university, university 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 university policy.

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

2. **Resources**
   • To obtain effective intervention services
     • Sexual contact can transmit sexually transmitted infections and may result in pregnancy. Testing for STIs and emergency contraception is available at various external locations. For confidential, private, affordable same-day STI testing clinics in your local area, call 888-380-5571 (6 a.m.-10 p.m., seven days a week).
     • Other applicable services are available from local hospitals and clinics. Please refer to resources identified in Section I – Reporting above.
     • Refer to SUNY's list of off-campus resources at the Sexual Assault & Violence Response (SAVR) Resources (https://www.suny.edu/violence-response/) web page.
     • Within 96 hours of an assault, you can get a sexual assault forensic examination (commonly referred to as a rape kit) at a hospital. While there should be no charge for a rape kit, there may be a charge for medical or counseling services off campus and, in some cases, insurance may be billed for services. You are encouraged to let hospital personnel know if you do not want your insurance policyholder to be notified about your access to these services. The New York State Office of Victim Services may be able to assist in compensating victims/survivors for health care and counseling services, including emergency funds. More information is at the New York State Office of Victim Services (OVS) Forensic Rape Examination (FRE) Direct Reimbursement Program web page (https://ovs.ny.gov/forensic-rape-examination-fre-direct-reimbursement-program/), or 800-247-8035. Options are explained at New York State Office of Victim Services (OVS) Help for Crime Victims web page (https://ovs.ny.gov/help-crime-victims/).
     • To best preserve evidence, victims/survivors should avoid showering, washing, changing clothes, combing hair, drinking, eating or doing anything to alter physical appearance until after a physical exam has been completed.

3. **Protection and Accommodations**
   • When the accused is a student, they may request to have the university issue a "No Contact Order," consistent with university policy and procedure, meaning that continuing to contact the protected individual is a violation of university policy, and subject to additional conduct charges. If the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person. Both the accused/respondent and the reporting individual may request a prompt review of the need for and terms of a No Contact Order, consistent with university policy. Parties may submit evidence in support of their request.
   • To be informed that a victim of any criminal sexual offense has legal recourse outside the university and can commence civil or criminal proceedings against the offending person(s), including but not limited to obtaining an Order of Protection or, outside of New York state, an equivalent protective or restraining order. To initiate legal proceedings, please contact the local police department or District Attorney's office in the applicable jurisdiction. For more information from the Title IX coordinator, please contact: Title IX coordinator, 800-847-3000 ext. 1009 or TitleIX@sunyempire.edu or the Office of Campus Safety and Security 518-587-2100, ext. 2800

- 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 Safety and Security 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 and to submit evidence in support of such request.
- When the accused is not a student but is a member of the university community and presents a continuing threat to the health and safety of the community, to subject the accused to interim measures in accordance with applicable collective bargaining agreements, employee handbooks and SUNY Empire policies and rules.
- When the accused is not a member of the university community, to have assistance from the Office of Safety and Security or other university officials in obtaining a persona-non-grata letter, subject to legal requirements and university 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:
    - Title IX coordinator, 800-847-3000, ext. 1009; or email: TitleIX@sunyempire.edu

4. **Student Conduct Process**
    - Refer to the Student Conduct Policies and Procedures 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 (http://www.sunyempire.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 date, time, location and 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 university.
- 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 phone/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 Student Services
    1 Union Ave.
    Saratoga Springs, NY 12866-4309
    CollegewideStudentServices@sunyempire.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 SUNY Empire want students to get the information and support they need, regardless of whether they move forward with a report of sexual violence to university 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 university officials without the victim's permission, except for extreme circumstances, such as a health and/or safety emergency. At SUNY Empire, a confidential service includes an off-campus professional counseling service:

Off-campus options to disclose sexual violence confidentially include[1]:

- Off-campus counselors and advocates[2]
  Crisis services offices will generally maintain confidentiality unless you request disclosure and sign a consent or waiver form. More information on an agency's policies on confidentiality may be obtained directly from the agency.
  - New York State Coalition against Sexual Assault (https://www.nyscasa.org/).
  - Sexual Assault Nurse Examiner (SANE) at local hospitals and programs.
  - Refer to SUNY's list of off-campus resources (http://www.suny.edu/violence-response/).
  - 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 at http://www.ovs.ny.gov/files/ovs_rights_of_cv_booklet.pdf or 800-247-8035. Options are explained at http://www.ovs.ny.gov/helpforcrimevictims.html.

[1] Note: These outside options do not provide any information to the campus.

[2] 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 SUNY Empire offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX coordinator to investigate and/or seek a resolution. SUNY Empire 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 University Will Weigh the Request and Respond

If a complainant or reporting individual wants to maintain confidentiality or does not consent to the university's interest in initiating an investigation when consulting with an SUNY Empire employee who is responsible for responding to or reporting sexual violence or sexual harassment, then the Title IX coordinator must weigh any request for confidentiality or inaction against the obligation of SUNY Empire administrators to provide a safe, non-discriminatory environment for all members of the university community, including the complainant or reporting individual.

The university 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:

Title IX coordinator: 800-847-3000, ext. 1009

Email: TitleIX@sunyempire.edu

The university 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 university 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 university's failure to act does not adequately mitigate the risk of harm to you or other members of the university community. Honoring such request may limit the university's ability to meaningfully investigate and pursue action against an accused individual. If the university 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 the 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, SUNY Empire 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 university determines that it must move forward with an investigation, the reporting individual will be notified and the university will take immediate action, as necessary, to protect and assist him, her or them.

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 university is not obligated to begin an investigation. SUNY Empire 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 university Clery Act Annual Security Report that neither identifies the specifics of the crime or the identity of the reporting individual. Contact information:

- Director of Campus Safety and Security, 518-587-2300
- Title IX coordinator, 800-847-3000, ext. 1009 or TitleIX@sunyempire.edu.

SUNY Empire 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
- **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 university.
- **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 university.
- **Confidentiality**: may be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to university 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. University faculty and staff are mandated to report known incidences of sexual assault or other crimes to appropriate university officials, but are considered private sources. See definition of "Privacy" below.

- **Dating violence**: any act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of the relationship shall be determined based on victim's statement with consideration of the type and length of the relationship and the frequency of interactions between the persons involved in the relationship. Such violent act may include, but are not limited to sexual or physical abuse or the threat of such abuse. Two people may be in a romantic or intimate relationship, regardless of whether the relationship is sexual in nature; however, neither a casual acquaintance nor ordinary fraternization between two individuals in a business or social context shall constitute a romantic or intimate relationship. This definition does not include acts covered under domestic violence.
- **Domestic violence**: any violent felony or misdemeanor crime committed by a current or former spouse or intimate partner of the victim, a person sharing a child with the victim, or a person cohabitating with the victim as a spouse or intimate partner.
- **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 university 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 university official, or whom a student could reasonably believe has this authority or duty. If a responsible employee is aware of sexual violence, then the university 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 university 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.
- **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 19 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, non-verbal, 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 university'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 the safety of others, 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 university's compliance with this regulation including, but not limited to systematically monitoring and evaluating policy and procedures that effectively and efficiently respond to complaints of sex discrimination. Individuals with questions or concerns related to Title IX may contact the Title IX coordinator at 800-847-3000 ext. 1009. The Title IX coordinator is either the official coordinator and/or his or her designee or designees.

Applicable Legislation and Regulations

- SUNY Policies on Sexual Violence Prevention and Response (https://system.suny.edu/sexual-violence-prevention-workgroup/policies/); Dec. 1, 2014.
- Governor Cuomo Announces SUNY Adopts Comprehensive System-wide Uniform Sexual Assault Policy (https://www.suny.edu/suny-news/press-releases/december-2014/12-2-14-sex-assault-policies/); Dec. 2, 2014.

Related References, Policies, Procedures, Forms and Appendices

- No Contact Order Policy (https://www.sunyempire.edu/policies/?search=cid%3D104608)
- Student Conduct Policy and Procedures (https://www.sunyempire.edu/policies/?search=cid%3D37969)

Student Academic Appeals Policy and Procedures

Sponsor: Office of Academic Affairs
Contact: Executive Director of University Student Services
Category: Academic
Number: 100.020 (https://www.sunyempire.edu/policies/?search=cid%3D37972)
Effective Date: April 1, 2002

Purpose

The purpose of the Student Academic Appeals Policy and Procedure is to provide equitable and orderly processes by which to request reconsideration of an academic decision.

Definitions

Appeal – Petition to change a decision rendered about an academic matter. The basis for a student's appeal of an academic decision may be either that the academic judgment was unfair in the view of the student or that the university's academic policies were applied incorrectly in the view of the student.

Academic Appeals and Honesty Committee (AAHC) – A faculty committee convened to hear appeals. This committee shall consist of no fewer than three faculty members and no more than five. Each school establishes procedures for constituting an AAHC and for establishing a chair. If a member of the AAHC is a party to the appeal, a substitute is designated, if necessary, to bring the membership to a minimum.

Business Days – Monday through Friday excluding university holidays.

Dean – Refers to the dean of the student's school/program or an academic administrator designated by the provost for the School of Undergraduate Studies. Collectively referred to as dean in this document.

Faculty – Mentors, instructors, evaluators and others who make academic decisions. Collectively referred to as faculty in this document.

Unfairness – A decision or behavior that is arbitrary or capricious.

Statements

Students are responsible for reviewing and abiding by the university'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 university 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 university'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 locus of an appeal are resolved by the provost or designee.

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

1. **Procedure for Informal Resolution**
   The informal resolution process includes two possible steps:
   a. 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.
   b. 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.

2. **Procedure for Formal Appeal**
   a. 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:
      i. A full description of the academic decision and the basis for the student's appeal for reconsideration,
      ii. A statement of the remedy the student is seeking,
      iii. 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.
      iv. Information on when and with whom the student may have attempted any informal resolution.
   b. Initial Review
      i. 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.
      ii. 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.
      iii. The dean or designee should convey a decision not to hear an appeal within five business days of receiving the initial or resubmitted appeal.
      iv. 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.
   c. AAHC Hearing
      i. 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 university policies.
      ii. The AAHC may obtain additional relevant information before or after a hearing.
      iii. The AAHC should schedule a hearing within 20 business days of the acceptance 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.
      iv. 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.
      v. 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 may also participate in the meeting and present relevant information. The student and the faculty/staff member meet separately with the committee.
      vi. A student may have an advisor at the meeting; however, the advisor may not participate in the hearing.
   d. Following a hearing, the AAHC deliberates in closed session. Decisions are made by majority vote unless otherwise noted. The AAHC may:
      i. Uphold the original decision,
      ii. Refer the decision back to the individual or committee making the original academic decision for reconsideration based upon AAHC findings regarding fairness and/or application of university policy, or
      iii. Revise or overturn the original decision, which requires a unanimous vote by the AAHC.
      iv. 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.

e. 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.

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

   i. 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.

   ii. 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.

   iii. 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.

   iv. The provost's decision is final.

g. 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.

Applicable Legislation and Regulations

• Federal Regulations: 4 CFR 602.16(a)(1)(ix) and 34 CFR 668.43(b)
• Middle States Compliance (https://www.msche.org/resources/)
• State Complaint Procedures (http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html).

Related References, Policies, Procedures, Forms and Appendices

Student Grievance Policy and Procedures (p. 256)

Academic Honesty Policy and Procedures (p. 214)

Student Conduct Policy

Sponsor: Student Success
Contact: Vice Provost for Student Success
Category: Student Affairs
Number: 1300.039
Effective Date: 10/20/2022
Implementation History: Revised: September 29, 2022; July 1, 2016; 2006 Approved: May, 2002 Revision Approved by Senate: June 24, 2022; September, 2008 Approved by the College Council: September 29, 2022; December 2008 Revision Changes to this policy are subject to approval by the appropriate governance bodies, the SUNY Empire president and the College Council. The provost/vice president for academic affairs approves procedural changes.
Keywords: Student, conduct, policy, procedure, behavior, interim suspension, judicial, hearing, code

Background Information:

A. STUDENT CONDUCT REGULATION AUTHORITY

Section 356 of the Education Law empowers the College Council of each State-operated campus of State University of New York to make regulations governing the conduct of students, subject to the general management, supervision, control, and approval of the Board of Trustees of the State University of New York. All programs for student welfare and conduct are entrusted to, and administered by, the President of SUNY Empire State (or duly authorized designee), on behalf of the College Council. The President has delegated administration of programs for student welfare and conduct to the Vice Provost of Student Success (Vice Provost). Standards of conduct, recommendations for new policies, or modification of policies or regulations affecting student welfare and conduct are initiated through the Office of the Vice Provost for Student Success. The Vice Provost has jurisdiction over the Student Conduct System and designates the Student Conduct Director (SCD), who manages the SUNY Empire's Student Conduct System and ensures fair and impartial procedures for adjudicating alleged violations.

In addition to the Student Conduct Policy, the rules, regulations, and procedures for The Maintenance of Public Order on campuses of the State University of New York, adopted by the Board of Trustees, are in effect at SUNY Empire. (See Rules for the Maintenance of Public Order.). SUNY Empire has the authority to choose whether the Rules for the Maintenance of Public Order or this Student Conduct Policy will be applied.

B. SEXUAL VIOLENCE AND HARASSMENT
SUNY Empire is committed to maintaining a safe environment that is supportive of its primary educational mission and free from all exploitation and intimidation. SUNY Empire will not tolerate sexual harassment, sexual assault, or any other form of nonconsensual sexual activity to include dating violence, domestic violence, and/or stalking.

Purpose

SUNY Empire State strives to maintain a community that promotes and values the academic experience, institutional and personal integrity, and justice, equality, and diversity. Members of the SUNY Empire community should be able to work and learn in an environment that is orderly, peaceful, and free of disturbances that impede individuals' growth and development, or their ability to perform their responsibilities. Respect for the rights of others and SUNY Empire property are essential expectations for each SUNY Empire student.

To maintain a fair, just, and safe community environment, this Student Conduct Policy defines the minimum expectations for behavior at SUNY Empire. It also provides for the procedures for responding to allegations of student misconduct, and the actions the SUNY Empire may take in dealing with policy violations, which are outlined in the Student Conduct System.

Definitions

A. **"Affirmative Consent"** is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by 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.

B. **"Business Day"** means a weekday or non-holiday when the SUNY Empire is open for regular business.

C. **"Bystander"** shall mean 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 SUNY Empire.

D. **"Complainant"** means any person or persons who have made a disciplinary complaint against a student and may or may not be the victim.

E. **"Faculty"** or **"Faculty Member"** means any employee of SUNY Empire engaged in teaching, learning, advising, or evaluation of learning.

F. **"May"** is used in the permissive sense.

G. **"Personal Property"** means anything of value to which a person has legal possession or title.

H. **"Reporting individual"** is the victim/survivor related to cases of rape, sexual assault, domestic violence, dating violence, and stalking. "Reporting Individual" status will also apply to cases where the respondent has been charged with conduct which violates the health and safety of an individual.

I. **"Respondent"** is used to describe an accused student.

J. **"Sanctions"** are educational and/or punitive measures assigned to a student after they have been found responsible for violating SUNY Empire policy.

K. **"Shall"** is used in the imperative sense.

L. **"Staff"** or "Staff Member" means any person employed by SUNY Empire.

M. **"Student"** means all persons enrolled in a program or engaged in credit or noncredit learning and/or assessment activities at SUNY Empire, both full-time and part-time, or those individuals who were students at the time of an alleged violation of the Student Conduct Policy, whether on SUNY Empire premises or remotely. Persons who are not officially enrolled for a particular term but who have a continuing relationship as a student with the SUNY Empire are considered "students." A continuing relationship exists for a student who has begun a first term of enrollment, has not graduated, withdrawn or been expelled, and is within the 3-years of the end date of the last term of enrollment.

N. **"Student Conduct Body"** means any person or persons authorized by the Student Conduct Director to determine whether a student has violated the Student Conduct Policy and to recommend sanctions when necessary.

O. **"Student Conduct Director"** means the individual(s) designated to administer the SUNY Empire Student Conduct System.

P. **"Student Conduct Hearing Officer"** means any individual assigned to advise a Student Conduct Body.

Q. **"Student Conduct System"** means the procedures for responding to allegations of student misconduct and the delineation of actions SUNY Empire may take in dealing with policy violations.

R. **"Student Organization"** means any number of persons who have complied with the formal requirements for recognition by SUNY Empire and has official recognition.

S. **"Student Publication"** means written material including, but not limited to, brochures, newspapers, and special interest magazines published by students and distributed to the SUNY Empire community.

T. **"SUNY Empire"** means the Empire State University.

U. **"SUNY Empire Community Member "** means any person who is a student, faculty member, SUNY Empire official, or any other person employed by or affiliated with SUNY Empire. The Student Conduct Director shall determine a person's status in a situation.

V. **"SUNY Empire Official"** includes any person employed by the university.

W. **"SUNY Empire Premises"** or **"Campus"** includes all land, buildings, facilities, or other property in the possession of or owned, leased, used, or controlled by the university, including adjacent streets and sidewalks.

X. **"SUNY Empire Property"** means all items owned, leased, or on loan to the university.

Y. **"Title IX Coordinator"** shall mean the Title IX Coordinator or his or her designee

Z. **"Weapon"** any weapon or any device capable of use as a weapon by release of explosive material, noxious material, electric discharge, or projectile; any deadly weapon as defined in the NYS Penal Law Section 10.00(12); any weapon listed in NYS Penal Law Section 265; and as listed in the SUNY Board of Trustee Regulations 8 NYCRR Part 590 and SUNY Document #5403.

Statements

SUNY Empire strives to create an atmosphere of student success in direct support of its mission. Students, like all citizens, are afforded the right of free expression and advocacy and the SUNY Empire encourages and seeks to preserve freedom of expression and inquiry within the institution. Students are to conduct themselves civilly, lawfully, and responsibly. Students will not engage in disruptive, threatening, unethical, or abusive conduct toward other members of the SUNY Empire community, including other students, instructors, and staff.

SUNY Empire has a responsibility to maintain standards of student conduct essential to the orderly conduct of its function as an educational institution. Students are expected to be familiar with the Student Conduct Policy and the regulations included in the policy, and to abide by them.

Along with local, state, and federal laws and statutes, each student is accountable for his or her own behavior and for the behavior of their guests and/or those attempting to act on their behalf. Any violation of the Student Conduct Policy is strictly prohibited and may result in sanctions including, without limitation: disciplinary warning, disciplinary suspension, or disciplinary expulsion from SUNY Empire. The Student Conduct System is intended to be educational in nature and every effort is made to develop understanding and compliance with the SUNY Empire standards of conduct. However, occasions arise when disciplinary or punitive sanctions are necessary, and those actions are within the scope of the policy. Because disciplinary actions must be commensurate with the seriousness of the offense and the total conduct record of the student, each case is determined on its own merits.

A. JURISDICTION

SUNY Empire jurisdiction and discipline pertains to conduct which occurs on its premises, in/on properties or buildings it owns/leases/operates,

through online tools and learning management systems provided by SUNY Empire, or off campus and which adversely affects the SUNY Empire community, including any of its members, and/or the pursuit of its objectives and mission. In addition, illegal conduct off campus or on external online platforms may be adjudicated on campus as a violation of the Student Conduct Policy, and students outside of the United States may be held responsible on campus for violations of the laws of the country where they are visiting/residing.

B. DUE PROCESS

The Student Conduct System is designed to support the right to due process, which is a process that is fair, consistent, provides adequate notice, and a meaningful opportunity to be heard. The student conduct proceedings provide the Student Conduct Body or officer a full opportunity to hear both sides of the issue in considerable detail. Except as otherwise provided in Section D below, no student shall be disciplined for a violation of this policy without being first given appropriate advance notice of the charges against him or her and a hearing before an appropriate body or officer. The student may waive in writing the requirement of a hearing when allowed by law or related regulations.

C. VIOLATION OF LAW AND STUDENT CONDUCT POLICY

Students may be charged with violations of both the SUNY Empire's Student Conduct Policy and the laws of the broader society. Proceedings under this Student Conduct Policy may be carried out prior to, simultaneously with, or following external civil or criminal proceedings for the same factual situation without regard to the status of civil litigation in court or criminal arrest and prosecution. Exceptions may be approved by the Student Conduct Director for temporary delays as requested by external legal or law enforcement entities. Temporary delays should not last more than 10 business days except when law enforcement specifically requests and justifies a longer delay.

When a student is charged by federal, state, or local authorities with a violation of law, SUNY Empire will not request or agree to special consideration for that individual because of the individual's status as a student. The alleged offense may also the subject of a proceeding before a Student Conduct Body under the Student Conduct Policy and SUNY Empire may advise off-campus authorities of the existence of the Student Conduct Policy and of how such matters will be handled within SUNY Empire. SUNY Empire will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty/staff members, acting in their personal capacities, remain free to interact with governmental representatives, as they deem appropriate.

D. INTERIM SUSPENSION AND DIRECTIVES

The Student Conduct Director, or designee, may impose interim measures prior to and pending a hearing, and determination of said hearing, including interim suspension and loss of privileges, which may include no contact orders, and other reasonable measures, upon learning of a possible Student Conduct Policy violation. Students have the right to challenge the terms of the interim measure(s) or request a modification. Interim suspensions may only be imposed when, in the judgement of the Student Conduct Director, the continued presence of such student would constitute a danger to themselves, to the safety of persons or property, and/or would pose an immediate threat of disruptive interference with the normal conduct of the SUNY Empire's activities and functions. Violation of any condition of the interim suspension shall be grounds for additional charges and sanctions up to and including expulsion from the SUNY Empire.

E. AMNESTY IN SEXUAL MISCONDUCT CASES FOR ALCOHOL AND/OR DRUG USE

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. SUNY Empire recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. SUNY Empire strongly encourages students to report incidents of sexual misconduct to SUNY Empire officials. A bystander or Reporting Individual, acting in good faith, who discloses any incident of sexual misconduct to SUNY Empire officials or law enforcement, will not be subject to the Student Conduct Policy for violations of alcohol and/or drug use policies occurring at or near the time that the sexual misconduct occurred.

F. PROHIBITED CONDUCT

The following list of prohibited conduct is not exhaustive and is intended to describe minimum standards for specific and/or general types of behavior that may result in sanctions outlined in the procedures for this policy. These prohibitions apply both to student behavior which occurs on campus, at SUNY Empire-sponsored events off campus, in SUNY Empire-sponsored virtual and online activities, and may apply to off campus behaviors as noted in "Section A: Jurisdiction" of this policy. Prohibited behavior includes not only completed actions, but also attempted violations of the Student Conduct Policy.

1. FIRE SAFETY

   a. Causing or creating a fire, regardless of intent (except as authorized for use in class, in connection with SUNY Empire-sponsored research, or other approved activities).

   b. Tampering with safety measures or devices, including but not limited to, alarm systems, fire extinguishers, exit signs, emergency phone systems, smoke or heat detectors, fire hoses, security systems, locked exterior doors, etc.

   c. Failing to conform to safety regulations, including but not limited to, falsely reporting an incident, failure to evacuate facilities in a timely fashion in emergency situations or in response to fire alarms, inappropriate use of the fire alarm system, and inappropriate, negligent or reckless behavior which results in the activation of a fire alarm.

2. WEAPONS

   • The on-campus possession or use of any weapon or any device capable of use as a weapon whether it is through the release of explosive material, noxious material, electric discharge, or projectile; or cutting, thrusting, stabbing, striking.

   • The on-campus possession or use of a deadly weapon as defined in NYS Penal Law Section 10.00(12) or any weapon listed in NYS Penal Law Section 265.

Note: in addition to SUNY Empire policy restrictions, possession of a weapon on school grounds, including all SUNY Empire locations, is a felony under NYS Penal Law Section 265.01-a.

3. THREATENING OR ABUSIVE BEHAVIOR

Intentionally or recklessly causing physical harm to any person, or reasonable fear of such harm, verbally or in written form. Students cannot justify such behavior as defensive if:

- the behavior is a physical response to verbal provocation
- the student has the ability to leave the situation, but instead chooses to respond physically, and/or
- such actions are punitive or retaliatory.

Additionally, it is prohibited to use a self-defense spray in circumstances that do not justify the use of such device.

4. HARASSMENT

Engaging in behavior that is sufficiently severe, pervasive, and objectively offensive that it unreasonably interferes with, denies, or limits any SUNY Empire Community Member's ability to participate in or benefit from the SUNY Empire's education program and/or activities, threatens or violates the personal safety of any SUNY Empire Community Member, and/or creates an academic environment that a reasonable person would find intimidating or hostile.

Activity protected by the First Amendment will not constitute harassment.

Harassment may include:

- directing unwanted physical, verbal, or electronic conduct at an individual based on one or more of that person's protected characteristics or status, including age, color, race, disability, marital status, national/ethnic origin, religion, military/veteran's status, sex [including pregnancy], gender expression or gender identity, sexual orientation, domestic violence victim status, criminal or arrest record, political activities, or predisposing genetic characteristics; or
- subjecting a person or group of persons to unwanted physical contact or threat of such; or
- repeated contact with an individual or office after being instructed to cease.

5. INTIMATE PARTNER VIOLENCE

Intimate Partner Violence includes Dating Violence and Domestic Violence, both of which are further defined below. Intimate Partner Violence can occur in relationships of the same or different genders.

a. **Dating Violence** - Any act of violence, including physical, sexual, psychological, electronic, and verbal violence, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Reporting Individual. Dating Violence can occur as a single act, or it can consist of a pattern of violent, abusive, or coercive acts that serve to exercise power and control in the context of a romantic or intimate relationship. The existence of such a relationship shall be determined based on the victim's statement and with consideration of the type and length of the relationship and the frequency of the interaction between the persons involved in the relationship. Two people may be in a romantic or intimate relationship, regardless of whether the relationship is sexual in nature; however, neither a casual acquaintance nor ordinary fraternization between two individuals in a business or social context shall constitute a romantic or intimate relationship.

b. **Domestic Violence** - Any violent felony, non-violent felony, or misdemeanor crime, as those terms are defined by the laws of the State of New York and/or of the federal government, committed by a current or former spouse or intimate partner of the victim, a person sharing a child with the victim, or a person cohabitating with the victim as a spouse or intimate partner.

6. STALKING

Stalking is engaging in a course of conduct (including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, online tools, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property) directed at a specific person(s) that would cause a reasonable person(s) to:

a. fear for their safety or the safety of others; or

b. suffer substantial emotional distress (defined as significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling).

Stalking does not require direct contact between parties and can be accomplished in many ways, including through third parties or through the use of electronic devices and social media.

7. ENDANGERMENT

Acting to create or contribute to dangerous or unsafe environments anywhere on- or off-campus or electronically. Reckless or intentional acts which endanger, or put at risk, the welfare of oneself or others are prohibited.

8. SEXUAL HARASSMENT

Sexual Harassment is unwelcome sexual advances, requests for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, nonverbal, graphic, physical, electronic, or otherwise, when the conditions outlined in subsections a. and/or b. below, are present:

a. Submission to, or rejection of, such conduct is made, either explicitly or implicitly, a term or condition of a person's employment, academic standing, or participation in any SUNY Empire programs or activities or is used as the basis for SUNY Empire decisions affecting the individual (often referred to as "quid pro quo" harassment); or

b. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual's ability to participate in, or benefit from, SUNY Empire's education or employment programs or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and an objective perspective.

9. SEXUAL ASSAULT AND SEXUAL EXPLOITATION

a. Sexual Assault I - Intentionally engaging in any form of vaginal, anal, or oral penetration, however slight, with any object (an object includes but is not limited to parts of a person's body) without the person's Affirmative Consent

b. Sexual Assault II - Intentionally engaging in touching a person's intimate parts (defined as mouth, genitals, groin, anus, inner thigh, breast, or buttocks) whether directly or through clothing, without the person's Affirmative Consent. Sexual Assault II also includes forcing an unwilling person to touch another's intimate parts.

c. Sexual Exploitation - Intentionally engaging in, or attempting to engage in, abusive sexual behavior without Affirmative Consent that does not otherwise constitute Sexual Assault I or Sexual Assault II. Examples include, but are not limited to: intentional, nonconsensual tampering with or removal of condoms or other methods of birth control and STI prevention prior to or during sexual contact in a manner that significantly increases the likelihood of STI contraction and/or pregnancy by the nonconsenting party; nonconsensual video or audio recording of sexual activity; sharing and/or allowing others to watch consensual or nonconsensual sexual activity without the consent of a sexual partner; observing others engaged in dressing/undressing or in sexual acts without their knowledge or consent; trafficking people to be sold for sex; inducing incapacitation with the intent to sexually assault another person; creating, possessing, or distributing the sexual performance of a child (as defined in NYS Penal Code 263.00) ; and aiding, abetting, or otherwise facilitating sexual activity between persons without the Affirmative Consent of one or more party.

The following principles outlined in NYS Education Law Article 129-B apply to the SUNY Empire's interpretation of Affirmative Consent

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

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

c. Consent may be initially given but withdrawn at any time.

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

e. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

f. When consent is withdrawn or can no longer be given, sexual activity must stop.

10. HAZING
Hazing is any reckless or intentional conduct in connection with the initiation into, or affiliation with, any organization or group which degrades, humiliates, or endangers the mental or physical health of any person, regardless of the person's willingness to participate.

11. FORGERY, FRAUD, DISHONESTY
Altering or misusing documents, records, stored data, or instruments of identification, or furnishing false information to any SUNY Empire, local, state or federal official. This includes possessing, creating, or using a fake or forged instrument of identification, or monetary notes, or knowingly making a false complaint to a SUNY Empire office. A good faith complaint which is later not substantiated is not considered to be a false complaint.

12. PROPERTY DAMAGE
a. Removing, destroying or damaging SUNY Empire property, or property under SUNY Empire administration or supervision.

b. Destroying or damaging the property of others, on- or off-campus.

13. THEFT
Stealing property and/or services; possessing stolen property. This includes identity theft (i.e., unauthorized possession or use of a financial instrument, SUNY Empire ID Card, etc.).

14. UNAUTHORIZED ENTRY, PRESENCE, OR USE
Entering, being present in/on, or using facilities or property on- or off-campus, belonging to individuals, SUNY Empire-recognized groups and/or corporate entities without proper authorization.

15. DRUGS
Consistent with the federal Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101- 226), possessing, using, distributing, or intent to distribute, a controlled substance or dangerous drug, or any drug unlawful to possess, (i.e., marijuana) except as expressly permitted by law. Drug paraphernalia including, but not limited to bongs, water pipes, or hypodermic needles that are not specifically required for the administration of prescribed medications are not allowed on campus. Use of legal medication outside the parameters of the medical authorization is prohibited and prescription drugs must have an authentic medical prescription. Driving under the influence of drugs is prohibited. This applies to both on- and off-campus behavior.

While possession of marijuana by adults (21+) in New York State has been legalized, it remains prohibited on all state campuses as required by federal law. Possession while at a SUNY Empire location or event will result in a Student Conduct Policy violation.

16. ALCOHOL
Consistent with New York State Law, individuals under the age of 21 years are prohibited from using, possessing, or distributing alcoholic beverages. Individuals over the age of 21 may use and possess alcohol as permitted by the law and SUNY Empire policies. Open containers and public intoxication are prohibited. Students who are irresponsible in their use of alcohol or who provide alcohol to minors will be subject to this policy regardless of the student's age. Driving under the influence of alcohol is prohibited. This applies to both on and off-campus behavior.

17. OBSTRUCTION OR DISRUPTION
Impairing, obstructing, or disrupting the orderly conduct, processes, activities, and functions of SUNY Empire, including teaching and learning, or the community where the conduct occurs including, without limitation, teaching, research, administration, disciplinary procedures, or other authorized activities, including public service functions. It can include participation in campus demonstrations which disrupt the normal operations of SUNY Empire and infringe on the rights of other SUNY Empire Community Members by leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; and intentional obstruction

which unreasonably interferes with freedom of movement, be it pedestrian, vehicular, or electronic on campus. It also includes, without limitation, excessive noise, abusive, or obscene language in a public place, littering, obstructing vehicular or pedestrian traffic, and boisterous, indecent, or threatening conduct that is unreasonable in the area, time, or manner in which it occurs. Behaviors, speech, or actions that interfere with the ability of the instructor(s) to teach or students to learn are considered disruptive.

Conduct protected by the First Amendment is excluded.

18. STUDENT GROUP VIOLATIONS

Students are expected to know and abide by the regulations governing their membership in a Student Organization. Prohibited conduct by officers/members of student groups and organizations may result in a referral to the Student Conduct System for individual students.

It is a violation of SUNY Empire policy for students to affiliate with organizations that have had recognition suspended or permanently revoked by SUNY Empire. The definition of affiliation includes joining or being involved in any activity that would normally be associated with being a member of such organization.

19. MISUSE OF SUNY EMPIRE NAME AND MARK

Use of the SUNY Empire name, symbols, logo, and wordmark inconsistent with the university's Use of University Name and Wordmark Policy, available here: https://www.sunyempire.edu/policies/?search=cid%3D37966

20. AIDING AND ABETTING

Aiding, abetting, or otherwise facilitating an individual to commit or attempt to commit a violation of the Student Conduct Policy.

21. NON-COMPLIANCE

   a. Failure to comply with SUNY Empire policy and/or any local, state, public health directive, federal law, rule, or regulation.
   b. Failure to comply with the directions of an authorized local, state, federal, or SUNY Empire Official acting in the performance of their duties, or any other person responsible for a facility or registered function acting in accordance with those responsibilities. This includes, without limitation: not appearing at meetings when directed to do so; not providing identification; not abiding by any temporary and/or administrative directive; and not leaving areas/events/offices when directed to do so.
   c. Failure to notify SUNY Empire of a felony or misdemeanor crime. It is the obligation of every student to notify the SUNY Empire (via e-mail – Collegewidestudentservices@sunyempire.edu) five (5) calendar days from the date of arrest of any felony or misdemeanor arrests at any time after a student pays their orientation fee through graduation or separation from SUNY Empire, regardless of geographic location of the arrest or specific crime alleged. Failure to do so may result in conduct charges by the SUNY Empire or administrative/registration holds placed on the student's account. SUNY Empire may review the facts underlying the arrest to determine if there is an associated SUNY Empire policy violation.

22. ELECTRONIC USE

Misuse or abuse of the SUNY Empire computer systems, voice mail, or telephone services. This includes, without limitation:

   a. Unauthorized use or abuse of your SUNY Empire computer account, including failure to safeguard or sharing of user IDs and passwords
   b. Sending abusive or threatening messages to students, faculty, or staff.
   c. Accessing a student or staff account without authorization.
   d. Using a SUNY Empire office email account to send messages without authorization.
   e. Failure to comply with any SUNY Empire technology policies.
   f. Illegal use including, but not limited to illegal downloading, uploading, or use of file sharing programs with regard to copyrighted materials.

23. HATE OR BIAS-RELATED CRIME

Intentionally selecting a person against whom a criminal offense is committed or intended to be committed because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation, or other classes protected by state or federal law regardless of whether the belief or perception is correct.

24. ABUSE OF THE STUDENT CONDUCTION SYSTEM

Abusing the Student Conduct System, including but not limited to:

   a. Failure to obey the notice of a Student Conduct Body, Student Conduct Director, or SUNY Empire Official.
   b. Falsification, distortion, or misrepresentation of information before a Student Conduct Body, Student Conduct Director, or SUNY Empire Official.
   c. Disruption or interference with the orderly conduct of a student conduct proceeding.
   d. Knowingly instituting a student conduct complaint without cause.
   e. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct System.
   f. Attempting to influence the impartiality of a member of a Student Conduct Body or any other party/individual that may choose to participate in a student conduct proceeding.
   g. Harassment (verbal or physical) and/or intimidation of a member of a Student Conduct Body or any other party/individual that may choose to participate in a student conduct proceeding.
   h. Failure to comply with the sanction(s) or directives imposed under the Student Conduct Policy.
   i. Influencing or attempting to influence another person to commit an abuse of the Student Conduct System.

25. RETALIATION

Retaliation is adverse action taken against an individual or groups for making a good faith report of prohibited conduct or for participating in any investigation or proceeding regarding prohibited conduct. Retaliation may include intimidation, threats, coercion, or adverse employment or educational actions. Retaliation may be found even when an underlying report, made in good faith, was not

substantiated. Retaliation may be committed by the Respondent, the Reporting Individual, or any other students.

Applicable Legislation and Regulations

The following link to FindLaw's New York State Laws (https://codes.findlaw.com/ny/) is provided for users' convenience; it is not the official site for the State of New York laws.

NYS Education Law §356(3)(g) (https://codes.findlaw.com/ny/education-law/edn-sect-356.html) (Councils of state-operated institutions; powers and duties)

In case of questions, readers are advised to refer to the New York State Legislature site for the menu of New York State Consolidated (http://public.leginfo.state.ny.us/navigate.cgi).

Board of Trustees Established Guidelines - Student Conduct (8 NYCRR Part 500) (https://govt.westlaw.com/nycrr/Browse/Home/NewYork/NewYorkCodesRulesandRegulations/?guid=I098c5420ab3911dd9e3f9b6a3be71c54&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)

Board of Trustees Rules - Maintenance of Public Order (8NYCRR Part 535)

State University of New York Board of Trustee Resolution 82-261, adopted October 27, 1982 (https://www.suny.edu/sunypp/documents.cfm?doc_id=352)

Related References, Policies, Procedures, Forms and Appendices

Domestic Violence in the Workplace Policy (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/domestic-violence-in-the-workplace-policy.php)

Non-Discrimination/Anti-Harassement Policy (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/non-discriminationanti-harassment.php)

Sexual Harassment Policy (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/sexual-harassment-policy.php)

Sexual Violence Prevention and Response Policies (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/sexual-violence-prevention-and-response-policy---student-affairs.php)

Workplace Violence Policy (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/workplace-violence-policy.php)

Student Conduct System (Procedure) (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/student-conduct-system-procedure.php)

Student Conduct System (Procedure)

Sponsor: Student Success
Contact: Associate Provost for Student Success
Category: Student Affairs
Effective Date: 2022/12/15
Keywords: Student, conduct, policy, procedure, behavior, interim suspension, judicial, hearing, code

Purpose

The Student Conduct System (Procedure) ensures fair and consistent processes and provides procedures for addressing Complaints that allege violation(s) of the Student Conduct Policy (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/student-conduct-policy.php). It serves to protect the legal rights of Students and applies to all Students of SUNY Empire.

Complaints of Sexual Misconduct will be reported to SUNY Empire's Title IX Coordinator, who shall determine if the Title IX Grievance Procedures apply. For sexual misconduct complaints that do not fall under the Title IX Grievance Procedures, this document provides separate procedures. Section II: Student Conduct Procedures of this document apply to alleged violations of the Student Conduct Policy. In addition to Section II, Section III of this document applies for cases of sexual misconduct including domestic violence, dating violence, stalking, sexual exploitation, and sexual assault, adjudicated through the Student Conduct System.

The SUNY Empire Student Conduct System is completely independent of either civil or criminal proceedings but may act simultaneously with civil and/or criminal proceedings.

Definitions

In addition to the definitions outlined in the Student Conduct Policy, the following Definitions apply to the Student Conduct system:

Appeal Review Panel. A panel of at least two members, one of whom may be a student, that is fair and impartial and does not include individuals with a conflict of interest and bias, and will not serve as investigator, Title IX Coordinator, or hearing decision maker in the same matter.

Confidential/Confidentiality. References made to confidential, or confidentiality mean that the identified confidential resource is not required to report crimes and violations to law enforcement or university officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse. Most employees are required to report sexual misconduct or harassment and will provide privacy but not confidentiality.

Finding. The determination made through the conduct process: There are only findings of 'responsible' and 'not responsible'.

Graduate/Graduation. Refers to the fulfillment of all academic requirements for the program in which a student is enrolled. The official graduation date is based upon the date that all requirements are fulfilled. Participation in a Commencement Ceremony does not necessarily mean a student has graduated.

Referring Party. Any faculty member, staff member, or student who files a Complaint or Student Conduct Referral for an alleged violation of the code of conduct. If a complaint is submitted by a person who is not a faculty member, staff member, or student, then a University Official will serve as the Referring Party.

Sexual Misconduct. Refers to cases that fall into Items 5. Intimate Partner Violence; 6. Stalking; 8. Sexual Harassment; and/or 9. Sexual Assault and Sexual Exploitation listed in Section F. Prohibited Conduct under Policy Statement in the Student Conduct Policy

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 university'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.

Title IX Grievance Policy. Defines the way SUNY Empire handles complaints that fall under the federal definition of Title IX. If an alleged act of sexual misconduct occurs, the Title IX Grievance Policy takes precedence in addressing the complaint. If a complaint about a student does not fall in the scope of the Title IX Grievance policy, the Title IX Coordinator will refer it to the Student Conduct Director.

Private/Privacy. References made to privacy mean SUNY Empire offices and employees cannot guarantee confidentiality but will maintain privacy to the greatest extent possible, and information disclosed will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee.

Prohibited Behavior/Conduct. Any of the actions or behaviors listed in Part F: Prohibited Conduct, under the Policy Statements heading in the Student Conduct Policy.

Student Conduct Referral/Referral. – The SUNY Empire Student Conduct System Standard Case Form that includes a description of alleged misconduct and specific Student Conduct Policy items alleged to be violated

Student Conduct Agreement. A document that records the respondent's acceptance of the findings and sanctions, as well as a waiver of the right to a hearing and any appeal.

Statements

Contents

Student Conduct Procedures
A. Introduction
The Student Conduct System provides procedures for the resolution of student conduct matters, attends to due process rights, provides orderly review and consideration of the facts, and considers the impact of any violations on SUNY Empire and the victim(s). The following apply to the resolution of student conduct matters:

1. The Student Conduct Director develops procedures for the administration of the Student Conduct System and procedural rules for the conduct of hearings, consistent with the provisions of the Student Conduct Policy and the procedures herein.
2. SUNY Empire will communicate via mail to the respondent and complainant/reporting individual's mailing addresses along with proof of delivery on all matters pertaining to the Student Conduct System. Students are responsible for the mail sent to their mailing address.
3. The Student Conduct System utilizes a "preponderance of evidence" standard of proof. A preponderance of evidence standard evaluates whether it is more likely than not that a violation occurred (greater than 50% likelihood).
4. All deadlines and time requirements in the Student Conduct System may be extended for good cause, as determined at the sole discretion of the Student Conduct Director or designee(s). Both the Respondent and the Complainant/Reporting Individual will be notified in writing of the extension, and the reason for extension, and will be provided the date of the new deadline or event. Extensions requested by one party will generally not exceed five (5) business days.
5. Multiple incidents may be resolved with one referral at the discretion of the Student Conduct Director or designee(s).
6. The student conduct process may be initiated regardless of a student's current enrollment status so long as the proposed violation occurred while the individual was a student. This includes conduct that occurs before classes begin, after classes end, during the academic year, and/or during periods between terms of actual enrollment. If a student withdraws from SUNY Empire. SUNY Empire can pursue the student conduct process following the withdrawal. Should suspension or dismissal take place as a result of the disciplinary process, these sanctions supersede a withdrawal from SUNY Empire.
7. Instructions on eligibility for an appeal and how to file an appeal are provided in the decision letter.
8. Pursuant to SUNY Policy, a Student who is suspended or expelled for disciplinary reasons prior to the end of an academic term shall be liable for all tuition and fees due for that term. Registration, tuition, and fees for any forthcoming term affected by the suspension or expulsion that has not yet started will be removed.
9. If a student who has completed degree requirements is charged with a violation prior to Graduation, the student will be ineligible to Graduate until student conduct action on the case is completed and eligibility to Graduate is confirmed. If the student conduct action

results in suspension, the student will be ineligible to Graduate until the term of the suspension has been served. If the student is expelled, it means the student will not be admitted to another program at the university and may be ineligible for Graduation at the discretion of the Student Conduct Body.

B. Complaints

1. Any member of the SUNY Empire Community may file a complaint when there are allegations that a student has violated the Student Conduct Policy.

2. A complaint shall be prepared in writing and directed to the Student Conduct Director or designee(s). While there is no limit to the time within which to submit a complaint, any complaint should be submitted as soon as possible after the incident takes place, bearing in mind charges cannot be brought against an individual who is no longer a student, and that evidence may be difficult to gather as time moves forward.

3. The complaint must set forth allegations of misconduct in writing with sufficient detail to support a referral which includes, without limitation, a description of the incident, any relevant evidence, witnesses, and the alleged Student Conduct Policy violation(s). The individual filing the complaint may elect to meet with the Student Conduct Director or designee(s) for a consultation prior to submitting a complaint.

4. Once the complaint is received, the Student Conduct Director or designee(s), will review the complaint, may meet with other individuals involved, and will then make a determination regarding whether or not the complaint is within the scope of the Student Conduct Policy and has grounds and to move forward with a Student Conduct Referral.

C. Initial Review and Referral

1. A Referral to the Student Conduct System is made by the Student Conduct Director based upon the information in the complaint and a subsequent review, which may include gathering additional information.

The Student Conduct Director or designee(s) determines if there are grounds for the allegation and whether the allegation falls within the scope of the Student Conduct Policy or if it should follow other procedures. Grounds for a complaint exist if the complaint and other information generally describe the behaviors of the Respondent that appear to violate the Student Conduct Policy, regardless of whether complaint has been, or can be, proven. The following options are available:

a. If there are grounds for the complaint and the alleged violations are within the scope of the Student Conduct Policy, the Student Conduct Director makes a Student Conduct Referral and provides the course of action.

b. If the Student Conduct Director or designee(s) determines that the allegation is groundless, the Student Conduct Director so notifies the complainant in writing.

c. If the alleged violation does not fall within the scope of this policy, the Student Conduct Director makes the appropriate referral and so notifies the complainant in writing.

D. Referrals

1. All Referrals to the Student Conduct System shall be presented to the Respondent in writing via mail to the mailing address with proof of delivery along with a copy of the Student Conduct Policy and the procedures. Additionally, the Respondent will have the opportunity to meet with a Student Conduct Administrator to:

- Review the Student Conduct Referral which includes the alleged Student Conduct Policy violation(s) (charges);
- Learn about the student conduct process and have questions answered;
- Give their perspective about the incident and provide relevant evidence;
- Provide witness information, if applicable;
- Sign the Student Conduct Referral indicating the referral and possible sanction outcomes have been reviewed; and
- Receive a copy of the Student Conduct Referral.

2. During this meeting, and throughout the student conduct process, the Respondent may have one advisor of their choice. The advisor shall not represent or speak for the Respondent and shall not participate directly in the student conduct process. The advisor may be present and speak privately with the Respondent during any meeting.

3. After the Respondent has received a copy of the Student Conduct Referral and has had the opportunity to meet with the Student Conduct Director, the Respondent may have 3 business days to review the Student Conduct Referral and decide whether to accept responsibility for the charges or not. The Respondent must communicate their decision to the Student Conduct Director in writing.

4. The Student Conduct Director determines whether the incident can be resolved a) with an administrative agreement b) by administrative determination, or c) with a hearing.

E. Administrative Resolutions

1. Administrative Agreement

a. If the substantive facts, finding of responsibility and sanctions can be agreed upon by the Student Conduct Director or designee(s), and the Respondent(s), a Student Conduct Agreement may be prepared and signed by the parties. A signed Student Conduct Agreement shall constitute an acceptance of the finding and sanctions, as well as a waiver of the right to a hearing and any appeal.

b. If the substantive facts and outcomes and redress cannot be agreed upon, the matter shall be referred to a hearing.

c. Sexual Misconduct Referrals will not be resolved by Administrative Agreement.

2. Administrative Determination

a. If the Respondent does not wish to accept responsibility for violation(s) and/or an appropriate sanction from the Student Conduct Director, but the preponderance of evidence standard has been met, a finding of responsibility and sanctions will be imposed.

b. Administrative Determinations may also be imposed if the Respondent fails to meet or communicate with the Student Conduct Administrator, provided that there is a preponderance of evidence to make such a determination. If the Student Conduct Director or designee(s) learns that the Respondent's failure to participate is for good cause, the Student Conduct Director or designee(s) may, in their sole discretion, rescind the decision and review the Respondent's presentation.

c. The Respondent maintains the right to file one appeal of the original decision as outlined in Section VI.A.

d. Administrative Determinations may only be applied in referrals where sanctions will not result in Suspension or Expulsion; in cases where Suspension or Expulsion is a possible Sanction, a hearing before a Student Conduct Body will be scheduled. Sexual Misconduct referrals will not be resolved by Administrative Determination.

F. Hearing
1. Student Conduct Hearing Before a Student Conduct Body
When a referral cannot be resolved by and Administrative Agreement or Determination, a Student Conduct Hearing will be scheduled. A Student Conduct Hearing provides the Student Conduct Body the opportunity to hear both sides of the issue in considerable detail. When a sanction of suspension or expulsion is possible, the Student Conduct Referral must be adjudicated in a hearing unless the Respondent waives a hearing in writing.

For cases of alleged Sexual Misconduct, Section III: Procedures for Sexual Misconduct Cases also applies and supersedes any contradictory information in this section. In cases of Sexual Misconduct adjudicated through the Student Conduct System a hearing cannot be waived.

Hearings are conducted by a Student Conduct Body according to the following guidelines:

a. Hearings are scheduled as soon as practicable, generally within twenty (20) business days from receipt of complaint, to give students as well as SUNY Empire time to prepare.

b. The Student Conduct Body will provide formal written notice of the time, date, place of the hearing no less than four (4) business days in advance of the hearing, which will include a list of the specific Prohibited Conduct outlined in the Student Conduct Policy that the Respondent has allegedly violated. A copy of any written report(s) that will be used at the hearing will be made available to the Respondent, upon request, by contacting the Student Conduct Director.

c. In hearings involving more than one Respondent, at the sole discretion of the Student Conduct Director or designee(s), SUNY Empire may permit the hearings concerning each student to be conducted together or separately.

d. The Complainant(s) and the Respondent(s) must represent themselves.

e. Hearings are confidential and closed to all except the participants in the hearing. Admission of any other person to the hearing shall be at the discretion of the Student Conduct Body and the Student Conduct Hearing Officer.

f. The Complainant(s) and the Respondent(s) each may have one advisor present, at their own expense. The advisor may be an attorney. The Complainant(s) and/or the Respondent(s) are responsible for presenting their own evidence, and, therefore, advisors are not permitted to speak or to participate directly in any hearing before a student conduct body. Students may request a break to consult with their advisor of choice privately.

g. The Student Conduct Director and/or designee(s) appoint the Student Conduct Body for each hearing. A Student Conduct Body for each hearing is composed of one student and two faculty and/or staff, drawn from a pool of trained faculty, staff, and students. The Student Conduct Body is assisted by a Student Conduct Hearing Officer appointed by the Student Conduct Director or designee(s).

h. The Student Conduct Body, with the advice of the Student Conduct Hearing Officer, organizes the hearing, hears both sides of the issue in considerable detail to determine responsibility, and assigns appropriate sanctions.

i. The Student Conduct System relies on full and open discussion of referrals with all parties concerned in order to render a fair judgement. The Student Conduct System is administrative in nature and, as such, is not considered a court of law.

j. The Complainant and the Respondent may: provide opening statements; present witnesses who have direct knowledge of the incident; question witnesses and each other; and make a closing statement.

k. The Student Conduct Body may ask questions of the Complainant, Respondent and Witnesses.

l. If any party repeatedly disrupts a hearing (e.g., by shouting, repeatedly interrupting others, verbally or physically threatening individuals involved in the hearing, or other behavior deemed disruptive by the Student Conduct Hearing Officer), and fails to heed a warning, the Student Conduct Hearing Officer has the right to remove the disruptive individual from the hearing. The hearing shall continue in the absence of any removed, disruptive party.

m. Pertinent records, exhibits, and/or written statements may be accepted as evidence for consideration by a Student Conduct Body. All evidence and witness lists from either party must be submitted to the Student Conduct Director or designee(s) by 9 am two (2) business days before the scheduled hearing. The Student Conduct Hearing Officer, in consultation with the Student Conduct Director and Title IX Officer, as needed, will make the final decision as to the relevancy and admissibility of all evidence. The evidence and witness lists will be shared with the opposing party.

n. In extraordinary circumstances, witness lists and/or evidence not submitted within this timeline may be considered, subject to final approval of the Student Conduct Hearing Officer. Production of substantive evidence submitted after the deadline may lead to a delay of the remainder of the hearing.

o. All procedural questions are subject to the final decision of the Student Conduct Hearing Officer of the Student Conduct Body, in consultation with the Student Conduct Director or designee(s).

2. Deliberation and Determination of Findings
a. After the hearing, the Student Conduct Body shall meet in private to determine, item-by-item (by majority vote), whether the Respondent(s) has violated the Student Conduct Policy as charged.

b. The Student Conduct Body's determination shall be made based on whether there is a preponderance of evidence that supports the finding of a violation.

c. The respondent will be notified in writing via mail to the mailing address, with proof of delivery, of the final decision of the Student Conduct Body within ten (10) business days of the hearing, barring extenuating circumstances.

3. Hearing Record
a. SUNY Empire will create a single, verbatim record, such as a tape recording, of all hearings. The record shall be the exclusive property of SUNY Empire State and will not be duplicated or released. Participants are prohibited from making any recording or images of the hearing. The Student Conduct Director, or designee(s), must establish a procedure for a Respondent (where applicable) and Complainant/Reporting Individual to

have supervised access to this record for the purpose of filing an appeal. Copying, photographing, or transcribing the recording is not permissible.

G. Sanctions

1. Sanctions will be assigned if a Respondent is found to have violated the Student Conduct Policy. Sanctions are intended to have developmental as well as punitive impact on those who engage in Prohibited Conduct. Sanctions are based on the severity of the incident in question and are not necessarily progressive. Any previous interactions a student may have had with the SUNY Empire's Student Conduct System, may be considered in determining any sanction.

Additionally, if during the conduct process, the Student Conduct Body determines that conduct violation or behavior was motivated by bias, they may consider it as an aggravating factor when recommending sanctions.

2. One of the following sanctions shall be imposed on a student found responsible for violating the Student Conduct Policy as outlined under Prohibited Conduct:

- Disciplinary Warning. A notice to the student that their actions are inappropriate, and that the individual must act more responsibly in the future. This does not carry a loss of good standing, but indicates that a student has damaged their relationship with SUNY Empire.
- Disciplinary Suspension. The separation of the student from SUNY Empire State for a definite period of time, after which the student is eligible to return. The Student will be barred from all campus locations and activities, including courses, study groups, residencies, and meetings, for the duration of the Disciplinary Suspension. The Office of Safety and Security may also file a Person Non Grata based upon a Disciplinary Suspension. Conditions for the lifting of disciplinary suspension may be specified, pending appeal.
- Disciplinary Expulsion. The permanent separation of the student from SUNY Empire, pending appeal. The Office of Safety and Security may also file a Person Non Grata based upon a Disciplinary Expulsion.

3. Suspensions and Expulsions take place immediately, pending the determination of any appeal. The student will be withdrawn from all courses and forfeits all tuition and fees. The individual is restricted from all SUNY Empire grounds, facilities, classes, activities, or related functions for the duration of the separation. The student is considered to have lost good standing with SUNY Empire. In cases where transcript annotation is required (see Section VI. Required Transcript Annotation), 'Disciplinary Suspension' or 'Disciplinary Expulsion' shall be noted on the student transcript.

4. In addition to one of the above sanctions, any of the following, singularly or in combination, may be imposed with the approval of the Student conduct Director:

a. Loss of Privileges. Denial of specified privileges for a designated period of time. These include, but are not limited to:

- A restriction from possessing items at SUNY Empire locations and/or events (e.g., radios, bicycles, automobiles, etc.).
- A restriction from being in or entering one or more specified SUNY Empire locations.
- A restriction from utilization of SUNY Empire services and resources (e.g., reserving rooms for student club functions; interacting with certain staff members, use of technology resources, etc.)
- Other restrictions, as approved by the Student Conduct Director or designee(s).

b. Restitution. Monetary or material compensation for loss, damage, and/or injury.

c. Mandated Counseling Assessment. The Student must complete a release, attend an assessment and/or session with a licensed counselor and provide record thereof by a specific date. Unless otherwise stated by the Student Conduct Director or designee(s), the student is required to follow all recommendations made by the counselor as a result of the assessment.

5. Failure to complete sanctions by the assigned deadline will result in a "Hold" on a student's SUNY Empire records prohibiting further course enrollment, Graduation, diploma, and/or transcripts. The "Hold" will remain in effect until all assigned Sanctions are completed.

6. Sanctions will not be imposed that infringe upon the rights of Students in the Student Conduct Policy and Related Policies.

7. Other than required Disciplinary Suspension and Disciplinary Expulsion notations, disciplinary sanctions shall not be made part of the student's permanent academic record but shall become part of the student's confidential disciplinary record maintained by the Student Conduct Director as per SUNY record retention policies.

Procedures for Sexual Misconduct Cases

A. Introduction

In addition to procedures described in other sections of the Student Conduct System, this section outlines the procedures that will be followed for all cases of sexual misconduct involving a student respondent that are not under the jurisdiction of the Title IX Grievance Procedure, including domestic violence, dating violence, stalking, sexual exploitation, sexual assault, or sexual harassment. If there is a conflict between other procedures outlined in this document, the procedures and stipulations in this section will control for cases of sexual misconduct. In this section, and elsewhere in the document, Reporting Individual refers to the victim/survivor related to cases of rape, sexual assault, domestic violence, dating violence, and stalking. The Title IX Coordinator or their designee may be the Referring Party for Referrals of Sexual Misconduct to the Student Conduct System.

Compliance with any of the below listed provisions does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).
The burden of proof in all sexual misconduct cases is a "preponderance of the evidence", meaning that the determination is whether it is more likely than not that the Sexual Misconduct occurred. If the evidence meets this standard, then the Respondent shall be found responsible of a violation of the Student Conduct Policy.

B. Students' Bill of Rights

SUNY Empire is committed to providing options, support, and assistance to members of our community affected by sexual assault, sexual exploitation, sexual harassment, intimate partner violence, and/or stalking, regardless of whether the crime occurred on campus, off campus, or while studying abroad. The rights enumerated in the Student

Bill of Rights (available here: https://www.sunyempire.edu/policies/?search=cid%3D142018) are afforded to all students reporting sexual violence, as well as all student respondents of sexual violence, 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.

C. Reporting and Review

1. When a complaint of sexual misconduct is brought to a SUNY Empire State official, that individual 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 SUNY Empire from retaliation, and to receive assistance and resources from SUNY Empire. The official will clearly disclose that they are private, and not confidential, resources and may still be required by law and SUNY Empire policy to inform one or more SUNY Empire officials about the incident, including but not limited to the Title IX coordinator.

2. Complaints of Sexual Misconduct brought to the Student Conduct Director or designee(s) will be referred to the SUNY Empire Title IX Coordinator, who conducts intake, may investigate, and determines jurisdiction.

3. The Reporting Individual has the right to a prompt response and timely review for all complaints of Sexual Misconduct. Promptness is determined by SUNY Empire's Title IX Coordinator in view of the circumstances of the case, personnel availability, complexity of the Complaint, and evidence/information submitted.

    a. The preliminary review of all complaints, including any necessary interviews to be conducted and any necessary interim measures to be put in place, will usually be completed within seven (7) business days of receipt of the complaint.

    b. Absent extenuating circumstances, the complete review, investigation, and resolution via a hearing or administrative determination, and appeal determination is expected to take place within 180 calendar days from receipt of the complaint. This provides time for the Title IX investigation and referral back to the Student Conduct System if necessary (see the next section).

    c. The above timeframes may be extended for good cause as determined by the Title IX Coordinator or the Student Conduct Director, or their designee(s).

D. Title IX Referral to the Student Conduct System

1. The Title IX Coordinator must refer any complaint that was investigated but found not to be in the scope of the Title IX Grievance Procedures to the Student Conduct Director or designee(s) to determine if a violation of the Student Conduct Policy has occurred.

2. Reporting Individuals have the right to request that student conduct charges be filed against the accused. Conduct proceedings are governed by the procedures set forth in this document as well as federal and New York State law, including the due process provisions of the United States and New York State Constitutions.

3. In cases where SUNY Empire's Title IX Coordinator determines that SUNY Empire's Title IX Grievance Procedures do not apply, SUNY Empire retains discretion to determine if a violation of the Student Conduct Policy has otherwise occurred.

4. SUNY Empire will promptly send notice that the matter is being referred to the Student Conduct Director. This section outlines procedures that will be followed for all cases of sexual misconduct that are so referred (i.e., not subject to the SUNY Empire's Title IX Grievance Procedures).

E. Rights of the Parties Throughout Sexual Misconduct Proceedings

Throughout the proceedings for the adjudication of sexual misconduct, the Respondent and the Reporting Individual have the right to:

1. Be assisted by any advisor they choose, at their own expense. The advisor may be an attorney. The Reporting Individual and/or the Respondent(s) are responsible for presenting their own evidence and, therefore, advisors are not permitted to speak or to participate directly in any hearing before a student conduct body. Students may request a break to consult with their advisor privately.

2. Have their 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, sexual exploitation, domestic violence, dating violence, and stalking.

3. An investigation and adjudication 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.

4. Receive advance written or electronic notice of the date, time, and location/method of any meeting or hearing they are required to, or are eligible to, attend. Respondents will also be told the factual allegations concerning the violation, a reference to the specific Prohibited Behavior alleged to have been violated, and possible sanctions.

5. Have a conduct process run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than ten (10) days except when law enforcement specifically requests and justifies a longer delay.

6. Present evidence, witnesses, and statements and to review available relevant evidence in the case file or other information held by SUNY Empire.

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

8. Exclude prior sexual history with persons, other than with the other party in the conduct process, their own mental health diagnosis, or treatment, from admittance in SUNY Empire's disciplinary stage that determines responsibility. Past findings of domestic violence, dating violence, stalking, sexual exploitation, or sexual assault may be admissible in the disciplinary stage that determines sanctions.

9. Ask questions of the decision maker and, via the decision maker, indirectly request responses from other parties. In other words, the

Respondent and Reporting Individual cannot directly question each other and will be expected to ask questions in writing through the Student Conduct Body.

10. Make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.

11. Be provided with 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 any sanctions.

12. Be provided with written or electronic notice about the sanction(s) that may be imposed on the Respondent 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.

13. Have access to at least one level of appeal of a determination before a panel that is fair and impartial and does not include individuals with a conflict of interest (see Section 7.4)

14. Have access to a full and fair record of a student conduct hearing.

15. Choose whether to disclose or discuss the outcome of a conduct hearing.

16. 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.

F. Sanctions for Sexual Misconduct

The following outlines the available sanctions for cases that fall into prohibited conduct items 5. Intimate Partner Violence; 6. Stalking; 8. Sexual Harassment; and/or 9. Sexual Assault and Sexual Exploitation.

1. When an individual is found responsible for any part of prohibited conduct item 9. Sexual Assault and Sexual Exploitation the following sanction is available:

    a. disciplinary expulsion

2. When an individual is found responsible for any part of prohibited conduct items 5. Intimate Partner Violence; 6. Stalking; and/or 8. Sexual Harassment the following sanctions are available:

    a. disciplinary expulsion
    b. disciplinary suspension for 1 term, 2 terms, 3 terms, 4 terms, 5 terms, 6 terms, 7 terms, 8 terms, 9 terms, or 10 terms.

3. In addition to suspension, any of the following, singularly or in combination, may be imposed as approved by the Student Conduct Director or designee(s):

    a. Loss of Privileges. Denial of specified privileges for a designated period of time, upon return. These include, but are not limited to:
      a. A restriction from possessing particular items at SUNY Empire locations and/or events (e.g., radios, bicycles, automobiles, etc.).
      b. A restriction from being in or entering one or more specified SUNY Empire locations.
      c. A restriction from utilization of SUNY Empire services or resources (e.g., reserving rooms for student club functions;

        interacting with certain staff members, use of technology tools, etc.)
      d. Other restrictions,

    b. Restitution. Compensation for loss, damage, and/or injury.

    c. Mandated Counseling Assessment. The Student must complete a release, attend an assessment and/or session with a licensed counselor and provide record thereof by a specific date. Unless otherwise stated by the Student Conduct Director or designee(s), the student is required to follow all recommendations made by the counselor as a result of the assessment.

    d. Continuation of No Contact Order with the reporting individual in accordance with SUNY Empire policy.

The Office of Safety and Security may file a Persona Non Grata order in relation to a suspension or expulsion or a restriction from entering one or more specified SUNY Empire locations.

Interim Restrictions and Directives

The Student Conduct Director or designee(s), or the Title IX Coordinator, may impose interim measures prior to, and pending, a hearing and outcome thereof. These measures may include interim suspension and loss of privileges, which may include no contact orders and other reasonable measures. Interim restrictions and directives shall be delivered in writing via mail to the mailing address, with proof of delivery.

1. Interim Suspension

    a. Based upon the judgment of the Student Conduct Director or the Title IX Coordinator, Interim suspensions shall be imposed:
      a. To ensure the safety and well-being of members of the community and/or preservation of SUNY Empire property.
      b. To ensure the Student's own physical or emotional safety and well-being; and/or
      c. If the student poses a definite threat of disruption of, or interference with, the normal operations of SUNY Empire.

    b. Violation of any condition of the interim suspension shall be grounds for expulsion from SUNY Empire.

    c. Notice of interim suspension will be made to the Student's mailing Address, with proof of delivery.

    d. Students have the right to challenge the terms of the interim measure(s), or request a modification, by submitting a letter and any supporting documents to the Associate Provost for Student Success or designee(s) within three (3) business days. A decision will be made within five (5) business days of receipt of the request. The decision of the Associate Provost is final.

    e. During this period the interim suspension, the Student shall not, without prior written permission of the Student Conduct Director or designee(s), enter or remain on SUNY Empire property or participate in online or virtual activities, other than to attend the hearing. A Persona Non Grata may also be filed with the local police department.

2. No Contact Order

No contact orders may be issued by the Office of Safety and Security based upon the recommendation of the Student Conduct Director or designee(s) in the appropriate circumstances. For more information.

Please refer to the policy on No Contact Orders available at: https://www.sunyempire.edu/policies/?search=cid%3D104608.

Required Transcript Annotation

For violent behavior including, but not limited to, sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 1092(f)(1)(F)(i)(I)-(VIII), SUNY Empire will make a notation on the transcript of students found responsible after a conduct process that they were "Disciplinary Suspension" or "Disciplinary Expulsion." For the respondent who withdraws from the SUNY Empire while such conduct charges are pending, and declines to complete the disciplinary process, SUNY Empire shall make a notation on the transcript of such students that they "withdrew with conduct charges pending."

Notations of expulsion cannot be removed unless a finding of responsibility is vacated through the prescribed appeals process.

Students may make a request to the Associate Provost for Student Success or designee(s) to have the notation of suspension removed under the following conditions:

- It has been at least 12 months since the conclusion of the suspension; and,
- The student supplies a rationale for the removal of the suspension that demonstrates considerable progress in addressing the behavior(s) that resulted in the suspension

Removal of the suspension notation is at the discretion of the Associate Provost for Student Success or designee(s). The decision is final and cannot be appealed.

Appeals

An appeal is the process to request a review of the original student conduct referral outcome, which includes the Findings and Sanctions. An appeal will be considered only on the following grounds:

1. Procedural Error. The respondent may believe a procedural error occurred, where the policies and/or procedures outlined in SUNY Empire's Student Conduct Policy and/or Student Conduct System were not followed and, as a result, the outcome of the case was significantly impacted.
2. Disproportionate Sanction. The respondent may believe that sanction(s) imposed were not appropriate for the violation of the Student Conduct Policy that the student was found to have committed.
3. New Evidence. The respondent may have new evidence that was unavailable during the original hearing, the investigation, or a scheduled meeting with a Student Conduct Director or designee(s), that could significantly impact the original finding or sanction. New evidence does not include information available but not disclosed, by choice, to the Student Conduct Body or Student Conduct Director or designee(s) or forfeiting the option to present evidence.

Accordingly, the appeal does not result in a rehearing of the student conduct case, but rather, the process is limited to review of the verbatim record of the proceedings, supporting documents, and/or new evidence.

A. Appeal Procedure for Non-Sexual Misconduct

The Respondent has the right to submit one appeal of the original decision and may appeal a decision reached or sanction imposed within five (5) business days of initial written receipt of the decision and sanction based upon the appeal grounds delineated above. An appeal may not be submitted by a third party.

1. Appeal Submission

Appeals shall be in writing and delivered to the Student Conduct Director or the designee(s). The appeal shall describe the reason for the appeal.

a. Any procedural error(s), if applicable, must be identified explicitly and the impact of the error(s) on the case outcome must be clearly described.
b. If the appeal includes a request to reconsider a sanction, the reason that the respondent believes the sanction is inappropriate must be explained.
c. If there is new evidence that the respondent believes should be considered, the basis or rationale for asking to have the new evidence considered along with a summary of the new evidence and its potential impact must be included.
d. The written appeal shall not be longer than 10 double spaced typed pages in length with 12-point font and 1-inch margins, or 2500 words. When a student appeals under "New Evidence" any evidence submitted shall not be counted toward the page limitation. Further, video submissions are not considered as part of written page length and may be submitted as supporting information.

2. Appeal Review

a. The imposition of any sanctions will be deferred during the determination of any appeal(s).
b. The appeal, original conduct referral, verbatim record, and the outcome of the administrative determination or the original Student Conduct Body's decision are reviewed by the Associate Provost or designee(s) to ensure they meet the criteria established above for the filing of an appeal.
c. The original decision will be upheld if the appeal is not timely or does not meet the grounds for appeal.
d. If an appeal is timely and meets the grounds, the Associate Provost, or their designees, may take any of the following actions:
   a. Affirm or modify the findings for one or more of the alleged violations
   b. Affirm or modify the sanction originally determined.
   c. Reverse all decisions made by the Student Conduct Body or Student Conduct Director, overturning the entire original decision regarding responsibility and sanctions.
   d. Remand the case to the original Student Conduct Body or the Student Conduct Director who heard the referral for a specific reconsideration, or to be reheard, in part or in entirety.
   e. Remand the case to an alternative Student Conduct Body or Student Conduct Director for the referral to be reheard.
   f. The Associate Provost makes the final decision. A written notification of the appeal decision will be sent via mail to the mailing address, with proof of delivery to the Respondent. This decision is final.

B. Appeal Procedures for Cases of Sexual Misconduct

In cases of sexual misconduct, both the Respondent and the Reporting Individual have the right to one appeal of the original decision and may appeal a decision reached, or sanction imposed, within five (5) business

days of initial written receipt of the decision and sanction, based upon the appeal grounds delineated above. An appeal may not be submitted by a third party.

1. Appeal Submission

Appeals shall be in writing and delivered to the Student Conduct Director or the designee(s). The appeal shall describe the reason for the appeal.

a. Any procedural error(s), if applicable, must be identified explicitly and the impact of the error(s) on the case outcome must be clearly described.

b. If the appeal includes a request to reconsider a sanction, the reason that the Respondent or Reporting Individual believes the sanction is inappropriate must be explained.

c. If there is new evidence that the Respondent or Reporting Individual believes should be considered, the basis or rationale for asking to have the new evidence considered, along with a summary of the new evidence and its potential impact, must be included.

d. The written appeal shall not be longer than 10 double spaced typed pages in length with 12-point font and 1-inch margins, or 2500 words. When appeals are under "New Evidence," any evidence submitted shall not be counted toward the page limitation. Further, video submissions are not considered as part of written page length and may be submitted as supporting information.

e. After the five (5) business-day period, the Respondent and Reporting Individual will be notified regarding if an appeal was submitted or not by the opposing party.

2. Appeal Review

a. The imposition of any sanctions will be deferred during the determination of any appeal(s).

b. The appeal, original conduct referral, verbatim record, and the outcome of the administrative determination or the original Student Conduct Body's decision are reviewed by the Appeal Review Panel to ensure they meet the criteria established above for the filing of an appeal.

c. The original determination and sanction will be upheld if the appeal is not timely or does not meet the grounds for appeal.

d. If the appeal is timely and meets the grounds, the Appeal Review Panel, may take the following actions:

   a. Affirm or modify the findings for one or more of the alleged violations

   b. Affirm or modify the sanction originally determined.

   c. Reverse all decisions made by the Student Conduct Body or Student Conduct Director, overturning the entire original decision regarding responsibility and sanctions.

   d. Remand the case to the original Student Conduct Body or the Student Conduct Director who heard the referral for a specific reconsideration, or to be reheard, in part or in entirety.

   e. Remand the case to an alternative Student Conduct Body or Student Conduct Director for the referral to be reheard.

   f. The Appeal Review Panel makes the final decision. A written notification of the appeal decision will be simultaneously sent via mail to the mailing addresses of the Respondent and the Reporting Individual, with proof of delivery. This decision is final.

Disciplinary Files and Records

The Student Conduct Director maintains disciplinary records and a disciplinary tracking system that shall include, without limitation, the Respondent's name and related information, description of the incident, parties involved, Student Conduct Policy violations, sanctions, and other data deemed relevant by the Student Conduct Director. Such information shall be maintained in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA). Disciplinary records may be made available to Student Conduct Bodies and SUNY Empire Officials as necessary.

Students may arrange to review their own disciplinary records by contacting the Student Conduct Director.
Except as provided in the Student Conduct Policy, or otherwise allowable by FERPA, SUNY Empire shall not communicate a student's disciplinary record and related information to any person or agency without the prior written consent of the student with the exception of the indicated transcript notation.

Student disciplinary records are retained in accordance with SUNY Records Retention Policy (accessible at https://www.suny.edu/sunypp/documents.cfm?doc_id=650). Student records for major Student Conduct Policy violations and drug and alcohol violations are retained for a minimum of seven (7) years after the end of the academic year of said violation(s) to comply with federal recordkeeping requirements and while the student is enrolled at the SUNY Empire. Records of minor Code of Student Conduct violations will be retained for a minimum of three (3) years after the end of the academic year of said violation(s) and while the student is enrolled at SUNY Empire. Cases involving Disciplinary Suspension will be retained permanently and may only be expunged upon successful application to the Associate Provost for Student Success or designee(s). Case files involving Expulsion will be retained permanently.

A disciplinary records request can be made in writing to:

SUNY Empire State
Attn: Student Conduct Director
111 West Avenue
Saratoga Springs, NY 12866

Interpretation and Revision

Any question of interpretation regarding the Student Code shall be referred to the Student Conduct Director or designee(s) for final determination.

Applicable Legislation and Regulations Related References, Policies, Procedures, Forms and Appendices

Discrimination Complaint Procedures. (https://www.sunyempire.edu/policies/?search=cid%3D89279)

Non-Discrimination/Anti-Harassment Policy. (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/non-discriminationanti-harassment.php)

Sexual Harassment Policy. (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/sexual-harassment-policy.php)

Sexual Violence Prevention and Response Policies. (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/sexual-violence-prevention-and-response-policies.php)

Title IX Grievance Policy. (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/title-ix-grievance-policy-.php)

Student Grievance Policy and Procedures

Sponsor: Office of Academic Affairs
Contact: Executive Director of University Student Services
Category: Student Affairs
Number: 1300.030 (https://www.sunyempire.edu/policies/?search=cid%3D37971)
Effective Date: March 1, 2002
Implementation History: March 2002
Keywords: Student, grievance, procedure, services, problem, academic appeal, complaint

Purpose

The purpose of the Student Grievance Policy is to provide equitable and orderly processes to resolve grievances by students.

Definitions

Grievance – Formal difference or dispute between a student and a university employee about the interpretation and/or application of the university's non-academic policies and procedures, or provision of services, by members of the university's faculty or staff, that negatively affects the student. A grievance may be based on one of the following claims: failure to provide services, arbitrary and/or capricious actions by a university employee or administrative office; policy or procedure applied unfairly and/or in a different manner than it was applied to others; administrative error in the application of the policy or procedure.

Days – Monday through Friday excluding university holidays.

Relevant Administrator – Appropriate office director or school associate dean or dean. The locus of grievance is with the unit where the service is delivered. Questions about the appropriate locus are resolved by the provost, vice president or designee.

Relevant Provost, Vice President or Designee – The office responsible for the service area.

Statements

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 university (office or individual) related to services rendered or non-academic decisions. The policy covers matters outside the scope of other policies of the university.

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.

1. 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, the remedy he or she is seeking and describe any previous attempts to resolve the issue grievance.
2. 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 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. The decision is final.

Applicable Legislation and Regulations

Middle States (https://www.msche.org/)

State Complaint Procedures (https://www.sunyempire.edu/student-affairs/contact-for-support/student-problem-resolution/non-new-york-residents/)

Related References, Policies, Procedures, Forms and Appendices

Discrimination Complaint Procedure (https://www.sunyempire.edu/diversity/title-ix/discrimination-harassment/)

Rights of Students with Disabilities Policy (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/rights-of-students-with-disabilities.php)

Student Conduct Policy (https://www.sunyempire.edu/policies/?search=cid%3D37969)

Student Conduct System (Procedure) (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/student-conduct-system-procedure.php)

Student Academic Appeals Policy and Procedures (https://www.sunyempire.edu/policies/reg-docs/reg-docs-html/student-academic-appeals-policy-and-procedure.php)

Technology Acceptable Use - Students

Sponsor: Chief Information Officer
Contact: Information Technology Security Analyst
Category: Information Security and Technology
Number: 1000.003
Effective Date: 07/09/2003
Implementation History: Approved: April 14, 2002, Revised: July 9, 2003, February 2023
Keywords: Students, Computers, Computer lab, Account Access, Technology Access
Background Information: This policy replaces the "Computer Use Statement Policy-Students". This policy amends and incorporates all policy statements from the preceding policy. This policy was drafted with the assistance of a third-party cyber security firm. The SUNY Empire "laptop loaner program" is acknowledged in this policy.

Purpose

SUNY Empire promotes student use of its online academic resources, online student support services and computing facilities located at centers and units, and seeks to improve the computer literacy of its students, faculty and staff. Every user is expected to adhere to the statements#that follow to further these goals.

The purpose of this Acceptable Use Policy is to clearly establish each member of the institution's role in protecting its information assets and communicate minimum expectations for meeting these requirements. Fulfilling these objectives will enable SUNY Empire to implement a comprehensive system-wide Information Security Program.

DEFINITIONS

None specific to this policy

STATEMENTS

SCOPE

This policy applies to all students with access to computing resources owned, managed or otherwise provided by SUNY Empire State (Empire). Individuals covered by this policy include, but are not limited to all students, matriculated or non-matriculated, with access to the institution's computing resources and/or facilities. Computing resources include all SUNY Empire owned, licensed or managed hardware and software, email domains, and related services and any use of the institution's network via a physical or wireless connection, regardless of the ownership of the computer or device connected to the network.

PRIVACY

SUNY Empire will make every reasonable effort to respect a user's privacy. However, students do not acquire a right of privacy for communications transmitted or stored on the institution's resources, including laptops loaned to students. In response to a judicial order or any other action required by law or permitted by official SUNY Empire policy, or if the institution has otherwise determined reasonable necessity to protect or promote the legitimate interests of the institution, the President or Chief Information Officer (CIO), may authorize a SUNY Empire official or other authorized agent, to access, review, monitor and/or disclose computer files associated with an individual's account. Additionally, in response to a suspected violation of the Student Conduct Policy and/or violation of New York State Acceptable Use of Technology

Information Technology Resources Policy, the Vice Provost for Student Success or the Executive Director for Student Success may require a student return a loaned laptop to SUNY Empire before the term has ended and may authorize an agent of the university to review the data and information on the laptop. Students are encouraged to review the Adherence to Family Education Rights and Privacy Act of 1974 Policy (https://www.sunyempire.edu/policies/?search=cid%3D37340) as well as the Student Conduct Policy (https://www.sunyempire.edu/policies/?search=cid%3D37969).

POLICY

Any use that disrupts the institution's mission is prohibited. Using any Empire computer, account, computer resources or online resources for personal profit, or other purposes other than academic or university purposes is prohibited.

Following the same university policies on Affirmative Action, Non-Discrimination-Anti-Harassment, Sexual Harassment and Bias Related Crime, that protect the rights of individuals that study and interact with SUNY Empire, acceptable use of information technology resources generally respects all individuals' privacy, but subject to the right of individuals to be free from intimidation, harassment, and unwarranted annoyance. All users of SUNY Empire's computing resources must adhere to the requirements enumerated below.

The university reserves the right to monitor or restrict computing activity on SUNY Empire owned and operated systems, with the exception of laptops loaned to students from the official laptop loan program. The university is not responsible for loss of data or service interference resulting from efforts to maintain the university's computing facilities.

Students creating personal webpages on the university's servers must abide by the university's Web Presence and Publishing Policy. (https://www.sunyempire.edu/policies/?search=cid%3D35655)

4.1 FRAUDULENT AND ILLEGAL USE

SUNY Empire explicitly prohibits the use of any information system for fraudulent and/or illegal purposes. While using any of the institution's information systems or hardware, a user must not engage in any activity that is illegal under local, state, federal, and/or international law. As a part of this policy, users must not:

Violate the rights of any individual or company involving information protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of pirated or other software products that are not appropriately licensed for use by SUNY Empire.

Use in any way copyrighted material including, but not limited to, photographs, books, or other copyrighted sources, copyrighted music, and any copyrighted software for which the institution does not have a legal license or an appropriate license has been purchased by the user of a loaned device.

Export software, technical information, encryption software, or technology in violation of international or regional export control laws.

Issue statements about warranty, expressed or implied, unless it is a part of normal job duties, or make fraudulent offers of products, items, and/or services.

Any user that suspects or is aware of the occurrence of any activity described in this section, or any other activity they believe may

be fraudulent or illegal, must notify the IT Service Desk (https://www.sunyempire.edu/service-desk/).

4.2 CONFIDENTIAL INFORMATION

SUNY Empire has both an ethical and legal responsibility for protecting confidential information in accordance with its Enterprise Data Classification Policy (https://www.sunyempire.edu/policies/?search=cid%3D104470).

4.3 HARASSMENT

SUNY Empire is committed to providing a safe and productive environment, free from harassment, for all employees and students. Harassment is defined and prohibited by the Student Conduct Policy (https://www.sunyempire.edu/policies/?search=cid%3D37969). For this reason, users may not:

Use institution information systems to harass any other person via e-mail, telephone, or any other means, or

Actively procure or transmit material that is in violation of sexual harassment or hostile workplace laws.

If a user feels he/she/they is being harassed through the use of the institution's information systems, the user shall reference the university's Discrimination Compliant Procedures (https://www.sunyempire.edu/policies/?search=cid%3D146277).

4.4 INCIDENT REPORTING

SUNY Empire is committed to responding to security incidents involving personnel, institution-owned information, or institution-owned information assets. As part of this policy:

The loss, theft or inappropriate use of information access credentials (e.g., passwords, or security tokens), assets (e.g., key cards, laptop, cell phones, tablets), or other information will be reported to the SUNY Empire IT Service Desk.

All incidents regarding SUNY Empire owned physical assets shall be reported to the IT Service Desk (https://www.sunyempire.edu/service-desk/).

Any device loaned through the Laptop Loan program should be reported to the program administrator, including damage, loss, and/or theft.

4.5 MALICIOUS ACTIVITY

SUNY Empire strictly prohibits the use of information systems for malicious activity against other users, the organization's information systems themselves, or the information assets of other parties.

4.5.1 DENIAL OF SERVICE

Users must not:

Perpetrate, cause, or in any way enable disruption of SUNY Empire's information systems or network communications by denial-of-service methods;

Knowingly introduce malicious programs, such as viruses, worms, and Trojan horses, to any information system; or

Intentionally develop or use programs to infiltrate a computer, computing system, or network, and/or damage or alter the software components of a computer, computing system, or network.

4.5.2 CONFIDENTIALITY

All encryption keys employed by users must be provided to Information Technology if requested, in order to perform functions required by this policy.

Users must not:

Perpetrate, cause, or in any way enable security breaches, including, but not limited to, accessing data of which the user is not an intended recipient or logging into a server or account that the user is not expressly authorized to access;

Base passwords on something that can be easily guessed or obtained using personal information (e.g., names, favorite sports teams, etc.);

Facilitate use or access by non-authorized users, including sharing their password or other login credentials with anyone, including other users, family members, or friends;

Use the same password for SUNY Empire accounts as for other non-SUNY Empire access (for example, personal ISP account, social media, benefits, email, etc.);

Attempt to gain access to files and resources to which they have not been granted permission, whether or not such access is technically possible, including attempting to obtain, obtaining, and/or using another user's password;

Make copies of another user's files without that user's knowledge and consent.

4.5.3 IMPERSONATION

Users must not:

Circumvent the user authentication or security of any information system;

Add, remove, or modify any identifying network header information ("spoofing") or attempt to impersonate any person by using forged headers or other identifying information;

Create and/or use a proxy server of any kind, other than those provided by SUNY Empire, or otherwise redirect network traffic outside of normal routing with authorization; or

Use any type of technology designed to mask, hide, or modify their identity or activities electronically.

4.5.4 NETWORK DISCOVERY

Users must not:

Use a port scanning tool targeting either SUNY Empire's network or any other external network, unless this activity is a part of the user's normal job functions, such as a member of the Information Technology Services (ITS), conducting a vulnerability scan, and faculty utilizing tools in a controlled environment;

Use a network monitoring tool or perform any kind of network monitoring that will intercept data not intended for the users, unless this activity is a part of the user's normal job functions.

4.6 OBJECTIONABLE CONTENT

SUNY Empire strictly prohibits the use of organizational information systems for accessing or distributing content that other users may find objectionable. Users must not post, upload, download, or display messages, photos, images, sound files, text files, video files, newsletters,

or related materials considered to be in violation of the Student Code of Conduct (https://www.sunyempire.edu/policies/?search=cid %3D37969), unless explicitly assigned by an instructor or mentor to do so as part of an academic exercise.

4.7 HARDWARE AND SOFTWARE

Specific university owned equipment managed by the Health and Wellness Program's Laptop Loan program may be used outside the university's network and have a less restrictive device and security settings. Users of the laptops are expected to adhere to all the above sections with acceptable use.

The laptops loaned are not restricted by the SUNY Empire State University's Information Technology Services, and users may install software they have legally purchased licenses or have access through the university (Office 365, etc.). However, a user should always protect their security and use sound judgment when using unsecured networks or trusted plug & play devices outside of the university or the student's residence.

The university is not responsible for loss of data or service interference resulting from individual use of devices loaned through the laptop loan program.

When using university owned equipment not governed by the Laptop Loan program, such as computer labs or other local devices, SUNY Empire strictly prohibits the use of any hardware or software that is not purchased, installed, configured, tracked, and managed by the institution. Users must not:

attach, connect or remove or disconnect, hardware of any kind, including wireless access points, storage devices, and peripherals, to any institutional information system without the knowledge and permission of ITS;

Download, install, disable, remove or uninstall software of any kind, including patches of existing software, to any institutional information system without the knowledge and permission of ITS;

Use personal flash drives, or other USB-based storage media, or

Take SUNY Empire equipment off-site without prior authorization from ITS.

4.8 MESSAGING

The organization provides a robust communication platform for users to fulfill its mission. Users must not:

Send unsolicited electronic messages, including "junk mail" or other advertising material to individuals who did not specifically request such material (spam);

Solicit electronic messages for any other digital identifier (e.g. e-mail address, social handle, etc.), other than that of the poster's account, with the intent to harass or to collect replies; or

Create or forward chain letters or messages, including those that promote "pyramid" schemes of any type.

4.9 OTHER

In addition to the other parts of this policy, users must not:

Use the institution's information systems for commercial use or personal gain.

ROLES AND RESPONSIBILITIES

SUNY Empire reserves the right to protect, repair, and maintain the institution's computing equipment and network integrity. In accomplishing this goal, SUNY Empire ITS personnel or their agents must do their utmost to maintain user privacy, including the content of personal files and Internet activities. Any information obtained by ITS personnel about a user through routine maintenance of the organization's computing equipment or network should remain confidential, unless the information pertains to activities that are not compliant with acceptable use of SUNY Empire's computing resources including the Student Conduct Policy (https://www.sunyempire.edu/policies/?search=cid %3D37969)

ENFORCEMENT

Enforcement is the responsibility of the institution's *President or Chief Information Officer (CIO).* The President or CIO may authorize a SUNY Empire official or an authorized agent. Users who violate this policy may be subject to the termination of their account. The institution may temporarily suspend or block access to an account when it reasonably appears necessary to do so in order to protect the integrity, security, or functionality of the institution or other computing resources or to protect SUNY Empire from liability.#If a laptop that has been loaned to a student is requested to be returned to SUNY Empire due to a suspected violation and it is not returned, a hold will be placed on the student's record which will prevent registration for future courses.

EXCEPTIONS

Exceptions to the policy may be granted by the Chief Information Officer (CIO), or by his or her designee.#All exceptions must be reviewed annually.

APPLICABLE LEGISLATION AND REGULATIONS

The Gramm - Leach Bliley Act (GLBA)

Family Educational Rights and Privacy Act (FERPA)

General Data Protection Regulation (GDPR)

New York State Information Security Breach and Notification Act

New York State Acceptable Use of Information Technology Resources NYS-P14-001

NIST 800-171

FIPS-199

New York Civil Practice Law and Rules § 4509

Code of Ethics of the American Library Association

RELATED REFERENCES, POLICIES, PROCEDURES, FORMS AND APPENDICES

Student Conduct Policy (https://www.sunyempire.edu/policies/?search=cid%3D37969)

Adherence to the Family Educational Rights and Privacy Act of 1974 Policy (https://www.sunyempire.edu/policies/?search=cid%3D37340)

Enterprise Data Classification Policy (https://www.sunyempire.edu/policies/?search=cid%3D104470)

Student Email Communication Policy (https://www.sunyempire.edu/policies/?search=cid%3D147367)

Use of University Hosted Individual Web Spaces Policy (https://www.sunyempire.edu/policies/?search=cid%3D35762)

Undergraduate Admissions

Sponsor: Office of Academic Affairs
Contact: Provost/Vice President for Academic Affairs
Category: Academic
Number: 100.018 (https://www.sunyempire.edu/policies/?search=cid%3D39989)
Effective Date: September 1, 2024
Implementation History: August 2023, policy on admissions assessment approved May 2009; prior
policy on undergraduate admissions approved March 2001.
Keywords: Admission, Orientation,
Background Information:

Purpose

Part of the mission of SUNY Empire is to provide access to higher education for individuals who benefit
from alternatives to the traditional time, place and form of higher education. The college's admission
policy advances that aspect of the mission.

Definitions

Applicant: An individual who has initiated SUNY Empire's application process but has not received an
admissions decision.

Dual Admission: Guaranteed admission for a community college student who earns an associate degree
in a program identified in an agreement between the community college and SUNY Empire. Students are
admitted to SUNY Empire upon completion of their associate degree. Such agreements typically require
a minimum grade point average above 2.0 and other academic requirements may be specified in the
agreement.

Joint Admission: The student is admitted simultaneously to a community college and SUNY Empire upon
enrolling at the community college. It provides a guaranteed transfer to SUNY Empire upon completion
of the associate degree program at the community college, so long as specific requirements are met,
such as a minimum grade point average above 2.0, successful completion of specific courses or other
requirements. SUNY Empire often provides academic advisement and counseling during the enrollment
at the community college.

Matriculation: An admitted student's term of matriculation is the first term of enrollment after
admission. A matriculated student is a student who has begun study toward a degree.

Orientation: SUNY Empire provides an introduction to its educational philosophy, academic and
administrative policies and procedures, and strategies for academic success. Each newly admitted
student is enrolled in orientation. While the orientation process may extend over a new student's first
year of study, attendance at a pre-enrollment orientation workshop is required before the student is
permitted to enroll for study.

Undergraduate Admission: If an individual has completed the application process and meets all
admissions requirements, the individual is admitted.

Policy Statements

SUNY Empire reviews each application for admission to determine the match between the applicant's
goals and SUNY Empire's resources. Admission shall be without regard to sex, age, race and ethnicity,
color, religion, disability, national origin, sexual orientation, military status or marital status.

Admission Requirements

Requirements for undergraduate admission are:

- A completed application with official transcripts, all other required documentation, and the required, nonrefundable orientation fee
- Official transcript of a high school diploma or its equivalent

SUNY Empire's admissions office makes the admissions decision, consulting as specified in this policy,
and communicates the admission decision to applicants.

SUNY Empire will make clear to applicants which programs we can offer and those we cannot offer due
to specific requirements for certain professional licenses or certificates.

Applicants for undergraduate certificate programs complete the same application form as applicants for
degree programs.

Undergraduate students who have been admitted to SUNY Empire are required to complete the
university's pre-enrollment orientation process before being permitted to register for credit-bearing
courses.

Admitted applicants may register at any time up to three calendar years from the date of their preenrollment
orientation. After that time, they must reapply.

An applicant has one year from the submission of the application form to complete the admissions
process, which requires that the applicant submit all required documentation and pay the required,
nonrefundable orientation fee. If the application process is not completed within one year, the
application expires. Applicants who are accepted to the university have up to three years from the
acceptance date to complete the pre-enrollment orientation.

Application for a Second Degree at the Same Level

A student seeking to earn a second SUNY Empire associate degree or a second SUNY Empire bachelor's
degree must complete the entire application process for the second degree. A second associate or a
second bachelor's degree plan must meet a significantly different educational objective from the first
degree.

Reapplication to sUNY Empire

Students who have engaged in matriculated enrollment may re-enroll up to three calendar years from
the end date of their last enrollment. Students who wish to re-enroll after this time must reapply and
satisfy all the requirements for admission in effect at that time.

An applicant denied admission to SUNY Empire may reapply no earlier than one year after the most
recent application date.

An individual who submitted an application but did not complete the admissions process within one
year may submit a new application. The applicant must satisfy all the requirements for admission in
effect at the time of submission of the re-application.

Joint/Dual Admissions

SUNY Empire may enter an agreement with another college for joint admission (sometimes called dual
admission), in which a student accepted in the partner college is also admitted to SUNY Empire
contingent upon successful completion of the requirements of the partner college. In such agreements,
SUNY Empire applies the same admissions requirements as for general admissions and may include
additional requirements.

Applicable Legislation and Regulations

State the relevant legislation this policy must comply with or is referenced to. Regulations are rules or
orders issued by an executive authority or regulatory agency of government that have the force of law.
State any relevant regulations that affect this policy.

Related References, Policies, Procedures, Forms and Appendices

Second Bachelor's Degree Policy (https://www.sunyempire.edu/policies/?search=cid%3D36990)

Undergraduate Enrollment in Graduate Courses

Sponsor: Office of Academic Affairs
Contact: Dean of the School for Graduate Studies
Category: Graduate Studies
Number: 800.001
Effective Date: May 30, 2019

Implementation History: Nov. 7, 2013
Keywords: Undergraduate Enrollment in Graduate Courses, Graduate Studies

Purpose

Provides for undergraduate enrollment in graduate courses with explicit controls for such enrollment and the uses of the credit.

Statements

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 nine 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 degree.

Applicable Legislation and Regulations

Title 8 Chapter II Regulations of the Commissioner part 52.2 (c)(3) "Credit toward an undergraduate degree shall be earned only for college-level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution."

Procedures for Undergraduate Students to Request Enrollment in Graduate Courses

Undergraduate Consultation With Primary Mentor

The undergraduate student consults with his/her primary mentor and SGS to determine if she/he is ready for graduate-level study, if graduate study is appropriate to his/her goals, and if so, what courses would be relevant to his/her degree program. Some indicators of readiness to engage in graduate study are that students will have been highly successful in upper-level courses/studies demonstrating strong writing and critical thinking skills, and have completed any prerequisites required for a particular course.

The student completes and signs the application for enrollment in graduate courses, acknowledging the expectations of graduate-level study and grading.

Appeals

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

Undergraduate Learning Contract

Sponsor: Office of Academic Affairs and Undergraduate Committee for Academic Policy (UCAP)
Contact: Provost/Executive Vice President for Academic Affairs
Category: Academic
Number: 100.137
Effective Date: June 27, 2017
Implementation History: This policy was approved by the president in June of 2017 upon the recommendation of the college Senate and the Committee on Undergraduate Studies and Policies (CUSP) and supersedes the Learning Contract Study and Undergraduate Students Policy of March 2012 (originally approved September 1972). Previously revised: October 1980; April 1990; February 1996; February 2002. Previously Revised: October 1980; April 1990; February 1996; February 2002.
Keywords: Learning Contract, Learning Outcomes, Formative Assessment, Learning Activities, Methods and Criteria for Evaluation
Background Information: This policy was revised to align with the new course catalog initiative and current academic restructuring. It was initially rewritten as part of the Catalog Policy Retreat held in May 2016. CUSP revised it further beginning in September 2016. The revisions to the version of the 2011 policy were made concurrently with revisions to the policy on undergraduate student evaluation and grading. Both sets of revisions were prompted by the president in May 2011, upon advice from the college Senate and CUSP, to eliminate narrative contract evaluations.   The current version of this policy delineates more explicit expectations about statements of learning outcomes and formative assessment than earlier versions.

Purpose

This policy establishes principles that guide the design of effective learning contracts. specifies the content of learning contracts, details the relationship of learning contracts to other documents such as the course information document in the university catalog, and explains the process for faculty and university review of learning contracts.

Empire State University is committed to the following principles:

- The purpose and needs of students are at the center of effective learning contracts.
- Learning occurs in varied ways, places and modes.
- Learning preferences may differ by individual students.

Undergraduate students at SUNY Empire pursue their educations through a series of learning contracts. Well-designed learning contracts lay the foundation for student success by aligning learning outcomes and activities, allowing for timely and meaningful formative assessment, and identifying specific methods and criteria for evaluation. Faculty guide and encourage students to develop self-assessment skills by engaging with them throughout the length of the learning contract.

Definitions

Learning Contract: Refers to the document that outlines the responsibilities of students and faculty in the learning process. The learning contract provides specific information about what will be studied, how it will be studied and how the student will be evaluated. Learning contracts are required for all modes of study, e.g., one-to-one, online and blended, and are written either after consultation with the student or as a pre-structured plan for study.

Course: Refers to a study, regardless of modality, created by a mentor with or without the assistance of an instructional designer. Although the learning contract for a course might allow for flexibility within specific assignments, the course itself contains learning outcomes, learning activities and the academic criteria for evaluating completed assignments that are predetermined by faculty.

Totally Individualized Study (TIS): Refers to a study created for and with a student in response to a student's particular interests, goals and learning needs. A TIS may afford the student the opportunity to help devise the study's learning objectives/outcomes and/or learning activities in dialog with a faculty member.

A further note on these definitions: Good pedagogy typically includes flexibility and responsiveness to individual student needs; thus, the distinction between courses and Totally Individualized Studies is often a question of degree. None of what follows is meant to construct a hierarchy of value or a rigid, unworkable distinction among the university's academic offerings.

Elements of the Learning Contract

- **Dates of the study** – the beginning and end dates of the enrollment term.
- **Applied learning** – an indication whether or not the study meets the SUNY criteria for applied learning.
- **Definition of the study** – title, amount of credit, level of credit, liberal arts/nonliberal arts designation, role in meeting SUNY general education requirements, mentor/instructor.
- **Course description** – the description of a course listed in the university catalog. This element is not required in a TIS learning contract.
- **Purpose** – if the course is not listed in the catalog, and therefore does not have a course description, the purpose describes the scope and objectives of the study.
- **Learning outcome** – a learning outcome is a statement that defines the expected result of a curriculum, course, lesson or activity in terms of how students will be able to demonstrate their new knowledge and skills.
- **Learning activities** – a description of the activities and modes of learning to be pursued during the study. This description normally includes an outline of specific learning activities such as readings, writing assignments, creative work, research, laboratory study, etc., as well as a bibliography of required and optional readings, films, etc.
- **Methods and criteria for evaluation** – an explicit statement of the methods and criteria for evaluation to be employed by the mentor that informs the student about how he or she will be evaluated in relation to the expected learning outcomes. The criteria for evaluation are the standards by which the student's performance will be judged. Criteria should be consistent with the level of the study. The criteria

should establish the minimum standard for the award of credit. The student must satisfy the requirements and evaluative criteria in order to receive credit for the course.

- **Plan for formative assessment** – a description of the expected time frame for completion of learning activities throughout the term of enrollment and for developmental feedback on learning activities from the instructor. The plan outlines the mutual commitments of student and instructor with regard to communication and course engagement.

Statements

The learning contract communicates an individual faculty member's academic judgment regarding the particular texts, assignments, methods of evaluation, and content that are appropriate in order to address the course's learning outcomes and description as listed in the university catalog, as well as any additional outcomes determined by student interests and/or faculty expertise.

The university catalog includes Course Information Documents which represent agreement among faculty members who have exercised their collective academic judgment regarding a course's description, learning outcomes, credits, level, general education status and other related information.

Ideally, learning contracts should be submitted no later than two weeks before the term begins. Exceptions may occur according to the timing of registration and in the case of a TIS. The learning contract for a TIS should be submitted no more than four weeks after the start date of the enrollment term. Deans are responsible for ensuring their timely submission.

Learning contracts can be amended to reflect changing student goals and learning needs throughout the study. Changes to the learning contract are documented and entered into the university records through the learning contract amendment process.

Cross Registration

For study taken through cross registration at another institution, the learning contract documents the name of the other institution, the course title and number, and the minimum acceptable grade for the credit award by Empire State University. (See the Empire State University policy on cross registration at other institutions (http://www.sunyempire.edu/policies/?search=cid%3D37035) for additional information.)

Developing Learning Contracts

The faculty member who teaches a course in the catalog or collaborates with a student to create a TIS is responsible for developing the learning contract. This responsibility includes identifying readings, planning learning activities and assignments, and providing a method and criteria for formative assessment and summative evaluation. Faculty determine the appropriate learning sequence to achieve common outcomes in the course catalog. Further, faculty may design additional learning outcomes based on student needs and their scholarly expertise. Faculty guiding a student in a TIS customize sections of the learning contract according to student expectations and their knowledge of the subject area.

Review of learning contracts takes a variety of forms:

Department chairs review learning contracts for completeness and compliance with the university's Learning Contract Policy and to ensure clarity, ADA compliance and academic quality.

It is the responsibility of the faculty member who generated the learning contract to periodically review and as necessary update it. During development and revision, learning contracts will commonly benefit from peer review for alignment, as well as clarity.

Curriculum review of catalog courses: For revision of learning outcomes in the catalog, refer to Course Catalog/Cross Listing Policy for Undergraduates (http://www.sunyempire.edu/policies/?search=cid%3D109961).

Applicable Legislation and Regulations

The Middle States Commission on Higher Education evaluates institutions in relation to seven standards for accreditation. Standard five requires that an institution provide students with a set of clearly stated educational goals that are related to student experiences and its institutional mission. Standard five also requires that an institution provide for organized and systematic assessments.

Related References, Policies, Procedures, Forms and Appendices

- Course Catalog/Cross Listing Policy for Undergraduates
- Middle States Commission on Higher Education, Standards for Accreditation and Requirements of Affiliation (revised edition, 2015)

University Learning Goals

Sponsor: Office of Academic Affairs
Contact: Vice Provost
Category: Academic
Number: 100.043
Effective Date: 01/01/2012
Keywords: University learning goals
Background Information: The college Senate approved the College Level Learning Goals Policy on 12/2/2011.

Purpose
Philosophy and Rationale

Growing out of SUNY Empire's unique mission, the learning goals outlined below serve as a vital link between the university's historical mission, the current context of rapid educational change, and the future of our institution in a global society where knowledge and learning remain urgently important. These statements encapsulate the values that we bring to our work with students, and they articulate our hopes for our graduates. We also believe it is our responsibility as educators to enter into collaborative relationships with future students, which requires transparency about our goals and values. Finally, by clearly stating these goals, we will be able to both reflect upon our students' and our own success through a creative, collaborative and iterative assessment process that extends across multiple institutional levels.

Statements

Graduates of Empire State University will demonstrate competence in the following areas of learning, appropriate to their degree levels. At the graduate level, these goals will be incorporated as appropriate to the program of study.

- **Active Learning:** Assess and build upon previous learning and experiences to pursue new learning, independently and in collaboration with others.

- **Breadth and Depth of Knowledge:** Cultivate a broad, interdisciplinary understanding in the liberal arts and sciences, as well as expertise in a particular field.
- **Social Responsibility:** Engage in ethical reasoning, and reflect on issues such as democratic citizenship, diversity, social justice and environmental sustainability, both locally and globally.
- **Communication:** Express and receive ideas effectively, in multiple contexts and through multiple strategies.
- **Critical Thinking and Problem Solving:** Evaluate, analyze, synthesize and critique key concepts and experiences, and apply diverse perspectives to find creative solutions to problems concerning human behavior, society and the natural world.
- **Quantitative Literacy:** Read, interpret, use and present quantitative information effectively.
- **Information and Digital Media Literacy:** Critically access, evaluate, understand, create and share information using a range of collaborative technologies to advance learning, as well as personal and professional development.

Applicable Legislation and Regulations

Characteristics of Excellence, MSCHE

Related References, Policies, Procedures, Forms and Appendices

2011-2015 Academic Plan

Web Presence and Publishing

Sponsor: Office of Communications and Government Relations
Contact: Chief Information Officer and Vice President for Information Technology Services
Category: Information Security and Technology
Number: 1000.007 (http://www.sunyempire.edu/policies/?search=cid=35655)
Effective Date: 08/08/2011
Keywords: World Wide Web, Web presence, Web pages, Web publishing, homepage, university website
Background Information: Replaces University World Wide Web Server Policy dated April 26, 1996 last revised June 1999

Purpose

The purpose of this policy is to establish authority, responsibilities, and actions that assure that the Empire State University (the university) presence on the World Wide Web supports and promotes the university mission by:

A. Providing appropriate access to accurate, timely, relevant and authoritative information.
B. Publishing materials consistent with the university's graphic identity program and which best reflect the official image and message of the university.
C. Identifying authority and responsibility for the university's presence on the Web.
D. Establishing resources available and direction to all who would publish materials on university or university-affiliated Web pages.

E. Ensuring regular review of university and university-affiliated Web pages for compliance with established policy, standards, guidelines and best practices.
F. Ensuring that the university's Web presence forms a coherent whole.

Definitions

A. **University Web Pages:** Web pages under the direct control of Empire State University that represent the official voice of the university to all internal and external audiences including prospective students, current students, alumni, faculty, staff, friends of the university and the general public. Examples include the main university 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 university business or convey official university information.

B. **University-affiliated Web Pages**: Web pages developed, maintained or hosted by entities other than SUNY Empire but referenced or used by the university to conduct official business or represent the official voice of the university in accordance with the university's mission.

C. **Individual Web Pages:** Web pages developed and maintained by SUNY Empire State students, faculty and staff for the purpose of self-expression, communication or other individual uses related to the individual's affiliation with the university and the university's mission.

D. **Personal Web Pages:** Web pages developed and maintained by individuals for the purpose of personal self-expression, communication or other personal uses. SUNY Empire does not host, maintain or provide support for personal Web pages.

E. **University Name Space:** domain names recognized as associated with SUNY Empire, e.g. www.sunyempire.edu (http://www.sunyempire.edu), etc.

F. **Electronic Publications:** content posted and available online or shared via network resources. Examples include, but are not limited to, text files, HTML and PDF documents, audio and video flash files or other materials and documents available online.

G. **Site Steward**: individual SUNY Empire employee responsible for the accuracy and appropriateness of a Web page's content. The steward may or may not also be the site administrator and /or subject matter expert. The site steward is typically, but not exclusively, a dean or director.

H. **Site Administrator:** individual SUNY Empire employee responsible for the development and maintenance of content on Web pages assigned by a site steward. Site administrators are normally those with technical skills assigned to develop and maintain Web pages, or who have direct supervisory responsibility over those who develop and maintain Web pages.

I. **Subject Matter Expert:** individual SUNY Empire employee who creates or provides basic content source materials and reviews Web page content for accuracy, timeliness and relevance.

J. **Branding:** any feature of a Web page that conveys the identity of SUNY Empire through name, text, symbols, emblems, logos, colors, seal or other audio or visual effects.

K. **Archive:** to save content that is no longer current but may be required for historical purposes or reference.

L. **Delete:** to erase content, entire Web pages and/or files from the server.

M. **Remove:** to eliminate all links to content, entire Web pages and/or files from a published website, and to change the access permissions to prevent access by users who may have bookmarked the content.

N. **Publications Style Guide:** SUNY Empire official guide for the appearance, writing style and branding of all SUNY Empire publications including print and digital media.

O. **Web-based Instructional Materials:** Instructional material provided via the Web specifically for courses or studies. Such materials are governed by the university's policy on academic freedom as outlined in the Faculty Handbook. More general-purpose, publicly available learning resources such as Writing Resources or the Information Skills Tutorials are not considered SUNY Empire Web-based Instructional Material and should be treated as university or university-affiliated Web Pages.

P. **Web Presence:** message, image or other representation of an organization or individual as presented on the Web. Encompasses any form of content that may be presented via the Web on university, university-affiliated, Individual or Personal Web Pages.

Q. **Web Presence Advisory Committee:** SUNY Empire working committee tasked with advising the Vice President for Communications and Government Relations and the Vice President for Information Technology Services regarding the university's presence on the Web.

R. Web Standards and Practices (https://www.sunyempire.edu/its/web-standards/)**:** SUNY Empire technical and practical guide to Web development and maintenance of the university's Web sites.

Statements

A. Empire State University webpages, affiliated webpages and electronic publications are official SUNY Empire publications. Their content is the property of SUNY Empire and may not be copied, modified, used on other sites or re-purposed without express, written permission from the vice president for communications and government relations. As official SUNY Empire publications, they are subject to the policies and standards for the university's publications as found in the Empire State University's Publications Style Guide. The use of the university name, symbols, emblems, logos, seal, and colors shall comply with this guide.

   In addition, these pages and publications are subject to the guidelines and best practices found in the Empire State University's Web Presence Standards and Practices and the university's Information Technology Services Acceptable Use policy. More specifically:

   a. University Webpages
      a. Will use current official university templates and designs.
      b. Will be in accordance with the university's Publications Style Guide and Web Presence Standards and Practices.
      c. May contain public and/or password-protected content.
      d. Will reside on a university server or under a university name space.
      e. Will be reviewed and approved to ensure compliance with the university's Publications Style Guide, Web Presence Standards and Practices and Information Technology Services Acceptable Use policy.
      f. Will be included in the university's site search in accordance with the Web Presence Standards and Practices.
      g. Will be overseen and maintained by the author or designated site steward(s), site administrator(s) and subject matter expert(s).
   b. University-Affiliated Webpages

      a. May use university name space, templates or designs.
      b. May contain public and/or password-protected content.
      c. May reside on a university server, under a university name space or in a social media site like Facebook, Blogspot or YouTube.
      d. May be reviewed for compliance with the university's Publications Style Guide and Information Technology Services Acceptable Use policy.
      e. Will be in accordance with the university's Publications Style Guide and Information Technology Services Acceptable Use policy.
      f. Will be included in the university's site search in accordance with the Web Presence Standards and Practices.
      g. Will be overseen and maintained by the author or designated site steward(s), site administrator(s) and subject matter expert(s).
      h. Will be linked from official university webpages; the placement and phrasing of such links will be guided by the university Web manager, director of university-wide Web marketing and the vice president for communications and government relations.

B. All university and university-affiliated webpage content will have an assigned site steward and site administrator. Any university website content for which a steward and administrator has not been assigned will be removed from the university website by the university Web manager. Once a steward and administrator have been assigned the university Web manager will republish the content to the university website.

C. University and university-affiliated webpage content shall be reviewed and updated as necessary at least once per calendar year to assure accuracy, currency and compliance with university policy, standards and guidelines. After appropriate notice has been given to a site steward, content not reviewed may be removed from the university website by the university Web manager. Such content may be republished once the required review and any necessary updates are completed.

D. Temporary or ad hoc websites and pages connected to specific events are to be taken down no later than 60 days after the event. Such pages may be moved to a generally available and searchable archive by request. Forward requests for accessible archiving to the university Web master.

E. Individual webpages shall comply with Empire State University policy, Use of the Commons and Individual Web Spaces.

F. Webpages and electronic publications not officially affiliated with SUNY Empire, shall not exhibit SUNY Empire branded templates, name, symbols, emblems, logos, colors, seal, or, recreate content or functionality provided by SUNY Empire and university-affiliated publications and web pages.

G. Empire State University reserves the right to remove from any SUNY Empire server or communications system utilizing university network or name space, any webpage or publication it believes to be in violation of SUNY Empire policy. The university Web manager, with final authority resting with the vice president for communications and government relations, may remove webpages and publications believed to be in violation of this policy.

Responsibility and Authority

A. The vice president for communications and government relations is responsible for:

a. Coordinating all university information and publications and for assuring accuracy and consistency of university message and image. The vice president has responsibility for and authority over the content and appearance of all university webpages, university-affiliated webpages and publications.

b. Creating, approving and maintaining Empire State University's Publications Style Guide. The university Web manager, director of university-wide Web marketing and Web Presence Advisory Committee shall provide assistance to the vice president for the web-related portions of this guide.

c. Approving the portions of SUNY Empire's Web Presence Standards and Practices that pertain to the university's message and image.

d. Ensuring due process with regard to reviewing alleged violations and enforcing noncompliance to this policy and related procedures.

e. Chartering the Web Presence Advisory Committee and recruiting and appointing members which shall include the university Web manager as an ex officio non-voting member.

B. The university Web manager is responsible for:

a. Working with the vice president for communications and government relations, the vice president for information technology services, the director of university-wide Web marketing, the Web Presence Advisory Committee, Information Technology Services staff, and others as needed to ensure that the university Web presence supports and promotes the university mission.

b. Stewardship of SUNY Empire's Web Presence Standards and Practices. The university Web manager will consult with the vice president for communications and government relations, the vice president for information technology services, the director of university-wide Web marketing, the Web Advisory Committee and ITS staff regarding the development and maintenance of the Web Presence Standards and Practices.

c. Monitoring university and university-affiliated webpages for compliance with the university's Publications Style Guide, Web Presence Standards and Practices, Information Technology Services Acceptable Use policy and other relevant university policies, taking appropriate steps necessary to ensure compliance.

d. Overseeing the content review cycle – communicating with site stewards about upcoming review deadlines, removing content that has not been reviewed on time and restoring content once reviews are completed.

e. Coordinating with the director of university-wide Web marketing and ITS staff to monitor website content, quality and performance and assisting site stewards and administrators to improve the site content, quality, and performance.

f. Ensuring that stewards have regular access to site and content analytics.

g. Providing assistance to site stewards and administrators on Web development and support issues, including account access.

h. Maintaining records of all assigned site stewards and administrators in a form that is available to university employees.

i. Stewardship of the internal search function of the university's Web presence; providing guidance and help to site stewards and administrators related to the searchability of their content.

C. The director of university-wide Web Marketing is responsible for:

a. Working with the director of communications, the university Web manager, the Web Presence Advisory Committee, ITS staff and others as needed to ensure that the Web presence supports and promotes the university mission.

b. Search engine optimization (SEO) of the university's public Web presence for external search engines; the director of university-wide Web marketing shall have authority over the SEO of the university's public Web presence.

c. Stewardship of the university's Web-based marketing activities.

d. Analyzing and reporting the university's Web-based marketing activities.

e. Providing assistance to the director of communications and the university Web manager for pertinent sections of Empire State University's Publications Style Guide and the Web Presence Standards and Practices.

D. The Web Presence Advisory Committee is responsible for:

a. Representing the concerns of key stakeholders in all matters related to the university's Web presence.

b. Proposing and reviewing appropriate policies, standards, guidelines and practices related to the university Web presence.

c. Advising the vice president for communications and government relations, the vice president for information technology services, the director of university-wide Web marketing and the Web manager regarding issues related to the university's Web presence.

E. Site stewards are responsible for:

a. Overseeing and approving the content of their designated Web pages.

b. Ensuring the accuracy, timeliness and relevance of their designated Web pages.

c. Appointing site administrator(s) and subject matter expert(s).

d. Ensuring that their designated Web pages are in accordance with policy, standards, guidelines and best practices.

e. Consulting as necessary with the college Web manager, director of university-wide Web marketing and/or director of communications regarding assigned Web content.

F. Site administrators are responsible for:

a. Developing and maintaining the content of their assigned pages in accordance with policy, standards, guidelines and best practices.

b. Consulting as needed with subject matter experts and the site steward.

c. Consulting as needed with the university Web manager, director of university-wide Web marketing and/or director of communications regarding assigned web content.

G. Subject matter experts are responsible for ensuring the accuracy and currency of content in their assigned pages.

Applicability

A. This policy applies to:

a. All members of the Empire State University community and governs all Web storage and communications systems utilizing the university network or university name space.

b. All university and university-affiliated webpages and electronic publications that meet this document's definitions.

B. This policy does not apply to:

a. Pages that meet this document's definition of Web-based instructional materials or individual webpages. However, such

pages may, at the discretion of the creator or author, exhibit university-branded templates, the university name, symbols, emblems, logos, colors or seal. In so doing, these pages will be deemed as expressing the official voice of SUNY Empire and will be governed by this policy.

b. Pages that meet this document's definition of personal Web pages. Personal Web pages shall not exhibit the university-branded templates, the university name, symbols, emblems, logos, colors or seal, or recreate content or functionality provided by university or university-affiliated webpages or publications.

Violations/Non-compliance

A. Reports of Web content that is in alleged violation of this policy will be investigated and handled in accordance with the university's Web Presence Standards and Practices.

B. If Web content is found to be in violation of SUNY Empire policies, or if traffic to a page has a negative impact on the operation of the SUNY Empire system, the university has the authority to remove the page without prior notice and/or refer the complaint for appropriate action. Site stewards who have their pages removed may appeal the decision to the vice president for communications and government relations in accordance with the university's Web Presence Standards and Practices.

C. Empire State University complies with all New York state and federal disability regulations (including the Americans with Disabilities Act, as amended in 2008, and the Rehabilitation Act of 1973) and follows industry-standard Web accessibility guidelines (such as Section 508 of the Rehabilitation Act of 1973 and World Wide Web Consortium guidelines). Additional information can be found online at: http://www.sunyempire.edu/disabilityservices. Interpretation of accessibility requirements, policies or related questions and concerns may be directed to the SUNY Empire director of Accessibility Resources and Services at Disability.Services@sunyempire.edu, or 800-847-3000, ext. 2201, or the New York State Relay Service at 800-421-1220.

Exceptions/Exemptions

Requests for exceptions or exemptions to this policy shall be processed in accordance with the university's Web Presence Standards and Practices. Requests must be in writing and routed to the vice president for communications and government relations with copies to the university Web manager and director of university-wide Web marketing. The requestor must provide supporting evidence for the exception or exemption. The vice president for communications and government relations will consult with the Web manager, director of university-wide Web marketing and Web Presence Advisory Committee about whether or not to grant the exception or exemption. Final authority for the decision about the exception or exemption rests with the vice president for communications and government relations.

Applicable Legislation and Regulations

1. NYS Technology Law: Internet Security and Privacy Act (https://its.ny.gov/nys-technology-law/)
2. New York State Laws and Regulations Relevant to State Government Records (http://www.archives.nysed.gov/records/laws-local-government-records-law-57a/)
3. Digital Millennium Copyright Act (http://www.copyright.gov/legislation/dmca.pdf)

4. Executive Order No. 3: Promotion of Access to Government Decision making (https://its.ny.gov/executive-order-3/)

Related References, Policies, Procedures, Forms and Appendices

New York State Policies:

1. Accessibility of Web Based Information and Applications (https://its.ny.gov/document/accessibility-web-based-information-and-applications-compliance-reporting/)
2. NYS Guidelines for Internet Privacy Policy (https://www.ny.gov/privacy-policy/)
3. Acceptable Use of Information Technology (IT) Assets (https://its.ny.gov/document/acceptable-use-information-technology-it-resources-policy/)

Empire State University Policies:

1. University IT Policies (http://www.sunyempire.edu/its/technology-policies/)
2. Academic Freedom (Faculty Handbook) (http://www.sunyempire.edu/facultyhandbook/)
3. Use of University Name and Word Mark Policy (https://www.sunyempire.edu/policies/?search=cid%3D37966)

Web Privacy

Sponsor: Information Technology Services
Contact: Chief Information Officer and Vice President for Information Technology Services
Category: Information Security and Technology
Number: 1000.006 (https://www.sunyempire.edu/policies/?search=cid%3D35661)
Review Date: March 2024, biannually.
Implementation History: Approved: June 14, 2002 under the title "SUNY Empire State College Privacy Policy." Revised: January 18, 2008 and title changed to "Web Privacy Policy." Revised March 2024.
Keywords: Web Privacy Policy

Purpose

This policy is consistent with the provisions of the Internet Security and Privacy Act (http://www.oft.state.ny.us/Policy/PolGenPrivacy.htm), the Freedom of Information Law (http://www.oft.state.ny.us/Policy/FOILRegs.htm), and the Personal Privacy Protection Law (http://www.oft.state.ny.us/Policy/PersPrivacyRegs.htm).

Background Information

This policy was last revised September 2023.

Definitions

The following definitions apply this policy:

Personal Information: Personal information collected by Empire State University typically includes an individual's name, email address, phone number, transcript, academic record, student organization membership, work history, work performance, letters of recommendation, demographic information, financial information, documentation provided to support financial aid applications (e.g., home address, social security number), donor information, IP addresses, browser and computer information, how users interact with the SUNY Empire website and electronic

communications, and in some cases medical and health information and information observed as part of a research study.

SUNY Empire: Shall mean Empire State University.

User: Shall have the meaning set forth in subdivision 8 of section 202 of the State Technology Law, which is, any natural person who uses the internet to access a state agency website.

Policy Statements

SUNY Empire is committed to protecting users' privacy while making it easier and more efficient to interact with SUNY Empire. Users can access much of SUNY Empire's website without providing personal information. On occasion, SUNY Empire requires information to provide services users request (e.g., an application to attend SUNY Empire or technical assistance). Our commitment to privacy is the core principle of SUNY Empire's online information practices.

On SUNY Empire's website, users are prompted to enable cookies and similar tools (e.g., trackers) to allow SUNY Empire to understand our users' experience.

SUNY Empire does not collect personal information unless users provide that information voluntarily by sending an email, completing an online form, or completing an online application.

This policy is consistent with the provisions of the Internet Security and Privacy Act, the Freedom of Information Law and the Personal Privacy Protection Law.

What We Collect and Why

When a user visits the SUNY Empire website, SUNY Empire may automatically collect the following information about the visit:

- The internet protocol address of the computer that accessed the website.
- The web page/URL from which the user accessed the current webpage.
- The type of browser, browser version, and browser operating system.
- The date and time of the user's request.
- The pages visited and the amount of time spent on each page.
- Links and buttons clicked by the user.

In addition, when users access a password-protected part of the website (e.g., MySUNYEmpire, Service Management Ticketing System), their username is collected automatically.

None of the above-mentioned information constitutes personal information under the Internet Security and Privacy Act (http://www.its.ny.gov/tables/privacy_policy/).

Information collected automatically is used to improve website content and to help SUNY Empire understand how users interact with it. This information is collected for statistical analysis and to determine what information is most important to our users. The information is not collected for commercial marketing purposes, and SUNY Empire is not authorized to sell or disclose this information.

Information collected is automatically deleted within 30 days of initial collection. Anonymized data is retained through a web analytics tool. This data is not associated with specific users but is presented in aggregate.

Information Collected When Users Complete an Online Form or Transaction

If a user voluntarily completes an online form, the personal information they provide will be retained in a manner appropriate to complete their transaction.

Caution: If a user submits personal information in an email, the information will be treated as if submitted by an adult and may, unless exempted from access by federal or state law, be subject to public access.

Cookies

Cookies are text files stored on a user's web browser to distinguish SUNY Empire's website users. This is standard practice. SUNY Empire may use cookies to enhance or customize a user's visit to SUNY Empire's website. Some web browsers retain cookies by default; users can adjust their browser settings to refuse or delete cookies, although this may limit the user's ability to use some website features.

Information and Choice

SUNY Empire does not collect personal information unless a user provides that information voluntarily by sending an email, responding to a survey, or completing an online form. A user's choice not to participate in these activities may limit ability to receive specific services or products through SUNY Empire's website, although it should not impact ability to browse or download information.

Disclosure of Information Collected Through SUNY Empire Website

Information collected through SUNY Empire's website and disclosure of that information are subject to provisions of the Internet Security and Privacy Act. SUNY Empire will only collect or disclose personal information collected through SUNY Empire's website if the user has consented to collection or disclosure of such personal information (e.g., logging into a password-protected page or disclosing information in a web form).

Voluntary disclosure of personal information to SUNY Empire by the user, whether solicited or unsolicited, constitutes consent for SUNY Empire to collect and disclose the information for the stated purposes, as was reasonably ascertainable from the nature and terms of the disclosure. SUNY Empire may collect or disclose personal information without consent if the collection or disclosure is:

1. Necessary to perform the statutory duties of SUNY Empire, or necessary for SUNY Empire to operate a program authorized by law, or authorized by state or federal statute or regulation.
2. Made pursuant to a court order or by law.
3. For the purpose of validating the identity of the user.
4. Information to be used solely for statistical purposes in a manner that does not identify any particular person.

Disclosure of information collected through SUNY Empire's website is subject to provisions of the Freedom of Information Law and the Personal Privacy Protection Law. For additional information about SUNY Empire's legal basis for collecting information, please see SUNY Empire's General Data Protection Regulations Privacy Polic (https://www.sunyempire.edu/policies/?search=cid%3D121764)y. www.sunyempire.edu/policies/?search=cid=121764 (http://www.sunyempire.edu/policies/?search=cid=121764)

SUNY Empire may disclose personal information to federal or state law enforcement authorities to enforce its rights against unauthorized access or attempted unauthorized access to SUNY Empire's information

technology assets and in accordance with SUNY Empire's Acceptable Use policies for employees (https://www.sunyempire.edu/policies/?search=cid%3D35729) and students (https://www.sunyempire.edu/policies/?search=cid%3D35658). https://www.sunyempire.edu/policies/?search=cid=35729 (https://www.sunyempire.edu/policies/?search=cid%3D35729)

Retention and Destruction of Personal Information

Information collected through SUNY Empire's website is retained by SUNY Empire in accordance with the records retention and disposition requirements of the New York State Arts and Cultural Affairs Law. SUNY Empire's internet service logs are retained for 30 days and then destroyed. Information about record retention and disposition schedules can be obtained through the internet privacy policy contact listed in this policy.

SUNY Empire will retain personal information for as long as there is a legitimate need to do so and in accordance with the SUNY Empire Records Retention and Disposition Policy and applicable federal and state law. Retention periods vary and are established considering our legitimate interests and all applicable legal requirements.

Access to and Correction of *Personal Information* Collected Through this Website

SUNY Empire is committed to facilitating the exercise of the rights granted to users by the General Data Protection Regulation (GDPR) in a timely manner. In the context of our processing activities subject to GDPR, users have the following rights regarding personal information:

- Access, correction and other requests. Users have the right to obtain confirmation of whether we processed their personal data, as well as the right to obtain information about the personal data we process about them. Users also have a right to obtain a copy of this data. Under certain circumstances, users may have the right to obtain erasure, correction, restriction, and portability of personal data.
- Right to object. Users have the right to object to receiving marketing materials from us by following the opt-out instructions in our marketing emails and text messages, as well as the right to object to processing personal data. In the latter case, we will assess the user's request and reply in a timely manner, according to our legal obligations.
- Right to withdrawal consent. For all processing operations based on user consent, users have the right to withdraw consent at any time, and we will stop those processing operations as allowable by law.

In addition to the rights provided by the GDPR, users may also have rights with respect to personal information pursuant to U.S. federal law, state law, and/or SUNY Empire policy. These include policies pertaining to student education records and policies pertaining to certain health records that SUNY Empire maintains.

To exercise these rights, except the right to file a complaint with an EU supervisory authority, users must submit a request to the GDPR SUNY Empire contact listed at the bottom of this notice. If we are not certain of the requestor's identity, we may ask for further personal information to be used for the purposes of replying to the request.

Confidentiality and Integrity of Personal Information Collected Through SUNY Empire Website

SUNY Empire is committed to protecting personal information collected through this website against unauthorized access, use, or disclosure. SUNY Empire limits employee access to personal information collected through SUNY Empire's website to employees who require access to the information to perform their official duties. Employees who have access to this information must follow appropriate procedures in connection with personal information disclosures.

SUNY Empire does not sell users' personal information and only shares personal information with third parties if there is a legitimate institutional need to do so. SUNY Empire may share users' personal information with the following recipients:

- SUNY System Administration and other campuses within SUNY to govern, administer, and improve the SUNY system.
- SUNY Empire's affiliated entities, including the SUNY Research Foundation, individual campus foundations, campus faculty/student associations, and other affiliated entities to provide ancillary services.
- SUNY Empire service providers that need access to a user's personal information to provide services necessary to fulfill SUNY Empire's mission or improve the student or employee experience.
- Accrediting agencies to obtain or maintain accreditations for SUNY Empire's (and its affiliates') programs.
- Federal, state, and local governments or regulatory authorities as required by law or as necessary to fulfill SUNY Empire's mission.

SUNY Empire may provide anonymized data developed from personal information to third parties, such as government entities and research collaborators. Such anonymized data is outside the scope of this policy. Users have the ability to opt out of Google Analytics data collection through the Google Analytics Opt-out Browser Add-on (https://tools.google.com/dlpage/gaoptout/?hl=en-GB).

Security of Users' Personal Information

SUNY Empire has implemented procedures to safeguard the integrity of its information technology assets, including multi-factor authentication, monitoring, auditing, and encryption. Security procedures have been integrated into the design, implementation, and day-to-day operations of SUNY Empire's website as part of SUNY Empire's continuing commitment to the security of electronic content and electronic transmission of information.

For website security purposes and to maintain website availability, SUNY Empire uses software to monitor traffic to identify unauthorized attempts to upload, change information, or damage SUNY Empire's website.

Disclaimer

Information provided in this privacy policy should not be construed as giving business, legal, or other advice, or warranting as failproof the security of information provided through this website.

Contact Information

If you have questions regarding this internet privacy policy, email privacypolicy@sunyempire.edu (privacypolicy@esc.edu) or contact:
Privacy Officer
Empire State University
3 Union Avenue
Saratoga Springs, NY 12866

Applicable Legislation and Regulations

This policy is consistent with the provisions of the Internet Security and Privacy Act, the Freedom of Information Law, and the Personal Privacy Protection Law.

Related References, Policies, Procedures, Forms and Appendices

Technology Acceptable Use - Employees (https://www.sunyempire.edu/policies/?search=cid%3D35729)

Technology Acceptable Use - Students (https://www.sunyempire.edu/policies/?search=cid%3D35658)

Password and Information Security Practices at Empire State University (https://www.sunyempire.edu/its/technology-policies/password-information-security-practices/)

General Data Protection Regulations Privacy Policy (https://www.sunyempire.edu/policies/?search=cid%3D121764)

Web Presence and Publishing Policy (https://www.sunyempire.edu/policies/?search=cid%3D35655)

State Technology Law – Section 202 (https://casetext.com/statute/consolidated-laws-of-new-york/chapter-state-technology/article-2-internet-security-and-privacy-act/section-202-definitions/)

Enterprise Data Classification Policy (https://www.sunyempire.edu/policies/?search=cid%3D104470)

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- **Chief Diversity Officer and Assistant Vice President of Diversity, Equity and Inclusion:** Xiomara Giordano (https://sunyempire.edu/president/organization/empire-state-leadership/giordano/#den154624)

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Undergraduate Course Inventory

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R

- RELI: Religion (Undergraduate) (p. 465)
- RESP. Respiratory Care (http://catalog.sunyempire.edu/undergraduate/courses/resp/)
- RUSN: Russian (Undergraduate) (p. 465)

S

- SOCI: Sociology (Undergraduate) (p. 466)
- SOSC: Social Science (Undergraduate) (p. 468)
- SPAN: Spanish (Undergraduate) (p. 470)
- SSAE:Success & Acad Enrichment (Undergraduate) (p. 472)
- STSO: Science, Techn & Society (Undergraduate) (p. 474)

T

- THEA: Theater (Undergraduate) (p. 474)

U

- URBA: Urban Studies (Undergraduate) (p. 475)

ACCT: Accounting (Undergraduate)

ACCT 1005 Accounting for Decision Makers (6 Credits)
This course covers the fundamentals of financial and managerial accounting from the perspective of users of accounting data. It emphasizes the relevance of accounting information in all areas of business and aims at forming students' skills in preparing, interpreting, analyzing, presenting and using financial and managerial data. Topics include the accounting process; analysis of financial statements and its components such as assets, liabilities and owner's equity; cost analysis, planning, control; and capital budgeting decisions. These components are connected to practical implications of the business decision-making process. This course is appropriate for those pursuing a non-accounting major/concentration degree in the area of Business, Management and Economics as well as for students studying in other areas who need to understand the accounting process. It does not meet the prerequisites for further accounting study. Students cannot count the credit for Accounting for Decision Makers in their degree plan if they also take Introductory Accounting I "FInancial" and/or Introductory Accounting 2 "Managerial", since the course contents are similar, yet in less technical depth. The course satisfies quantitative aspects of business. This course was previously BME-211956 Accounting for Decision Makers.

ACCT 1998 Individualized Studies in Accounting (ACCT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Accounting (ACCT). Registration for this class must be approved by the student's mentor or advisor.

ACCT 2005 Introductory Accounting I: Financial Accounting (4 Credits)
The objective of this study is to introduce students to the fundamental concepts of financial accounting systems and principles, including financial statements preparation, interpretation and communication to external parties and managers. Among topics covered are: the accounting cycle for gathering, recording, summarizing, reporting and analyzing of accounting data. The course includes an overview of accounting for assets, liabilities, stockholders' equity, revenues and expenses including cash, investments, accounts receivable, inventories, plant assets and equipment, intangible assets and natural resources, short and long term liabilities, in addition to basic principles of internal control and the role of ethics in accounting profession. This course covers professional ethics and social responsibility in business. Notes: Students cannot count the credit for Accounting for Decision Makers (ACCT 1005) in their degree plan if they also take Introductory Accounting I (ACCT 2005) 'Financial' and/or Introductory Accounting II (ACCT 2010) 'Managerial', since the course contents are similar. The course satisfies quantitative aspects of business. This course was previously BME-212054 Introductory Accounting 1.

ACCT 2010 Introductory Accounting II: Managerial Accounting (4 Credits)
The course is designed to expand on the knowledge gained of financial accounting theory, accounting information systems cycles and concepts by focusing more in depth on the manufacturing environment and the use of accounting information for planning, controlling, and decision-making internally by the management and externally by other interested parties. It covers specialized financial reporting issues such as preparing, interpreting and using the statement of cash flows, financial statements analysis and budgeting, long and short-term financial investment and production decisions and other cost analysis concepts including incremental cost analysis, cost-volume-profit analysis techniques and incorporating the time value impact on financial and managerial decisions. This course covers professional ethics and social responsibility in accounting. Notes: The course content is similar to, and more comprehensive than, Accounting for Decision Makers (ACCT 1005). Therefore, students cannot count the credit for both of these courses in their degree plan. The course satisfies quantitative aspects of business. This course was previously BME-212064 Introductory Accounting 2. Prerequisites: ACCT 2005, or equivalent.

ACCT 2998 Individualized Studies in Accounting (ACCT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Accounting (ACCT). Please contact your mentor/advisor for more details.

ACCT 3005 Accounting For Governmental & Not-For-Profit Organizations (4 Credits)
This course is designed to enhance students' comprehension of governmental and nonprofit entities, the unique regulatory standards that guide their accounting and reporting as well as operational considerations that impact tax-exempt status and the integrity of the organization's mission. Topics include: fund accounting, principles of accounting and financial reporting for federal, state and local governments, audits for governmental entities, budgets for resource management, planning and controlling cash and temporary investments, and cost determination for governmental and nonprofit entities. Also covered in the course are accounting and financial reporting for specific entities such as college and universities, health care entities, voluntary health and welfare agencies, and charitable organizations. Note: The course satisfies quantitative aspects of business. This course was previously BME-213204 Accounting for Governmental and Not-for-Profit Organizations. Prerequisites: ACCT 3025 and ACCT 3030, or equivalent.

ACCT 3010 Cost Accounting (4 Credits)
This course introduces students to cost accounting methods and theories used in manufacturing, merchandising and service businesses. Topics include cost behavior, cost accumulation systems and techniques, management planning and control systems, relevant cost information for short-term decision-making and long-term and capital budgeting decisions. It also includes detailed coverage of cost-volume-profit analysis; job order, process costing and standard costing systems. Additional topics include activity based and just-in-time costing, building operational and capital budgets, absorption and variable costing, and strategic cost analysis. Highly Recommended (not required): Introductory Accounting II (ACCT 2010) within the past three years. Students who have completed only Accounting for Decision Makers (ACCT 1005) may not take this course. The course satisfies quantitative aspects of business. This course was previously BME-213104 Cost Accounting. Prerequisites: ACCT 2005 and ACCT 2010, or equivalents and proficiency in using spreadsheet software.

ACCT 3015 Federal Income Tax I: Individual Income Tax (4 Credits)
The course provides an overview of the Federal personal income tax law, its history, related ethical concepts and application of tax code. Among topics covered are the bases for income tax computations including the concepts of filing status and allowances, exemptions, taxable income sources including self-employment, gross income, adjusted gross income, deductions, credits, alternative minimum taxes, and preparation of a simple-moderate personal Federal income tax returns and basic cases of tax planning reinforcing tax research and communication skills. This course covers in its components professional ethics and social responsibility, research and communication skills in business. Highly Recommended (not required): Intermediate Accounting I (ACCT 3025) and Intermediate Accounting II (ACCT 3030) and Cost Accounting (ACCT 3010). Note: The course satisfies quantitative aspects of business, research, professional ethics, and communication skills. This course was previously BME-213604 Income Tax 1. Prerequisites: ACCT 2005 and ACCT 2010, or equivalents.

ACCT 3020 Federal Income Tax II: Business Income Tax (4 Credits)
The course provides an overview - code and applications - of the Federal income tax law and provisions relevant to businesses enterprises in form of: partnerships, corporations, and gift, estates and trusts taxes [from family tax planning perspectives]. Among topics covered are business income tax implications of various transactions pertinent to legal status of business and its operations, formation, equity distribution, liquidations, reorganization, consolidations, redemption, and corporation accumulated earnings tax. It incorporates tax audit, penalty, assessment, appeal process, regulatory compliance procedure and offers practical experience with preparing simple-moderate Federal income tax returns for C-corporations, S-corporations, partnerships, and estates/gift, and/or Trusts. The course employs research in locating applicable sections of tax code, court decisions and IRS rulings in solving tax planning cases and reinforcing appropriate professional communications. This course covers in its components professional ethics and social responsibility, research and communication skills in business. Highly Recommended (not required): Knowledge of topics covered in the following courses might be helpful to students before enrolling in this course: Intermediate Accounting I (ACCT 3025) and Intermediate Accounting II (ACCT 3030) and Cost Accounting (ACCT 3010). The course satisfies quantitative aspects of business, research, professional ethics, and communication skills. This course was previously BME-213624 Income Tax 2. Prerequisites: ACCT 3015, or equivalent.

ACCT 3025 Intermediate Accounting I (4 Credits)
The course examines accounting theory and generally accepted accounting principles, concepts and measurement of financial accounting principles in various types of businesses including corporate settings. Among topics covered are revenue and expense recognition, income statement and balance sheet analyses, stockholders' equity and time value analysis of cash inflows and outflows. The course also covers cash management; receivables; inventories; investment measurement, long-term assets management including depreciation methods, intangible assets, and current and long-term liabilities. Notes: Students should have completed the Financial and Managerial courses within the past three years. Students who have completed only Accounting for Decision Makers (ACCT 1005) may not take this course. The course satisfies quantitative aspects of business and covers in its components professional ethics and social responsibility skills in business. This course was previously BME-213014 Intermediate Accounting 1. Prerequisites: ACCT 2005 and ACCT 2010, or equivalents and knowledge of spreadsheet software.

ACCT 3030 Intermediate Accounting II (4 Credits)
This course is a continuation of the study of Intermediate Accounting 1 with main emphasis on more technically complex transactions. Topics include valuation and measurement of long-term liabilities, capital stock transactions, earnings measurement, securities and investment valuations, revenue recognition, capital and operating leases, pension funds accountability, income tax assessment and financial statement analysis. Emphasis is placed on special situations, error correction, business problems and communication with stakeholders and statement users and professional ethics. Highly Recommended (not required): Intermediate Accounting I (ACCT 3025) course within the past three years. Use of spreadsheet software. Notes: Students who have completed only Accounting for Decision Makers (ACCT 1005) may not take this course. The course satisfies quantitative aspects of business and covers in its components professional ethics and social responsibility skills in business. This course was previously BME-213024 Intermediate Accounting 2. Prerequisites: ACCT 3025, or equivalent.

ACCT 3035 Principles of Fraud Examination & Financial Forensics (4 Credits)

This course introduces the principles of fraud examination and financial forensics as an oversight process for the private and public sector as well as not-for-profit-organizations. Students learn the fundamental tools and knowledge of fraud examination and fraud taxonomy using actual real-world fraud cases, research studies and educational materials provided by the Association of Certified Fraud Examiners. Emphasis is placed on understanding the causes of fraud, criminology theories, the investigation process including interviewing techniques and preparation for fraud trial, prevention of fraud, and resolution techniques. Students consider the financial impact of fraud, organizational culpability of fraud, disciplinary mechanisms and ethical standards. This course covers in its components professional ethics and social responsibility, research and communication skills in business. This course might be of particular interest to students pursuing concentrations in Criminal Justice as well as Accounting or any business or related discipline. The course satisfies business and professional ethics and social responsibility, and communication guidelines. This course is cross listed with ACCT-3035. This course was previously BME-213404 Principles of Fraud Examination and Financial Forensics. Prerequisites: Knowledge gained through experience or courses in the following subjects: Financial Accounting (through a course such as Introductory Accounting; The U.S. legal system (through a course such as Legal Environment of Business 1 or Introduction to Criminal Justice or Introduction to Law and the Legal System); human behavior (through a course such as Introduction to Psychology, Criminology or Deviance and Social Control). Cross-listed with CRJS 3036.

ACCT 3998 Individualized Studies in Accounting (ACCT) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Accounting (ACCT). Registration for this class must be approved by the student's mentor.

ACCT 4005 Accounting Information Systems (4 Credits)

Students learn about trends and issues related to the design of Accounting Information Systems (AIS) that provide timely information to decision makers to add value, protect information, assess security risks and comply with mandates. Topics include the connections between the information system and the need for financial control, documentation, record keeping and reporting. Student projects may include hands-on experience in using accounting software to design an accounting information system for a small-to-medium size business. This course covers in its components' technology implementation, information management skills, and data analysis in business and accounting. Basic computer skills are required as well as access to a personal computer onto which accounting software can be downloaded and used. The course satisfies information management guidelines and professional technical skills. This course was previously BME-213214 Accounting Information Systems. Prerequisites: ACCT 3025 and ACCT 3030 or equivalent.

ACCT 4010 Advanced Accounting (4 Credits)

The course applies financial accounting theory and practices with in-depth analysis to more complex technical business transactions and problems dealing with financial reporting and operations of partnerships, corporations, governmental and not-for-profit organizations. This includes the formation, distribution, termination, reorganization and liquidation of organizations, mergers and acquisition, preparation of consolidated financial statements and reporting, multinational enterprises and foreign currency transactions and translations, basic coverage of fund accounting for government, not-for-profit organizations, and accounting for estates and trusts. This course covers in its components global and international aspects of business accounting. Note: The course satisfies understanding organization in a global context and quantitative skills guidelines. This course was previously BME-214014 Advanced Accounting. Prerequisites: ACCT 3025 and ACCT 3030, or equivalent.

ACCT 4015 Auditing (4 Credits)

The course covers an in-depth analysis of auditing standards and procedures for the purpose of providing an independent professional opinion on financial statements and reports with understanding of the differences between internal, operational, compliance, and external audits. Among topics covered are: audit planning and design, procedures and standards, evidence gathering and documentation, audit report and assurance services, internal controls and risk assessment, professional ethics and code of conduct, legal and professional responsibilities of auditors and relationship with clients during planning, designing, performing the audit, and preparation of the auditor's report. This course covers in its components professional code of ethics and social responsibility, and communication skills in business. Highly Recommended (not required): Knowledge of topics covered in Advanced Accounting (ACCT 4010) and Accounting Information Systems (ACCT 4005), access to a personal computer to download and use auditing software or deal with analytical spreadsheet analysis to perform among others substantive tests and tests of control. Note: The course satisfies the business and professional ethics and social responsibility, and communication guidelines. This course was previously BME-214024 Auditing. Prerequisites: ACCT 3025 and ACCT 3030, or equivalents.

ACCT 4020 Financial Statements Analysis (4 Credits)

This course exposes students to the analytical tools used in evaluating a company's performance and its competitive and sustainable financial health. Among other topics, it covers risk, liquidity, operational and profitability analysis using various financial ratios, cash flows and earnings quality, and forecast business value using accounting and others valuation methods. Students will learn how to read and interpret financial statements of corporations, create common valuation ratios and then use this information to determine the corporation's value and investment potential. The course focuses on statements of publicly traded corporations. Prerequisites (must complete before registering): Intermediate Accounting I (ACCT 3025) and Intermediate Accounting II (ACCT 3030) or equivalents, (Advanced Accounting 1, 2 and 3 in Tirana IP)

ACCT 4998 Individualized Studies in Accounting (ACCT) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Accounting (ACCT). Registration for this class must be approved by the student's mentor.

ADDS: Addiction Studies (Undergraduate)

ADDS 1998 Individualized Studies in Addiction Studies (ADDS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Addiction Studies (ADDS). Please contact your mentor/advisor for more details.

ADDS 2005 Addiction & Dependency: Introduction (4 Credits)
This course will focus on understanding of addictive disorders and the impact of addiction on the individual and the various social systems with which the person interacts. Topics will include categories of psychoactive substances and how these affect behavior, mood, and cognition. How addiction affects the individual, family, and community. The study will also examine the various models of addiction and the impact of addiction on specific populations. Substance use related addictions, gambling disorder, and process addictions will be examined. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior. This course is aligned with the BS in Addiction Studies program guidelines for Knowledge, Skills and Application. This course was previously CHS-252184 Addiction and Dependency: Introduction. Prerequisites: Introduction to Psychology, Human Development, Introduction to Human Services, or equivalent.

ADDS 2040 Introduction to Pharmacology of Psychoactive Drugs (4 Credits)
This course examines how legal and illegal substances, including alcohol, tobacco and other psychoactive drugs, affect the body, the brain, mood, cognition, and behavior. The varying actions of drug categories, including absorption, metabolism, elimination, and effects of psychoactive drug categories will be explored, including differences due to health, age, and gender. The rationale for medications in the treatment of substance use and related mental disorders will be examined. Current trends in the use of psychotropic medications, advantages, and limitations of medication use. This course meets the guideline of Knowledge in the Addiction Studies program. Prerequisites: None. Corequisites: None.
Attributes: Liberal

ADDS 2998 Individualized Studies in Addiction Studies (ADDS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Addiction Studies (ADDS). Registration for this class must be approved by the student's mentor.

ADDS 3005 Interventions for Substance Use Disorders (4 Credits)
This study will provide a deeper understanding of several models of practice in the substance use field. Students will integrate various interventions, skills, and treatment modalities needed to design effective treatment interventions for working with these populations. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Skills and Application & Integration. This course was previously CHS-253484 Interventions for Addiction Disorders.

ADDS 3010 Substance Use Interventions in the Workplace (4 Credits)
This course identifies the issues, factors, and realities of substance use in the workplace. The role of human services worker in addressing substance abuse in the workplace will be explored. Strategies for assessing substance use in the workplace, as well as an examination of policy, programs, and interventions will be examined. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Skills and Application & Integration.

ADDS 3020 Substance Use with Special Populations (4 Credits)
This course provides an overview of the unique problems and needs of diverse populations with substance use and abuse issues. The study focuses on the application of culturally sensitive social intervention strategies. Populations to be studied include but are not limited to, women, dually diagnosed clients, the LGBTQ community, and trauma survivors. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application and Diversity. This course is aligned with the BS in Addiction Studies program guidelines for Diversity.

ADDS 3122 Virtual Addictions in the 21st Century (4 Credits)
This course will examine addictions related to digital cultures, the populations most at risk, and warning signs that loved ones, teachers, and other professionals would want to take note of. This course will also explore possible risk and protective factors. Students will also develop possible prevention and/or intervention strategies to combat these types of behavioral addictions. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.
Attributes: Liberal

ADDS 3998 Individualized Studies in Addiction Studies (ADDS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Addiction Studies (ADDS). Registration for this class must be approved by the student's mentor.

ADDS 4005 Adolescence & Addictions (4 Credits)
This course explores the various substance use and addiction disorders affecting adolescents. Topics may include: developmental processes affected by substance use and addiction disorders; research about risk factors, influences, and trajectories of addiction disorders in adolescence; application of DSM-5 substance use and addiction disorder criteria to adolescents; gambling and gaming addiction, assessing addiction and substance use disorders in adolescents; and engagement and treatment of adolescents with addiction and substance use disorders. The interaction between substance use, addiction and mental health disorders will be explored. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior and Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Diversity. Prerequisites: Introduction to Psychology, Abnormal Psychology, Human Development, Introduction to Human Services, or equivalent.
Attributes: Liberal

ADDS 4006 Women and Addiction (4 Credits)
This study will explore the intersection of women and addiction by providing an overview of issues related to women with substance use disorders and appropriate and effective gender-responsive treatment. Additionally, this course will explore addiction issues related to trauma and differences in the physiological and neurobiology impact in women with substance use disorders. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.

ADDS 4010 Advanced Substance Use Counseling (4 Credits)
This advanced examination of substance use treatment focuses on substance-abusing clients and their families, encouraging them to form a heterogeneous group that is treated from an individualized perspective. Practical skills and treatment strategies that address substance abuse as a disease and as a complex problem will be explored. The concept of recovery will be addressed as a process that is holistic, individualized and functionally based. Using an integrated approach, personalized assessment, behavior change strategies, and effective treatment will be examined. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines Skills and Application & Integration.

ADDS 4015 Evidence-Based Substance Use Counseling (4 Credits)
The purpose of this study is to compare evidence-based counseling strategies. The study will review and examine the work of the most prominent psychosocial treatment approaches. The basic assumptions, theories, and specific actions and strategies that can be utilized by the helper from start-to-finish will be reviewed. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Skills and Application & Integration.

ADDS 4998 Individualized Studies in Addiction Studies (ADDS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Addiction Studies (ADDS). Registration for this class must be approved by the student's mentor.

ALLH: Allied Health

ALLH 3010 Spanish for Health Care Professionals: Advanced (4 Credits)
This course has the major purpose of teaching Spanish to health care professionals who need to assess, treat, reassure or educate patients who do not speak English and come from countries where Spanish is their native tongue. This course provides a task-based approach to using the Spanish language in a health care environment. Through intensive practice, advanced students will hone their Spanish communication skills and develop strategies for ensuring understanding and accuracy while relaying critical information. They will also learn to identify cultural differences in attitudes towards health care and medicine and how to address these cultural differences in the health care job place. Language learning in this course will focus on advanced communication skills, advanced vocabulary and intermediate-to-advanced grammatical structures. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to practice weekly speaking and listening skills. for oral practices at least twice a week. Special accommodations will be made for army students. Prerequisites: 75% on the placement test (http://s.esc.edu/spanishplacement) or equivalent. Cross-listed with SPAN 3010.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

ALLH 3020 Quality Systems and Improving Health Care Outcomes (4 Credits)
This course provides an overview of quality improvement (QI) and quality assurance (QA) in health care and public health settings. The focus of this course will be on the methods implemented to ensure patient safety and healthcare quality that is critical to all healthcare practices. The course focus will provide direct care practitioners and support team members involved with patient care an introduction to the knowledge and the skills to develop a patient safety plan and monitor an ongoing quality improvement plan. Students will build a foundational knowledge of healthcare quality to provide patient safety and improve patient outcomes by understanding how to use, develop, and track key metrics that are indicative of successful outcomes. The course will review those metrics tracked by regulatory agencies and students will evaluate how to develop self-imposed facility specific measurements that are aimed to improve patient outcomes. Throughout the course, students will learn information and systems that will aid them in the evaluation of identifying the need, designing, and implementation of quality improvement plans as they will learn to assess situations from a quality improvement perspective. A course in statistics is recommended prior to taking this course.

ALLH 3025 Health Research Methods (4 Credits)
This course is intended to provide an understanding of research methods used within the health professions. The course prepares students at the baccalaureate level to critique, interpret and apply evidence-based research within their healthcare field. This course provides the foundational steps to complete a research project. This course satisfies the university's liberal arts and science requirements.
Attributes: Liberal

ALLH 3030 Contemporary Applications of Diversity, Equity, Inclusion, and Social Justice in Healthcare (4 Credits)
This course will apply diversity, equity, inclusion, and social justice (DEISJ) principles to health care practice in new or complex environments. Students will synthesize concepts of DEISJ in addressing health disparities and the care of various racial/ethnic and other marginalized populations. Learners will reliably demonstrate the fundamentals of cross-cultural communication, and the planning and delivery of culturally competent health interventions and programs.
Attributes: *Diversity Gen Ed, Liberal

ALLH 3080 Prior Learning Workshop for Health Professionals - Advanced (4 Credits)
This course focuses on individualized Prior Learning Assessment (iPLA) for healthcare professionals. This course is taught by a health professions educator for students requesting advanced level credit. The purpose of the course is to help you think through what you've learned and how you've gained that knowledge, and to translate that thinking into appropriate requests for advanced level college credit appropriate to your degree plan. The course alternates and interweaves very concrete information (e.g., how SUNY Empire's prior learning assessment process works) and more abstract investigation (e.g., the nature of college-level learning). Each type of investigation informs the other. The course will help students through the process of describing and documenting their knowledge through application conceptual framework/theory and different approaches to prior learning assessment. In this way, the course will add to the student's knowledge about learning and assessing learning. Students are required to include evidence-based research to support their statements about their knowledge in each topic area. Advanced level writing incorporating research, analysis, evaluation, and synthesis is required for all PLA advanced level credit requests throughout the course to demonstrate quality of thought and depth and breadth of knowledge. Note: Students need to have at least 2 potential topic areas for prior learning assessment; please consult: Should I Pursue Credit through PLA? (https://courses.lumenlearning.com/suny-esc-educationalplanning/chapter/should-i-pursue-credit-through-pla/) for a brief self-assessment to determine if this course is appropriate. Students should also consult with their mentor before requesting to enroll in this course to determine appropriate topics to pursue for PLA. Important Note – grades in this course are not linked to receipt of PLA credit. Students still must go through the PLA evaluation process. The course instructor and student's mentor work with the student on the PLA submission process.
Attributes: Liberal

ALLH 3996 Special Topics: Prior Learning Workshop for Health Professionals (3-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

ALLH 3997 Special Topics in Allied Health (3,4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

ALLH 4005 Transition to Baccalaureate Health Professions (4 Credits)
In this course, students will plan a program of study leading to the baccalaureate degree, focused around students' understanding of the health professions, as well as their analysis of their own academic and professional skills, experiences and goals. During this process, students identify concepts and skills needed to perform effectively in the baccalaureate health professions. Students will be introduced to the core competencies for health care professionals and the role of interprofessional education in the health professions. This course was previously EDU-234344 Educational Planning: Transition to Baccalaureate Health Professions.

ALLH 4998 Individualized Studies in Allied Health (ALLH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Accounting (ALLH). Registration for this class must be approved by the student's mentor.

AMST: American Studies (Undergraduate)

AMST 1005 Introduction to American Studies (4 Credits)
This course introduces students to the interdisciplinary field of American Studies. Students will analyze various primary and secondary sources relate to the understanding and evolution of 'American identity,' different worldviews that make up 'American culture,' and the image of America in the world. Concepts to be explored may include identity, law, policy, gender, history, culture, nation, class, race, sexuality, society.
Attributes: American History Gen Ed, Liberal

AMST 1998 Individualized Studies in American Studies (AMST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in American Studies (AMST). Please contact your mentor/advisor for more details.

AMST 2998 Individualized Studies in American Studies (AMST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in American Studies (AMST). Please contact your mentor/advisor for more details.

AMST 3005 American Cultural History (4 Credits)
This study exposes students to the history of the United States through the anthropological lens of ethnology (i.e., the study of the characteristics of various peoples and the relationships between them). Students will compare the experiences of various ethnic, religious, gender, and racial groups, and the results of their social interactions in order to better understand the development of the US from the people themselves. The intent of this study is to utilize the concepts, materials, and tools employed by the disciplines of history and ethnology to uncover the various perspectives that make up US identity. Prerequisite (must complete before registering): US History to 1865: What Does it Mean to be a Free Nation? (HIST 2025), or equivalent Note: Pairs well with HIS 4000 American Ethnic History.
Attributes: American History Gen Ed, Social Science Gen Ed, Liberal

AMST 3020 History of American Medicine & Public Health (4 Credits)
This advanced study explores the history of American medicine and public health from colonial times to the present. Topics include early American epidemics such as smallpox, colonial medicine, midwifery, the professionalization of medicine in America, 19th century health reform, the Civil War, modern medicine and the welfare state, biomedical research, vaccines, 20th century epidemics such as AIDS, and many other topics. Students read primary documents and scholarly articles, and write scholarly essays. Students must possess advanced college level research and writing skills to succeed in this course.
Attributes: American History Gen Ed, Liberal

AMST 3025 Reel America (4 Credits)
This advanced study explores the history of the United States through its films. Students will learn how films both reflect and shape American history, culture and society. Students will view and analyze films in terms of their historical placement and content as well as utilize interdisciplinary methods to explore themes.
Attributes: American History Gen Ed, Liberal

AMST 3030 Slavery, its Legacies, and Contemporary Racial Issues in the United States (4 Credits)
This course focuses on the systematic enslavement of Africans in colonial North America from the seventeenth century to emancipation. The course will explore ideas of race, racism, identity, and oppression in the United States as enduring effects of the institution of slavery. Students will examine ways in which nationalism, economics, and politics have been racialized to justify discrimination and exploitation of various groups across the U.S. In addition, the course will demonstrate how legacies of slavery persist in contemporary societies as forms of forced labor, abuses of power, coercion, or various ways of silencing, and human trafficking. Prerequisites: None. Corequisites: none.
Attributes: *Diversity Gen Ed, Liberal

AMST 3998 Individualized Studies in American Studies (AMST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in American Studies (AMST). Please contact your mentor/advisor for more details.

AMST 4005 Film & American History (4 Credits)
This advanced study is designed for students who have taken the course, Reel America, or who have a background in film history from another source. Students must know how to view and evaluate films from a historical (rather than technical, literary or other mode of analysis) perspective before they begin this study. Students will select an era of American film history (e.g., Early 20th Century, The Great Depression, World War II, The film noir era, The Cold War, etc.) and do a focused historical study of the films pertinent to that era. Prerequisite (must complete before registering): Reel America (AMST 3025)
Attributes: American History Gen Ed, Liberal

AMST 4010 History of Mental Illness in America (4 Credits)
This advanced study explores perceptions of and treatments for mental illness in America from colonial times, when mentally ill persons were sold with their cages to the highest bidder, to today's explosion of mental illness diagnoses, and the drugs used to treat them. Prerequisites: US History Survey or equivalent Students should possess advanced college level reading and writing skills.
Attributes: American History Gen Ed, Liberal

AMST 4998 Individualized Studies in American Studies (AMST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in American Studies (AMST). Please contact your mentor/advisor for more details.

ANTH: Anthropology (Undergraduate)

ANTH 1010 Introduction to Cultural Anthropology (4 Credits)
This course introduces students to the concepts, contributions, and methods of cultural anthropology, stressing the insights they offer into contemporary social issues, both in the US and abroad. The study examines the holistic perspective that anthropologists use in their discipline which is based primarily on the participant observation research method. The student will explore a variety of human societies and cultures around the world. Topics may include: kinship and social organization; beliefs, ritual, and religious systems; family and marriage; political and economic systems; science, technology, and digital ethnography; and systems of social stratification (race, ethnicity, gender, etc.).
Attributes: Other World Civilization Gn Ed, Social Science Gen Ed, *Social Sciences Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

ANTH 1402 Introduction to Biological Anthropology (4 Credits)
This course examines biological (or physical) anthropology, or the evolution of the human species and the nature of contemporary human variation. To establish a framework for the study of human evolutionary biology, principles of evolutionary theory, inheritance, population biology and genetics will be examined. As humans are classified within the Order Primates, we will also study the evolution, ecology, and behavior of our closest living relatives: prosimians, monkeys and apes. Fossil evidence for human evolution will then be considered through comparisons with non-human primate ecology and evolution to reconstruct prehistoric hominid evolution.
Cross-listed with BIOL 1402.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

ANTH 1998 Individualized Studies in Anthropology (ANTH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Anthropology (ANTH). Please contact your mentor/advisor for more details.

ANTH 2998 Individualized Studies in Anthropology (ANTH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Anthropology (ANTH). Please contact your mentor/advisor for more details.

ANTH 3015 Environmental Anthropology (4 Credits)
How do we define nature, ecology and environment? How do we understand the relationship between humans and the environment and how does this impact local and global communities? How do social structures such as race, ethnicity, gender and class influence who gets access to what? What is the role of state and governmental 'Scientific' agencies in deciding how the 'environment' is defined and responded to?
Attributes: Liberal

ANTH 3020 Families in Global Perspective (4 Credits)
This course engages students in a cross cultural study of the family. If we understand kinship and family to be among the central structuring and organizing features in any society, it is clear that to understand families in any society we must also understand the society's distinctive history, culture, economy and institutions. Looking at family and kinship holistically, within the broader context of culture, this course examines the cultural construction of families and the roles of males, females, old and young within families across the globe.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

ANTH 3022 Language & Culture (4 Credits)
This course explores an intertwined relationship between language and culture. It is 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. This course was previously CUL-224364 Language and Culture. Prerequisites: Advanced writing skills.
Cross-listed with LING 3020.
Attributes: Humanities Gen Ed, Liberal

ANTH 3025 Health & Illness in Global Perspective (4 Credits)
This course explores human health, illness, and medicine through an interdisciplinary and cross-cultural perspective. Examining a range of societies and cultures, the course focuses on issues such as: the health effects of modernization, development and globalization; the social determinants of health; the social construction of disease and suffering; and biomedical approaches to reproduction and aging. Health, illness, and healing can only be understood in the context of a society's distinct culture and features. A holistic anthropological approach is used to explore healing practices and well-being in several cultural contexts. Medical practices are viewed as cultural systems and their relationships with other social structures and institutions are examined in comparative perspective. This course was previously SOC-283164 Health, Illness and Society.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

ANTH 3030 Immigration Today: Gender & Family (4 Credits)
Millions of people move to make their livelihood in a country that is not their birthplace; transnational migration is the movement of such people across national boundaries. This course examines how contemporary migration affects family life both for those who migrate and for those left behind. We will explore how gender, race and class shape who migrates, how they migrate, and where they migrate. The course addresses topics such as: race and immigration policy; changes in gender relations, expectations, and intimacy among migrants; and the role of global economics in fostering and shaping contemporary mobilities. This course was previously SOC-283214 Immigration Today: Gender & Family.
Attributes: Other World Civilization Gn Ed, *Diversity Gen Ed, Liberal

ANTH 3035 Latin American & Caribbean Societies (4 Credits)
This course explores the cultural and historical diversity of the Caribbean and Latin American region from pre-colonial civilizations to the present. Throughout the course we will explore race/ethnic, class and gender dynamics in a region shaped by colonial and imperial powers which brought together Indigenous, African, and European cultures. Students will analyze some of the characteristics and forces (geographic, demographic, cultural, historical, etc.) that both tie these nations together, and at the same time mark them as distinct.
Attributes: Other World Civilization Gn Ed, *Diversity Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

ANTH 3045 Travel & Tourism: Critical Perspectives (4 Credits)
This course explores tourism, one of the world's largest and fastest growing industries, from an anthropological perspective. We will examine consequences of international tourism from the perspectives of the tourist and the host. The course examines the impact and sustainability of different types of tourism and tourist sites. Focusing on a variety of global cultures, we will analyze the processes of shaping and marketing distinctive features of culture, identity, history and nature for tourist consumption and the implications of this growing type of global encounter. This course was previously SOC-283244 Travel and Tourism: A Critical Perspective.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

ANTH 3122 Sex & Gender in Global Perspective (4 Credits)
This course is a comparative exploration of gender and gender relations in different regions of the world. Using the concepts of intersectionality (of race, class, gender, etc.) and globalization we will examine how inequalities across sexes and genders are created and perpetuated in different cultural contexts. The course will examine topics such as: non-binary gender systems, variations in the sexual division of labor and economic organization, gender-based violence, and the impact of forces such as colonialism and globalization on gender issues. This course was previously SOC-283324 Sex and Gender in Cross-Cultural Perspective: Advanced.
Cross-listed with GSST 3030.
Attributes: Social Science Gen Ed, *Diversity Gen Ed, Liberal

ANTH 3408 Advanced Biological Anthropology (4 Credits)
Biological anthropology is a subfield of the larger discipline that studies humankind as a zoological species. As biological anthropology is firmly rooted in evolutionary theory, the evolutionary biology of humans is the central focus of the course. This is an advanced study of concepts in biological anthropology including genetics, evolutionary theory, paleontology, comparative anatomy & morphology, primate biology/behavioral ecology and hominid variability provide the foundation for understanding humanity's place in nature. Prerequisites: BIOL 1201, BIOL 1400, or BIOL 1402, or equivalent..
Cross-listed with BIOL 3408.
Attributes: Liberal

ANTH 3996 Special Topics in ANTH (2-6 Credits)

ANTH 3997 Special Topics in ANTH (2-8 Credits)

ANTH 3998 Individualized Studies in Anthropology (ANTH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Anthropology (ANTH). Please contact your mentor/advisor for more details.

ANTH 4998 Individualized Studies in Anthropology (ANTH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Anthropology (ANTH). Please contact your mentor/advisor for more details.

ARTP: Performing Arts (Undergraduate)

ARTP 1005 Creative Dramatics for Children (4 Credits)
Creative Dramatics is an integrative process that develops imaginative thought and creative expression in children. Through the use of movement, pantomime, improvisation, story dramatization and group discussion, children acquire language and communication skills, social awareness, problem-solving abilities, self-concept enhancement, and an understanding of theatre. Rather than an attempt to create professional child actors, the goal of Creative Drama is to guide a child to self-fulfillment through the process of theatre techniques. After analyzing the work of theorists in the field, students will learn to create and implement drama exercises for the classroom and foster an environment where youngsters can feel comfortable to work creatively and think critically.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 1007 Acting Songs: Introductory (4 Credits)
This studio-based class is taught at the David Brunetti Studio and is part of a partnership with the Yip Harburg Foundation. The goal for the student is to learn a step-by-step process for bringing emotionally alive, theatrical acting to the singing of songs. Student will learn, by doing and observing, about the relationship of acting to singing. They will develop a technique that will allow them to be engaged emotionally while singing; this technique can also be applied to non-musical theater work. Students will begin the development of a repertoire of songs which can later be used for auditioning and performance purposes. Students MUST request permission to take this course by emailing Cindy Bates at Cynthia.Bates@sunyempire.edu.
Attributes: Liberal

ARTP 1122 Playwriting Lab: Introductory (4 Credits)
This course supports students in creating a dramatic work for the stage. We will spur the playwriting process by reading plays and theoretical texts, participating in weekly work-in-progress readings by their peers, and analyzing and critiquing these works as well as those of established playwrights.
Attributes: *The Arts Gen Ed, Liberal

ARTP 1127 Writing the Solo Play: Introductory (4 Credits)
This introductory independent study will support the student in the construction a dramatic solo work for the stage, culminating in a work-in-progress reading that the student will perform or direct.
Attributes: Liberal

ARTP 1132 Writing the Solo Musical: Introductory (4 Credits)
This advanced independent study will support the student in the construction a dramatic solo work for the stage at the advanced level, culminating in a work-in-progress reading that the student will perform or direct.
Attributes: Liberal

ARTP 1137 Playwriting: Introductory (4 Credits)
This course will support the student in writing a dramatic work for the stage at the introductory level, spurring the playwriting process by reading plays and theoretical texts, and culminating in a final work-in-progress reading.
Attributes: *The Arts Gen Ed, Liberal

ARTP 1996 Special Topics in Perf Arts (1-8 Credits)

ARTP 1998 Individualized Studies in Performing Arts (ARTP) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Performing Arts (ARTP). Please contact your mentor/advisor for more details.

ARTP 2005 Introduction to Performance Studies (4 Credits)
This course is an exploration of the history and major theories in the field of performance studies. Students will attend and analyze diverse cultural and social performances in a range of urban spaces. We will investigate topics including performing arts, popular entertainments, rituals, play, games, and performance in everyday life. Social, political, and ethical concerns of practitioners and scholars in this field will be considered.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 2998 Individualized Studies in Performing Arts (ARTP) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Performing Arts (ARTP). Please contact your mentor/advisor for more details.

ARTP 3005 Creating Solo Performance (4 Credits)
In this course, the student will develop, design, and present a solo performance work. Starting with a preferred medium such as memoir writing, choreography, photography, music, sound, etc., the student will develop a solo piece while incorporating additional elements. Materials, processes, and practices will be explored that are relevant to student's project. The history of performance will be investigated to provide a frame of reference for the student's own work. We will consider how solo performance may be used to explore social, political, and cultural issues. The course will culminate in an informal presentation of the student's solo work-in-progress. Prior to taking this course, students should have a background in one or more art disciplines.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 3010 History of Physical Theater (4 Credits)
This course will investigate the history, theory, and development of physical theatre in Europe and the U.S. The influence of Eastern theatre traditions and contemporary dance on physical theatre training and practice in the United States and Europe will be addressed. We will consider how physical theatre may be used to explore social, political, and cultural issues. Prior to taking this course, students should have some practical and/or critical understanding of theatre and/or dance.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 3012 Acting Songs: Advanced (4 Credits)
This studio-based class is taught at the David Brunetti Studio and is part of a partnership with the Yip Harburg Foundation. The goal for the student is to work at the advanced level to deepen the process of bringing emotionally alive, theatrical acting to the singing of songs, begin to work on character, to act and sing duets, and develop an advanced level repertoire for audition and performance. Students MUST request permission to take this course by emailing Cindy Bates at Cynthia.Bates@sunyempire.edu.
Attributes: Liberal

ARTP 3015 Performing Literature: Advanced (4 Credits)
In this course, students will learn how to analyze, adapt, and perform literature in a range of genres and styles. The student will choose selected poetry, short story excerpts, and nonfiction materials as source material for developing a series of short solo performances. Students will be encouraged to incorporate an experimental use of movement, sound, music and visual elements in the staging process. The course will examine relevant concepts, practices, and processes of interpretation and performance. The performer's position as cultural critic and/or ethnographer will be addressed. Students should have advanced-level critical thinking and writing skills.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 3030 Performance History: The Twentieth Century (4 Credits)
This course surveys the development of avant-garde performance, aesthetics, and culture from the late nineteenth century to beginning of the twenty-first century. Students will learn about seminal figures and innovative practices in modernist movements including Symbolism, Expressionism, Futurism, Constructivism, and Surrealism. We will explore the exciting world of early twentieth-century cabaret and follow its progression in major cities throughout Europe. Our investigation of postmodernist art and performance in the late twentieth-century will address the evolution of avant-garde theatre, Happenings, Fluxus, body art, and performance art. Throughout, students will consider contested definitions and theories of performance while reflecting on the social responsibility of performance history scholars. Prior to taking this course, students should have some practical and/or critical understanding of the arts.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 3035 Popular Music & Social Justice: Advanced (4 Credits)
This course is an exploration of popular music in relation to social movements and cultural change, primarily in the United States, from the early decades of the twentieth century to the present. We will consider the importance of music and song in modern American culture, focusing on songs that have contributed to the development of labor, civil rights, peace, and feminist movements. Students will learn about musical artists who have emerged as voices of opposition, articulating issues of race, class, and gender. Throughout, we will examine the tensions between the music of activism and its production and consumption. (Students should take either the introductory or advanced version of this course but not both.)
Cross-listed with MUSC 3035.
Attributes: American History Gen Ed, Arts Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

ARTP 3122 Playwriting Lab Advanced (4 Credits)
This course supports students in creating a dramatic work for the stage at the advanced level. We will spur the playwriting process by reading plays and theoretical texts, participating in weekly work-in-progress readings by their peers, and analyzing and critiquing these works as well as those of established playwrights.
Attributes: *The Arts Gen Ed, Liberal

ARTP 3996 Special Topics in Perf Arts (1-8 Credits)

ARTP 3998 Individualized Studies in Performing Arts (ARTP) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Performing Arts (ARTP). Please contact your mentor/advisor for more details.

ARTP 4005 Performance Art & Installation (4 Credits)
This course will investigate the materials, methods, and processes used in developing performance art and installation projects. The student will create a performance art or installation work, drawing on prior experience in one or more aesthetic practices, while exploring new forms and approaches. The student will learn about the history of Live Art practices and original works that integrate performance with installation, media arts, and socially engaged art practices. Prior to taking this course, students should have some practical understanding of the arts.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 4010 Performance Theory (4 Credits)
This course will investigate some of the exciting theoretical and practical work that theater and performance artists have written about over the past 100+ years. It is important to remember that "theories" are always based in "practice" and that "practice" is also grounded in "theory." This interesting cyclical relationship between theory and practice will inform the work completed. We will consider the social, political, and ethical concerns of practitioners and scholars in this field. Prior to taking this course, students should have some practical and/or critical understanding of the arts.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 4122 Writing the Solo Play: Advanced (4 Credits)
This advanced independent study will support the student in the construction a dramatic solo work for the stage at the advanced level, culminating in a work-in-progress reading that the student will perform or direct.
Attributes: Liberal

ARTP 4127 Playwriting: Advanced (4 Credits)
This course will support the student in writing a dramatic work for the stage at the advanced level, spurring the playwriting process by reading plays and theoretical texts, and culminating in a final work-in-progress reading.
Attributes: *The Arts Gen Ed, Liberal

ARTP 4132 Writing the Solo Musical: Advanced (4 Credits)
This advanced independent study will support the student in the revising and further developing a solo musical, telling the story in a one-person show through song and text, culminating in a work-in-progress reading with music that the student will perform or direct. Prerequisite (must complete before registering): experience in music composition or songwriting
Attributes: Liberal

ARTP 4147 Theatre Community & Social Change: Advanced (4 Credits)
How can the tools of theatre be used to engage communities in dialogue and to move toward a more just world? Students will gain experience in applied theatre – theatre that engages issues ranging from social justice to heath education to conflict resolution. We will look at the work of Augusto Boal, Paolo Freire, the Federal Theatre Project and others who have developed relevant theories and practices. Students will learn to develop strategies to respond to particular settings, issues, and concerns, to critically examine the underlying assumptions of this work, and to think about the historical and theoretical contexts of the applied theatre field. We will examine how these and other concepts and strategies inform performative responses to and interventions in times of crisis, and how such work combines affect (aesthetics and emotional impact) with effect (social impact).
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTP 4998 Individualized Studies in Performing Arts (ARTP) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Performing Arts (ARTP). Please contact your mentor/advisor for more details.

ARTS: Art (Undergraduate)

ARTS 1000 Arts & the Environment: Introductory (4 Credits)
Students will explore, create, and perform work inspired by the natural and built world. We will investigate how diverse artists working in different media interpret and respond to nature, urban environments, and environmental concerns. The goal is to experience a range of conceptual approaches and aesthetic strategies in context with developing individual and/or collaborative projects that are informed by environmental themes.
Attributes: Liberal

ARTS 1010 Art Appreciation (4 Credits)
In this course, students will develop college level familiarity with the visual arts by learning about the basic concepts, vocabulary, media, and abbreviated world history of the visual arts through readings, discussions, and writing.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1020 Art & Sustainability (4 Credits)
In this course, students will examine the visual arts, focusing on various kinds of sculpture, as a process and instrument connecting the natural environment and human imagination to develop an appreciation for art as personal expression, conduit for social consciousness, and opportunity for a new esthetic based upon ecological awareness. Students will investigate how kinetic, repurposed, renewable, and upcycled land art contributes to the field of eco-minded art. They will also have the opportunity to create eco-minded art in various media.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1025 Body Art: Tattooing: Introduction (4 Credits)
This course focuses on the art of tattooing, its significance, symbolism, and affiliations. The modification of the body spans thousands of years and throughout various cultures. Students will consider the history behind same, the socio-cultural influences, contemporary issues, the art's potential risks and complications, as well as the student's interest in the topic itself. Students can take only one level of this course (intro or advanced) to avoid redundancy within their degree program.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1030 Collage (4 Credits)
The purpose of this course is for learners to investigate, create, experiment and learn about collage as an historical and cultural art form. Students will look at works of collage from both Western and Global perspectives and development. This course is also meant to be very process oriented and progressive, so students come out with a greater appreciation for practice and understanding of the medium.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1040 Figure Drawing (4 Credits)
The purpose of this course is to develop perceptual and technical skills drawing the human figure, learning about proportions and structure, as well as understanding basic anatomy. The course will demonstrate the timeless relevance of the human form as subject matter and as a primary vehicle through which an artist makes use of the visual language to plan, process, and create. The course will include an introduction to skeletal anatomy in order to increase understanding and accuracy in drawing the figure.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1050 Humanities Through the Arts (4 Credits)
Through a study of various artistic and intellectual expressions, students will learn about the arts and humanities disciplines such as literature, art, music, theater, cinema, and so forth. Students will also learn about basic language of art and prominent artworks. Students will study several enduring themes in the humanities such as morality, happiness, freedom, and life and death attitudes, and how they are expressed through the arts. Students will analyze the arts in historical, social, (multi)cultural, biographical, and aesthetic contexts and develop ability to critically respond, interpret, and evaluate the arts. This course was previously ART-221634 Humanities through the Arts. Prerequisites: None. Corequisites: None.
Attributes: Humanities Gen Ed, Arts Gen Ed, *Humanities Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1055 Impressionism: The Birth of Modern Art (4 Credits)
This course focuses on an era within the history of art in 19th century France, and events that contributed to the birth of modern art. Social, cultural, political and philosophical ideas that shaped and changed the way art was created and defined will be discussed. The course will begin with an analysis of the historical, social, and theoretical issues, such as the reconstruction of Paris, Napoleon III, the role of female artists, government sponsored art exhibitions, the Salon shows, and the Anonymous Society of Painters and its impact in the art world. The course will look at the works of the artists who would be labeled the Impressionist and for whom the art movement Impressionism emerged.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1065 Introduction to Drawing (4 Credits)
This course introduces students to the fundamental concepts and techniques of drawing while learning about the elements of design. Drawing is an essential practice that is needed in order to move from simple to complex forms of artistic expression. Working from direct observation and/or photographs, students learn art processes and how to use various drawing materials and tools. They also learn about visual literacy and apply it to their practice while learning about the work of past and current art practitioners. Students will reproduce and present a final drawing project and oral presentation about an artist of their choice. Subjects covered include still life, floral, textures, landscape, portraiture, mannequins, and the figure.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1075 Introduction to Painting (4 Credits)
This course acquaints students with the formal elements of painting (color, composition, light, form, texture, figure ground relationship) through color-mixing and paint handling exercises. Color theory and its functionality will be emphasized and put into practice. Students will explore application of paint to canvas, panels, and/or paper working from still life or reference material. Prerequisites: Previous drawing experience. Prerequisites: Previous drawing experience.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1080 Introduction to Studio Art (4 Credits)
Through a sequential study of artistic elements, art media, drawing and painting techniques, and art criticism, this course introduces students to the fundamentals of studio art. Students will build foundation art skills, as well as the beginning of a portfolio, through studio practice and assignments. Students will study line, shape and form, focusing on light, tonal drawing, and linear and atmospheric perspective in black and white and color. Students will also learn to critique art. Overall, students will learn about drawing as a form of artistic expression and studio creative process. This course was previously ART-221114 Introduction to Studio Art.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1100 Early Art of the Netherlands: Introductory (4 Credits)
This course focuses on painting in the Netherlands. Students will consider formal characteristics and on-going iconographic concerns within the work of individual artists such as Jan van Eyck, Hieronymus Bosch, etc. We will also investigate the intersection of visual culture with class, economics, politics, and gender resulting in an understanding of the socio-cultural context of the art of Northern Europe from the fourteenth through the sixteenth centuries.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1125 Watercolor Painting (4 Credits)
Watercolor Painting is an introductory course presenting the technical and aesthetic aspects of this creative art form and an overview of color theory, along with some of its historical and contemporary practitioners. Approximately half of the course is devoted to studying the theoretical and historical aspects of color, through both written and hands-on assignments, while the other half focuses on painting. Each module includes images and text of historical practitioners, including contemporary artists, and assignments that focus on the study and emulation of master artists. Students avidly write about and discuss their own work, and provide explanation of how it relates to either the theory or history of its origins. Previous drawing experience is helpful.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1127 Drawing Into Painting (4 Credits)
This course merges the theoretical, technical and creative aspects of drawing and painting to create a portfolio of work. Within the genres of still life, interior, and landscape, students will gain experience in a variety of drawing tools such as graphite, conte crayon, and charcoal. Drawing foundations such as composition, perspective, contour, negative space, tonal, and gestural drawing are part of this creative art form. Ink, watercolor and/or gouache will provide a transition from drawing principles into representational and abstract painting. Students will visually document each project in brief written descriptions which will culminate in a final artist's statement. Diverse artists of inspiration such as Cezanne, Bonnard, Krasner, and Lam will provide historical and contemporary references. The process of presentation and critique will be ongoing, with two critiques at mid-term/end of term.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1135 Writing About Art (4 Credits)
This course will provide the student with readings and exercises that will sharpen his/her areas of observation and critical assessment, and the elements involved in writing carefully organized responses to non-literary forms: visual art (painting, sculpture, photography, graphic arts, architecture, art installations), performance art (dance, theater, music), film, and emergent art forms in new media (digital/the internet).
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1140 Media and Visual Literacy (4 Credits)
The purpose of this course is to introduce the field of visual literacy and media studies at a foundational level. Learn to analyze, interpret, and understand the role that images and media play in your life and in our culture. Central to the course is a study of the artistic expression and creative process integral to images in the ever-changing media landscape such as advertising, consumer objects, photography, fashion, film and television through design and semiotic analysis. Students will also consider media ownership and its impact, as well as race, class, and gender, in mainstream media. They will also develop skills in "reading" images in the media and how they are influenced by, and an influence of, culture. This course was previously COMM 1025 Media Literacy and ART-222424 Media and Visual Literacy.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 1998 Individualized Studies in Art (ARTS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Art (ARTS). Please contact your mentor/advisor for more details.

ARTS 2020 Art History I: Prehistory to Renaissance (4 Credits)
In this course, we will study the history of Western art from Prehistory to the Renaissance with a focus on: basic art and art historical terminology, the basic periods and major art works of Western Civilization for this broad time frame, and how to 'read' works of art and architecture for their form, content and context.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 2025 Art History II: Baroque to Modern (4 Credits)
In this course, we will study the history of Western art from the High Renaissance to Postmodernism with a focus on: art and art historical terminology, the basic periods and major art works of Western Civilization for this broad time frame, and how to 'read' works of art and architecture for their form, content and context.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 2035 Diversity in the United States Arts (4 Credits)
This course samples artists and artistic expressions of diverse ethnic and sociocultural groups in the United States. Students will view, describe, and analyze various artistic forms, including ethnic and contemporary multicultural arts and crafts, and the creative processes inherent therein. Through interpreting artistic portrayals of race, ethnicity, gender, class, immigrant, and other identity categories, students will explain the historical and contemporary societal factors that shape the development and visual representations of individual and group identity. Through comparing artworks that probe the interrelated concepts and concerns of multiculturalism, equity, diversity, and inclusion, students will describe the complex social structures and systems that generate power, privilege, oppression, and opportunity in the art world. Through reviewing accounts of artists' lives, students will analyze artists' social justice arts and acts reflecting four principles of human rights, access, equity, and autonomous participation. Students will demonstrate their learning through discussion, writing, and visual assignments. This course was previously ART-222444 Diversity in the American Arts.
Attributes: Arts Gen Ed, *Diversity Gen Ed, *The Arts Gen Ed, Liberal

ARTS 2040 Eco Arts (4 Credits)
Ecological Art or Eco Art is a contemporary form of environmental art created by artists who are concerned about local and global environmental issues and situations. The field is growing rapidly with hundreds of artists working around the world. This interdisciplinary study of Eco Arts helps students become familiar with various eco arts texts, projects, works and theories as well as visiting and participating in Eco Arts sites/activities both online and in real time and creating their own projects using materials and concepts inspired by their learning.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 2041 African American Art (4 Credits)
This course will cover the evolution of African American art focusing on the twentieth century. In addition to taking a broad historical perspective based on influential social theory of the time, the student will look closely at the work of individual artists such as Edmonia Lewis, Augusta Savage, Henry Ossawa Tanner, Jacob Lawrence, Aaron Douglas, Archibald Motley, Romare Bearden, Elizabeth Catlett, Faith Ringgold, Beverly Buchanan, Betye Saar, Whitfield Lovell, Jean Michel Basquiat, and Kara Walker.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 2050 Introduction to the History of Western Architecture (4 Credits)
Developing a student's historical perspective, this course surveys the history of Western architecture and society from ancient times to the present. For this broad time frame, you will learn critical thinking skills about some of the major buildings and monuments, architects and major architectural styles in Western civilization. Your study, exploration, reading and viewing, plus the feedback you receive on posts and papers will introduce you to and develop your ability to: 1) Engage in the formal analysis of a building to enhance your artistic perspectives. 2) Develop the capacity to decipher relevant primary source texts and images as an introduction to artistic theory. 3) Understand the historical and social context of a building program, building, building complex and/or building site. 4) Analyze differing historical interpretations of a building program, building and/or monument. 5) Present papers on assigned questions whereby you synthesize your own thoughts while summarizing relevant scholarship, primary sources and formal analysis in order to enhance your critical thinking and research skills. This course was previously ART-221434 Introduction to the History of Western Architecture.
Attributes: Arts Gen Ed, Western Civilization Gen Ed, *The Arts Gen Ed, Liberal

ARTS 2055 Sculpture: Introductory (4 Credits)
This studio inspired course addresses the fundamental aspects of three dimensional design using an online workshop approach while looking at the history, theory and practice of sculpture. Students will engage in the creation of three dimensional work, applying basic concepts used in additive and subtractive sculpture to their visual work as a means of developing a strong three dimensional vocabulary. Explored during the term will be such concepts as relief sculpture, free standing sculpture, and environmental sculpture. Supporting the studio portion of this study students are expected to participate in all readings, online discussions, and group critiques as ways of informing their visual work while referencing both three dimensional aesthetics and art history discussed throughout the term. This course was previously ART-221354 Sculpture: Introductory.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 2998 Individualized Studies in Art (ARTS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Art (ARTS). Please contact your mentor/advisor for more details.

ARTS 3000 Advanced Nature Drawing (4 Credits)
Using knowledge and experience of the natural world as inspiration, the emphasis for this study will be refining the use of the essential elements of drawing. Students will bridge the gap between the role of artist as object maker and the role of the artist as innovative thinker and social commentator.
Attributes: Liberal

ARTS 3010 20th Century Art History I (4 Credits)
The first half of the twentieth century (1900-1950) changed the history of Modern Art. Organized chronologically, students learn about the social, economic, cultural, political, and artistic transformation of European art movements and their influence on American art and culture. From Paris to New York City, the United States emerged as an art world-leading power from Regional and Social Realism to Abstract Expressionism and the role of women in the arts. Prerequisites: College Writing.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3012 20th Century Art History II (4 Credits)
The Age of Pluralism (1950-2000) includes a plethora of changes, philosophies, and concepts in Modern Art. It gave voice to women and minority artists, included the proliferation of mass-produced art and culture, and advocated for environmentally and socially engaged art that responded to issues such as globalization and ethical practices. Through discussions, we will examine these interactions and how they contributed to forming new artistic aesthetics and inclusion at the dawn of the 21st century.
Attributes: Humanities Gen Ed, Arts Gen Ed, *Humanities Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3020 A Sense of Place: Drawing from Nature: Advanced (4 Credits)
Students will learn to draw within differing environs/settings while placing a set emphasis on the treatment of plants, insects, animals, etc. As convictions inform effort, this course will also explore the lives and work of the early botanical illustrators such as Ferdinand Bauer to the contemporary work of Alice Tangerini; several of the environmental artists to include David Nash, Bob Verschueren, and Nils-Udo; the beasts and birds of Walton Ford; as well as others via readings, websites, PowerPoint presentations, and/or film. This course is meant for those interested in environmental studies (designed to fulfill wider social context), art (designed to fulfill technical proficiency/ competence in methods and techniques), culture, and history. Prerequisites: n/a. Corequisites: n/a.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3025 Advanced Drawing (4 Credits)
This course will assist students in deepening and expanding their drawing skills by emphasizing one's own personal approach in style, concepts, visual vocabulary, media, and thematic content. It provides an opportunity for students to develop a high degree of artistry, originality, and aesthetics in drawing, including research on art practitioners throughout history. Students will create and present a portfolio accompanied by a reflective essay about their art practice, research and work done during the term. Students should have previous drawing, painting, or other art studio course.
Attributes: *The Arts Gen Ed, Liberal

ARTS 3030 Advanced Drawing: Comics (4 Credits)
The comic is both a cultural icon and practice - a sequential art. This course will place an emphasis on the major aspects of comic book creation to include its history, illustration, expressive anatomy, inking, storyboarding, and plot/writing.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3035 Advanced Graphic Design (4 Credits)
In this course, students will focus on developing and producing a complete marketing campaign utilizing different graphic mediums that would be utilized to advertise a business. Students will assess a customer's needs and develop a campaign plan utilizing the basics of the grid system. Students will work through a design scenario for a business that has a need for an advertising campaign to be developed utilizing several mediums of design for delivery. This course will enable students to think critically and to work on a variety of advanced graphic design problems typically encountered by visual artists in today's marketplace. Prerequisites: Successful completion of a related introductory study or relevant advanced level experience.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3040 Advanced Painting (4 Credits)
This course emphasizes students' personal approach in style, concepts, visual vocabulary, media, and thematic content. It provides an opportunity for students to develop a high degree of artistry, originality, and aesthetics in painting, including research on painting trends and art practitioners throughout history. Students will create and present a portfolio accompanied by a reflective essay about their art practice, research and work done during the term. Students should have a previous drawing, painting, or other art studio course.
Attributes: *The Arts Gen Ed, Liberal

ARTS 3050 American Architectural History (4 Credits)
This study asks students to learn to recognize and understand the various types of buildings and building styles within the United States. This necessarily includes discussions of the manner in which social, cultural, economic, political, and historic phenomena are created by and represented in American architecture. As well, a thorough exploration of American architecture necessitates inquiries of interactions between the history and architecture of the United States and the history and architecture of other world cultures.
Attributes: Liberal

ARTS 3055 American Art History (4 Credits)
This course asks students to explore the American experience as it is portrayed in American art. This necessarily includes discussions of the manner in which social, cultural, economic, political, and historic phenomena are created by and represented in American art. As well, a thorough exploration of American art necessitates inquiries of interactions between the history and art of the United States and the history and art of other world cultures.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3065 Art Criticism (4 Credits)
In this course, the student will develop an advanced college level familiarity with the major schools of thought in art criticism from Antiquity to current times. This will include a review of the elements of art and the principles of design; an examination of the Imitation, Expression and Formal theories of art; plus, analyzing the ideas of Roland Barthes and Denis Dutton.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3075 Arts Management (4 Credits)
This course focuses on the history, theory, and practice of arts management. It provides opportunities for practical application of theory and technique through projects such as research and case studies related to the development of marketing, business or strategic plans, arts manager's portfolio, the role of arts manager in the community, and the development of arts organizations or programs. Comparisons between profit and not for profit organizations provide a context for issues of fundraising and various conceptual approaches to management. Prerequisites (must complete before registering): Prior knowledge, skills, or experience in art and business or management, as well as upper-level standing with advanced level academic skills This course was previously ART-223524 Arts Management.
Attributes: Liberal

ARTS 3080 Arts of Native North America (4 Credits)
In this course, students will examine the arts and artists of Indigenous people of North America in the broad categories of visual arts, performing arts, language arts and material culture as expressions of values in non-Western cultures. Topics include a survey of arts and material culture beginning with the post-contact through the modern era in terms of the continuity of practices in religious and secular arts; individual and communal representation and response to social, political and spiritual circumstances. This survey also includes modern and contemporary artists working in a broad range of media and categories.
Attributes: Liberal

ARTS 3090 Baroque Art & Architecture (4 Credits)
In this course, we will explore the art and architecture of the Baroque in Italy, France, Spain, the Netherlands, Flanders and England. Our analysis will include relevant historical context, artistic innovation and developing artistic theories.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3095 Body Art: Tattooing: Advanced (4 Credits)
The modification of the body spans thousands of years and throughout various cultures. This course focuses on the art of tattooing, its significance, symbolism, and affiliations. This course will also consider the history behind tattooing, the socio-cultural influences, contemporary issues, the art's potential risks and complications, as well as the student's interest in the topic itself. Students will take only one level of this course (intro or advanced) to avoid redundancy within their degree program.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3105 Graffiti: Art or Vandalism? (4 Credits)
In this advanced level course, students will formulate an increasingly more sophisticated understanding and practice of graffiti. Graffiti is both an anonymous and public voice, created at times when no one is looking yet surfaces for all to see. It can be etched, carved, painted, stenciled, knitted, chalked, or even projected onto a surface. This course will focus on a set verve expressed by graffiti, which has incited rebellion, sparked social criticism, and cultivated change/peace. We will explore various topics and issues to include its historical context; aesthetics; legalities; collaborated efforts to promote peace; a set influence on other creative fields such as music, film, graphic design, advertising, and individual artists - i.e. Banksy (Great Britain), Os Gêmeos (Brazil), Daim (Germany), Shepard Fairey (United States); as no other art movement has had such a profound impact on the physical face of the modern world.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3115 Cuba at the Crossroads: Art Culture and Identity (4 Credits)
Students in this course will examine the changing cultural and political landscape of Cuba. We will look at how economic, political and cultural factors come to bear on issues of identity, and how these are reflected in the arts. Students will learn about the history of the island and about the complex heritage of indigenous, African and Iberian cultures. Cuba's political and economic relationship to the U.S. will be examined, along with issues of race, class and gender in modern Cuban society.
Attributes: Other World Civilization Gn Ed, Arts Gen Ed, *The Arts Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

ARTS 3135 Illustration (4 Credits)
This advanced level art course emphasizes technical proficiency, individual direction, and the history and theory of illustration. Traditional and non-computer based studio art tools will be the primary media for illustration. Learning activities focus on practicing different illustration styles and skills, developing briefs for illustration projects, and analyzing illustration styles from historical and theoretical standpoints. Students will create illustrations with a range of subjects, materials, and formats. Illustration exercises and other learning activities will foster students' ability to research and observe quality illustration styles and techniques as well as to critique illustration. Prior to taking this course, students should have taken a lower level studio art course or have experience in drawing and painting. This course was previously ART-223124 Illustration.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3145 Issues in Contemporary Art (4 Credits)
Issues in Contemporary Art is an advanced study of the art as well as the historical and theoretical issues from the Eighties through the current decade. The methodology includes an analysis of the thematic frameworks which characterize the development and meaning of contemporary art, through the examination of related social and cultural issues, an overview of global museum and gallery exhibitions, and the development of a scholarly research project.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3150 Italian Renaissance Art & Architecture (4 Credits)
Students will explore the development of Italian Renaissance Art embracing the historical time frame that includes the Duecento, Trecento, Quattrocento and Cinquecento. We will look at the initial causes of the Renaissance: population increase, agricultural improvements, economic growth with the rise of trade and venture capitalism, and rise of the cities. Then, we will explore how this affected painting, sculpture and architecture.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3160 Masters of the Renaissance: Advanced (4 Credits)
This course will explore three celebrated artists of the Italian Renaissance: Leonardo da Vinci, Michelangelo Buonarroti, and Raffello Sanzio (Raphael). Their careers span from roughly 1450 to 1565, encompassing a period generally referred to as the Early and High Renaissance within Italy. This course will present an in-depth analysis of each artist in relation to their training, stylistic development, oeuvre, the role of patronage, as well as myth/legend.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3165 Material & Visual Culture (4 Credits)
People create objects and images, assigning them values and meanings that are specific to their culture, their time, and their place. In turn, those objects and images influence the ways in which people think, communicate, and learn. Often, these things express relationships of power and privilege, in their creation, their curation, and their exhibition. In this study, we will consider the ways people use images and objects to understand the world, create individual and group identities, explain their society and culture, formulate their group's identity within the larger world, and express relationships of power and privilege.
Attributes: Arts Gen Ed, *Diversity Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3170 Mathematics & The Arts (4 Credits)
This course will ask students to examine the varied uses of mathematics within the arts. Basic arithmetic skills, in addition to more detailed algebraic and geometric principles, will be explored as they are applied within the arts. Further, students will be asked to collect and analyze data for a final project that asks them to look at the use of mathematics within popular culture.
Attributes: Mathematics Gen Ed, Arts Gen Ed, *Mathematics Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3175 Medieval Art & Architecture (4 Credits)
In this course, students will study the art and architecture of the Middle Ages, roughly from the end of Roman Antiquity up to and including the Gothic style. The subject matter will include Early Christian art and architecture, Byzantine art and architecture, the Art of the Migrations, plus the art and architecture of the Carolingian, Ottonian, Romanesque and Gothic periods. A prior course in art history, art appreciation or studio art course that included some art history is advised.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3180 Mixed Media (4 Credits)
This is a study for artists who are interested in and inspired by exploring how a diverse variety of materials and techniques might intersect in their creative endeavors. Rich combinations of techniques and materials, both traditional and non-traditional, will be sampled and utilized in structured and self-directed projects.
Attributes: Liberal

ARTS 3190 Nineteenth Century Art (4 Credits)
The purpose of this course is to enable the student to learn about the major artists, movements, and intellectual and cultural ideas that we normally associate with the broad span of late 18th into the 19th century. We will cover Neoclassicism, Romanticism and Realism in the arts, as well as some issues relating to the avant-garde, social protest, feminism and racism.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3210 The Illustrated Man-Sci-Fi Metaphors & Ray Bradbury: Advanced (4 Credits)
This course facilitates a study of drawing via the genre of science-fiction. The student will explore the ways in which metaphors emerge, giving visual representation to same, within a quintessential work of the genre's central figure/work - Ray Bradbury's The Illustrated Man, where tattoos come to life. The focus of the study will center on the following - key compositional images (tattoos) that are compelling and imaginative; an environment that reflects a story's premise; the development of appropriate symbolism and mood; the researching of historical motifs; the expansion of drawing techniques; and the creation of a narrative flow. We will work collaboratively to present, in a visual fashion, Bradbury's short stories. The course will deal with drawing in various materials to include charcoal, pencils, conte crayons, and ink.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3215 The Odd Couple of Art History – Van Gogh & Gauguin (4 Credits)
For a two-month period in 1888, Vincent van Gogh and Paul Gauguin shared a small yellow house located in the south of France. Known as the odd couple of art history, their time together is considered explosive, in temperament and yet more so in creativity. The images created by both men are astounding during this short-lived arrangement. And, it will end with the institutionalization of van Gogh resulting in a definitive break in van Gogh's relationship with Gauguin. The study of this artistic liaison and their work begins with a date - October 23, 1888.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 3225 The Renaissance & Reformation (4 Credits)
This study will explore the history and art of the Renaissance and Reformation and will present an in-depth analysis of the period to include the various artists in relation to their training, stylistic development, oeuvre, the role of patronage, as well as myth/legend.
Attributes: Liberal

ARTS 3250 Design Thinking: Advanced (4 Credits)
This course focuses on new trends in creative business thinking by looking at business with both an analytical and intuitive mind. It provides basic design theories and explains how they are applied practically in business. "Design Thinking" is a new trend of thinking which can contribute to a competitive advantage for many successful business entrepreneurs and transform arts or socially oriented projects The methods and knowledge gained from this course can be applied to any type of business or industry worldwide. This course is offered for our International Education program students.
Attributes: Liberal

ARTS 3260 Advanced Watercolor Painting (4 Credits)
Watercolor Painting is an advanced study presenting the technical and aesthetic aspects of this creative art form, along with some of its historical and contemporary practitioners.
Attributes: Liberal

ARTS 3996 Special Topics in Arts (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

ARTS 3998 Individualized Studies in Art (ARTS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Art (ARTS). Please contact your mentor/advisor for more details.

ARTS 4010 Art History: Methods and Theories (4 Credits)
Why are certain artworks considered important in art history? What are the methods and theories art historians use to gauge aesthetic, cultural, and historical significance of the artworks? Through exploring these questions, students will learn about the methods and cultural contexts for constructing their own brief accounts of art history. Specifically, students will apply the art history methods to select, observe, analyze, and discuss the artworks. Students will practice what an art historian would do when carrying out rigorous research and writing about a major artwork. Students will also examine the methodological and critical cultural issues in the field of art history. This course was previously ARTS-4010 Art History: A Study of Cultures. Students taking this course should have upper-level standing with advanced level academic skills. A lower-level art history class is highly recommended.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 4011 Arts-based Research Practice (4 Credits)
Through studying the concepts of arts-based research and samples from the visual, performing, narrative, and media arts, students learn to design and carry out arts-based research projects that combine artmaking activities in social research contexts. Specifically, students survey various research methods, tools, and resources appropriate to their arts disciplines and individual projects. Sample research practice might begin with a question emerged from artistic practice, employ artmaking as a part of research process, or consider research as an artistic practice.
Attributes: Liberal

ARTS 4015 Arts & The Environment: Advanced (4 Credits)
Students will explore, create, and perform work inspired by the natural and built world. We will investigate how diverse artists working in different media interpret and respond to nature, urban environments, and environmental concerns. The goal is to experience a range of conceptual approaches and aesthetic strategies in context with developing individual and/or collaborative projects that are informed by environmental themes.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 4020 Color Theory (4 Credits)
Understanding the interaction of color is a critical component of studio and digital art studies. In this course, we will learn how colors interact with each other as well as their effects on human perception. While the emphasis of this course is on the practice of methodically demonstrating color relationships in a series of hands-on assignments, the conceptual properties of color will be explored within the color studies as they relate to cultural/symbolic meaning, form and perception. Since critique and appropriate verbalization of color theory is a critical component of this course, each assignment will be accompanied by an explanatory statement.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 4035 Images of Women in Western Art (4 Credits)
This course is a critical survey of women's artworks, and their creative processes, from the Middle Ages to the present time. Through examining women artists' lives, creative achievements, and social justice work in historical and cultural contexts, students will also recognize various aspects of diversity, equity, inclusion, and social responsibility in the art world. Specifically, students will explore the historical and contemporary societal factors that shape women artists' development of self and group identity—encompassing gender, race, class, sexuality, and other social categories—and its portrayals in the visual arts. Students will analyze the structures in the Western art system that create dynamics of patriarchy, power, privilege, oppression, and empowerment and their effect on women artists' lives and artworks. Students will analyze principles of human rights, access, equity, and autonomous participation manifested in gender-based social justice arts.
Attributes: Arts Gen Ed, *Diversity Gen Ed, *The Arts Gen Ed, Liberal

ARTS 4055 Native North American History & Art (4 Credits)
The visual arts express the history, ideas and beliefs of the communities in which they are created. Therefore, this course begins with a foundational reading of topics in the histories and philosophies of Indigenous nations located in North America with an emphasis on the Indigenous perspective. Contextualized within this critical historical understanding, the course will consider the diversity of visual/artistic expression among Indigenous nations and examine the central role of Indigenous arts in storytelling, cultural continuity, resistance and sovereignty. The role of contemporary pan-Indian trends in Native North American art will be studied in the context of the global Indigenous movement. Corequisites: Visual Literacy.
Attributes: Other World Civilization Gn Ed, Arts Gen Ed, *The Arts Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

ARTS 4070 What Is Art? (4 Credits)
This course focuses on the philosophies of art, the aesthetic theories, interpretations of art, and examples of art emerged from various times and parts of Western and non-Western societies. Students will contemplate on the enduring questions and issues related to, for example, the concepts of beauty, good art, and moral dimension of art; socio-cultural assumptions about art; definition, function, meaning, and value of art; and aesthetic qualities and experiences of art. Prior to registering, students should have prior college course or knowledge in art, philosophy, or cultural studies, as well as upper-level standing with advanced level academic skills. This course was previously ART-224514 What is Art?
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

ARTS 4122 Independent Arts Project (4 Credits)
The purpose of this study is for advanced level arts students of any genre to independently explore a larger project in their chosen art form(s) as well as engage with related artistic questions/concerns generated by their earlier experiences and current obsessions. Interdisciplinary and/or uses of multiple perspectives or media will be particularly encouraged by the mentor where applicable.
Attributes: Liberal

ARTS 4800 Arts Internship (4 Credits)
The internship is an opportunity for a student to apply the theories and methods of The Arts to a real-world experience. Students should work independently, with their mentor, and with the Career Services division well in advance of the internship term to find an internship opportunity that meets their specific needs and fits within their degree program and college level appropriateness. An internship may only be completed with the approval of the student's mentor.

ARTS 4998 Individualized Studies in Art (ARTS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Art (ARTS). Please contact your mentor/advisor for more details.

ASLG: American Sign Language (Undergraduate)

ASLG 1005 American Sign Language and Deaf Culture I (4 Credits)
This course will focus on the practice of American Sign Language (ASL), including foundational grammatical structures and necessary vocabulary for basic understanding and usage of the language. In addition, students will learn about the history, heritage, and culture of the Deaf in America. Students should be available for synchronous Microsoft Teams practice sessions once per week or biweekly. Special accommodations will be made for deployed military students. This course was previously CHS 251244 American Sign Language I.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

ASLG 1010 American Sign Language II (4 Credits)
This course is designed to be a continuation of ASL I. Students will build on and sharpen basic linguistic tools learned in ASL I, while also employing new tools that will enhance description, concept and use of space. Along with fingerspelling, numbers, and new vocabulary, students will focus on classifiers, spatial agreement, idiomatic expressions, and poetry to enhance their understanding of ASL signs and phrases. Prerequisites: ASLG 1005.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

ASLG 1998 Individualized Studies in American Sign Language (ASLG) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in American Sign Language (ASLG). Please contact your mentor/advisor for more details.

ASLG 2998 Individualized Studies in American Sign Language (ASLG) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in American Sign Language (ASLG). Please contact your mentor/advisor for more details.

ASLG 3296 American Sign Language III (4 Credits)
This course expands basic skills acquired in American Sign Language level 1 and 2. Emphasis is placed on expansion and refinement of expressive and receptive conversational skills, including vocabulary expansion, linguistic principles, classifications, sign fluidity, and transliteration. In addition to expanding their vocabulary, students will learn more complex grammatical features through narratives and dialogues. Prerequisites: American Sign Language II ASLG 1010 with a grade of "C", or equivalent.
Attributes: *World Languages Gen Ed, Liberal

ASLG 3996 Special Topics in ASLG (1-8 Credits)
Attributes: Liberal

ASLG 3998 Individualized Studies in American Sign Language (ASLG) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in American Sign Language (ASLG). Please contact your mentor/advisor for more details.

ASLG 4998 Individualized Studies in American Sign Language (ASLG) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in American Sign Language (ASLG). Please contact your mentor/advisor for more details.

BIOL: Biology (Undergraduate)

BIOL 1000 Survey of Biology (4 Credits)
This course is a one term survey of theories, principles, and concepts of the biological sciences. The topics covered include cell structure and function; energy and metabolism; mechanisms and patterns of inheritance; DNA and gene function; evolution; natural history; and the functions of biological communities, and ecosystems. Note: This course is intended for general education and it does not meet the guidelines for Biology concentrations.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1002 Human Biology (4 Credits)
This course provides an introduction to the theories, principles, and concepts of the biological sciences with an emphasis on human systems. The topics covered include the scientific method, basic biochemistry, cell structure and function; tissue organization; homeostasis and feedback systems; the structure and function of body systems; genetics and inheritance; and evolutionary theory.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1004 Human Nutrition (4 Credits)
This course provides an introduction to the theories, principles, and concepts underlying the use of nutrients by the human body. The topics covered include micro and macronutrients; the digestive tract; nutrient digestion, absorption, and metabolism; energy balance; the relationship of the diet to fitness, health, and life span; and essentials of food and diet analysis.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1006 Genomics & You (4 Credits)
This introductory level course provides the student with knowledge of the principles and application of human genomics, which addresses all genes and their interrelationships in order to identify their combined influence on the growth and development of the human organism. The course introduces the basics of molecular genetics and the principles of heredity and goes on to identify chromosomal disorders and gene mutations associated with human diseases. Students will explore the role of health professionals in genomics, including obtaining health histories, constructing pedigrees, and providing genetic counseling. Other topics include population genetics, newborn screening, perinatal genetics, pharmacogenomics, and ethical concerns.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1200 Biology I with Lab (4 Credits)
Biology I with Lab is the first course of the two-term sequence in general biology for science concentrations. This course serves as an introduction to the basic principles of biology, primarily in the domain of cellular and molecular biology. Themes include: basic biochemistry; cell structure; membrane structure and function; cellular respiration and photosynthesis; cell communication; the cell cycle; meiosis; the chromosomal and molecular basis of inheritance; gene expression; the biology of viruses; and biotechnology. The importance of the scientific method, definitions and characteristics of life, and evolutionary principles will be emphasized. Students will gain experience in basic laboratory techniques. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1201 Biology II with Lab (4 Credits)
Biology II with Lab is the second course of the two-term sequence in general biology for science concentrations. This course serves as an introduction to the basic principles of biology, primarily in the domain of microbial, plant and animal biology. Themes explored include: the biological diversity of bacteria, archaea, protists, and fungi; plant form and function, including plant structure, growth, development, and transport; animal form and function, including digestion, respiration, immune responses, excretion, endocrinology, reproduction, and neurology. The study of life forms is presented in the context of the principles of evolution and ecology and emphasizes the importance of interactions among organisms. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Biology I with Lab (BIOL 1200) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1204 Introduction to Cell Biology & Genetics (4 Credits)
This course provides an introduction to the theories, principles, and concepts underlying cell structure and function, and transmission and expression genetics. It is the first of a sequence of three introductory studies which prepares students for advanced level study in Biology. The topics covered include the biological macromolecules; cell membranes and cell organization; energetics; respiration; photosynthesis; cell division; modes of inheritance; structure and replication of DNA; and gene expression. Note: Students should select either Introduction to Cell Biology and Genetics (BIOL 1204) or Biology I with Lab (BIOL 1200).
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1205 Introduction to Organismal Biology (4 Credits)
This course provides an introduction to the theories, principles, and concepts underlying the structure and function of organ systems in animals and plants. It is part of a sequence of three introductory studies which prepares students for advanced level study in Biology. In animals, the topics covered include circulation; respiration; digestion; excretion; immune responses; the endocrine, nervous, and musculoskeletal systems; reproduction; and development. Plant form and function; reproduction; and sensory systems are also covered. Highly Recommended (not required): Students will benefit from having taken either Introduction to Cell Biology and Genetics (BIOL 1204), or Biology I with Lab . Note: Students should select the two term sequence of Introduction to Organismal Biology (BIOL 1205) and Introduction to Population Biology (BIOL 1206), or Biology II with Lab (BIOL 1201).
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1206 Introduction to Population Biology (4 Credits)
This course provides an introduction to the theories, principles, and concepts related to evolution, natural history, and ecology. It is part of a sequence of three introductory studies which prepares students for advanced level study in Biology. The topics covered include evolution and speciation; the history of life; systematics and a survey of prokaryotes, protists, fungi, plants, and animals; and the functions of biological populations, communities, ecosystems, and biomes. Note: Students should select the two term sequence of Introduction to Organismal Biology (BIOL 1205) and Introduction to Population Biology (BIOL 1206), or Biology II with Lab (BIOL 1201).
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1210 Biology I: Lecture (3 Credits)
Biology I is the first course of a two-term sequence in general biology for science concentrations. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Students will learn the basic principles of cellular and molecular biology, importance of the scientific method, definitions and characteristics of life, and evolutionary principles. Lecture topics include: basic biochemistry; cell structure; membrane structure and function; cellular respiration and photosynthesis; cell communication; the cell cycle; meiosis; the chromosomal and molecular basis of inheritance; gene expression; the biology of viruses; and biotechnology. This lecture course complements the lab component covered in Biology I Laboratory, but it is not a co-requisite to the lab.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1211 Biology I: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Biology I course. Students will learn basic knowledge of cellular and molecular biology through laboratory exercises. Laboratory topics include: chemical investigations involving organic biological macromolecules, diffusion and osmosis, cellular respiration, and photosynthesis; microscopic examination of cellular structures and the processes of mitosis and meiosis; solution of Mendelian genetics problems using Punnett squares; analysis of DNA and RNA molecules and the processes of transcription and translation; and observation of various types of viruses. This laboratory course complements the lecture component covered in Biology I, but it is not a co-requisite to the lecture. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Liberal

BIOL 1212 Biology II: Lecture (3 Credits)
Biology II is the second course of a two-term sequence in general biology for science concentrations. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Students will learn the basic principles of biology, primarily in the domain of microbial, plant and animal biology. Lecture topics include: biological diversity; plant form and function; animal form and function, including digestion, respiration, immune responses, excretion, endocrinology, reproduction, and neurology. The study of life forms is presented in the context of the principles of evolution and ecology and emphasizes the importance of interactions among organisms. This lecture course complements the lab component covered in Biology II Laboratory, but it is not a co-requisite to the lab. Prerequisites: Biology I (BIOL 1210) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1213 Biology II: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Biology II course. Students will learn basic knowledge of microbiology and plant and animal biology through laboratory exercises. Dissection techniques are explained and used to compare a variety of life forms and their internal anatomy. Laboratory topics include: the biological diversity of bacteria, archaea, protists, and fungi; plant form and function; and animal form and function. Life forms are compared and contrasted in the context of the principles of evolutionary adaptation. This laboratory course complements the lecture component covered in Biology II, but it is not a co-requisite to the lecture. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Biology I (BIOL 1210) or equivalent.
Attributes: Liberal

BIOL 1300 Anatomy & Physiology I (4 Credits)
This course is a survey of the structure and function of body systems. It is the first of two introductory studies of Anatomy and Physiology. The topics covered include anatomical organization; homeostasis; cell and tissue organization; metabolism; the integumentary system; the skeletal and muscular systems; the central and peripheral nervous systems; and the endocrine system. This study includes a project component to be determined by the instructor. Note: This study is intended for students in Health related concentrations.
Attributes: Liberal

BIOL 1301 Anatomy & Physiology II (4 Credits)
This study is a survey of the structure and function of body systems. It is the second of two introductory studies of Anatomy and Physiology. The topics covered include the cardiovascular system and blood; the lymphatic, digestive, respiratory, and excretory systems; water and acid/base balance; reproduction and development. This study includes a project component to be determined by the instructor. Prerequisite (must complete before registering): Anatomy and Physiology I (BIOL 1300) Note: This study is intended for students in health-related concentrations. This course was previously SMT-272734.
Attributes: Liberal

BIOL 1304 Anatomy & Physiology I with Lab (4 Credits)
This course is a survey of the structure and function of body systems. It is the first of two introductory studies of Anatomy and Physiology. The topics covered include anatomical organization; homeostasis; cell and tissue organization; metabolism; the integumentary system; the skeletal and muscular systems; the central and peripheral nervous systems; and the endocrine system. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Notes: This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1305 Anatomy & Physiology II with Lab (4 Credits)
This course is a survey of the structure and function of body systems. It is the second of two introductory studies of Anatomy and Physiology. The topics covered include the cardiovascular system and blood; the lymphatic, digestive, respiratory, and excretory systems; water and acid/base balance; reproduction and development. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Note: This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. Prerequisites: Anatomy and Physiology I with Lab (BIOL 1304) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1310 Anatomy and Physiology I: Lecture (3 Credits)
Anatomy and Physiology I is the first course of a two-term sequence in general Anatomy and Physiology for science concentrations. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Students will explore anatomical organization; homeostasis; cell and tissue organization; metabolism; the integumentary system; the skeletal and muscular systems; the central and peripheral nervous systems; and the endocrine system. Notes: This lecture course complements the lab component covered in Anatomy and Physiology I Laboratory, but it is not a co-requisite to the lab.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1311 Anatomy & Physiology I: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Anatomy and Physiology I course. Students will learn basic knowledge of the general principles of Anatomy and Physiology through laboratory exercises. Students will practice dissection and laboratory techniques using laboratory equipment and preserved specimens. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. Notes: This laboratory course complements the lecture component covered in Anatomy and Physiology I, but it is not a co-requisite to the lecture. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Liberal

BIOL 1312 Anatomy & Physiology II: Lecture (3 Credits)
Anatomy and Physiology II is the second course of a two-term sequence in general Anatomy and Physiology for science concentrations. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Students will explore the cardiovascular system and blood; the lymphatic, digestive, respiratory, and excretory systems; water and acid/base balance; reproduction and development. This lecture course complements the lab component covered in Anatomy and Physiology II Laboratory, but it is not a co-requisite to the lab. Note: This lecture course complements the lab component covered in Anatomy and Physiology II Laboratory, but it is not a co-requisite to the lab. Prerequisites: Anatomy and Physiology I (BIOL 1310) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1313 Anatomy & Physiology II: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Anatomy and Physiology II course. Students will learn basic knowledge of the general principles of Anatomy and Physiology through laboratory exercises. Students will practice dissection and laboratory techniques using laboratory equipment and preserved specimens. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. Notes: This laboratory course complements the lecture component covered in Anatomy and Physiology II, but it is not a co-requisite to the lecture. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Anatomy and Physiology I (BIOL 1310) or equivalent.
Attributes: Liberal

BIOL 1400 Evolution & Ecology (4 Credits)
This course provides an introduction to the theories, principles, and concepts related to evolution, natural history, and ecology. The topics covered include Mendelian inheritance; evolution and speciation; the history of life; systematics; a survey of plants and animals; and the functions of biological populations, communities, and ecosystems. Note: This study is not intended for Biology concentrations.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1402 Introduction to Biological Anthropology (4 Credits)
This course examines biological (or physical) anthropology, or the evolution of the human species and the nature of contemporary human variation. To establish a framework for the study of human evolutionary biology, principles of evolutionary theory, inheritance, population biology and genetics will be examined. As humans are classified within the Order Primates, we will also study the evolution, ecology, and behavior of our closest living relatives: prosimians, monkeys and apes. Fossil evidence for human evolution will then be considered through comparisons with non-human primate ecology and evolution to reconstruct prehistoric hominid evolution.
Cross-listed with ANTH 1402.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1404 Wildlife Conservation (4 Credits)
This course is a survey of wildlife conservation and management. That means we will paint with a broad brush as we discuss a broad spectrum of topics related to wildlife conservation. Some topics could include: wildlife conservation as a social process encompassing, lay and professional activities in the use of wildlife resources, wildlife habitats, the science of wildlife conservation, as well as identify and discuss the role of government and private wildlife organizations and agencies.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 1994 Special Topics in Biology (1-8 Credits)

BIOL 1995 Special Topics in Biology (1-8 Credits)

BIOL 1996 Special Topics in Biology (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

BIOL 1997 Special Topics in Biology (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

BIOL 1998 Individualized Studies in Biology (BIOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Biology (BIOL). Registration for this class must be approved by the student's mentor.

BIOL 2000 Bioethics in Modern Medicine (4 Credits)
Bioethics is an interdisciplinary field of study and a set of social and cultural practices. It examines the moral questions raised by developments in biomedicine, biotechnologies and the life sciences. Ethical issues penetrate nearly every area of the biological, health care, clinical, social and behavioral sciences and medical humanities. This public health course uses empirical and theoretically-informed case-based approaches to provide an overview of the moral, philosophical, and cultural underpinnings of ethical issues in U.S. medical care and public health research practice.
Attributes: Liberal

BIOL 2002 Populations & Diseases (4 Credits)
Diseases may manifest differently in populations; diseases may also impact populations disproportionately. What determines how a disease progresses are a combination of genetic, biological, environmental and/or social factors. Adopting a public health approach is useful to interpret and understand how diseases manifest themselves and impact populations differently. This course is based on a careful examination of several diseases that may (or may not) affect populations differently. Concepts of risk, exposure, prevention and treatment will be explored in each disease module.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2004 Bioterrorism (2 Credits)
This course will cover the study of some biological organisms and toxins that may be used as weapons. This includes examining the type of organism (bacteria, virus, etc.) and the mechanism by which they are harmful. In the process, students will study the means by which their use can be prevented, appropriate defensive strategies and therapies that can be used to treat those who are affected by an attack. This course will focus on the biological aspects of bioterrorism, more than on the social, economic, or political aspects.
Attributes: Liberal

BIOL 2200 Microbiology with Lab (4 Credits)
This lower level course expands on topics covered in introductory biology courses and further explores the field of microbiology. Microorganisms are all around us, often unseen, generally beneficial, and occasionally harmful. This course will uncover this unseen world and study the diverse lives of microorganisms. Topics will include microbial structure and function; metabolism and growth; genetics and diversity; and disease and control. Students will gain experience in basic microbiology laboratory techniques. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2201 Tropical Ecology (4 Credits)
This course covers the ecology and biodiversity of the Neotropics. In addition to content and interaction pertaining directly to the study, the there is a travel portion of the course that is conducted in the field in Central America. Depending on the sites, we will visit a range of habitats and thus range of ecologies of the flora and fauna. Habitats will include all or some of the following: lowland wet and moist forests, lower montane forest (cloud forest), rivers and wetlands, mangrove swamps and coral reefs. At several sites, we may explore the habitat at night, which may include travel by canoe and overnight stays in the forest. We may also visit remote indigenous communities.
Attributes: Liberal

BIOL 2202 Biology of Ecosystems (4 Credits)
Biology of Ecosystems examines the fundamental themes of biology through the study of living organisms in ecosystems. This course emphasizes the importance of biodiversity and the complex interaction and interdependence between plants and animals in healthy ecosystems. A single unifying theme is central to all biology: Darwin's theory of evolution by natural selection. All living things have evolved in the context of their physical and biotic environments. This course presents a plant and insect centered perspective that examines the ways that living organisms adapt to each other and to their environment. It also discusses ecological topics of widespread public concern.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2204 Ethnobotany (4 Credits)
Our human ancestors depended on plants for food, shelter, medicine, and clothing. Plants also had a key role in religion and mythology. Knowledge of plants and their uses was vital for survival for early peoples, and many cultures today still depend on plants for many of their resources. In this course, students will learn about plant biology and the role of plants in societies throughout the world. Ethnobotanical field methods will be introduced and students will engage in field/practical activities. Other topics for exploration and discussion will include conservation, sustainable development, bioprospecting, and intellectual property rights.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2206 Winter Ecology (4 Credits)
Winter Ecology is a study of the organisms that occupy niches in the ecosystems of temperate climates with seasonal temperature variations. Some animals have evolved special adaptations to survive cold climates, while others simply adapt their seasonal behaviors in an attempt to survive the cold. These physiological and behavioral adaptations are a major focus of this study. Plants, too, have evolved specialized mechanisms to survive the winter. These specializations are intimately related to the weather and temperature processes inherent in a winter climate. Human responses to the cold are also studied to provide a basis for comparison with other organisms. Prerequisites: None..
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2208 Animal Behavior (4 Credits)
The course of animal behavior has long been fascinating, yet we still know very little about the animal mind and the interactions between non-human species. To humans, most of our understanding of behavior is either subjective or alien. In this course, students will be introduced to the core conceptual, theoretical, and applied aspects in the interdisciplinary field of animal behavior. We will examine various topics in this field, including communication, mate selection, sexual selection, neuroethology, cultural transmission, learning, and personality. Note: Students taking this course should not also take the Inside the Animal Mind: Insights into Animal Behavior, Ecology, and Evolution residency course. Prerequisites: Introductory Biology or Introductory Psychology (PSYC 1005).
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2210 Inside the Animal Mind: Insights into Animal Behavior Ecology & Evolution (4 Credits)
In this residency course, students will learn about the behavioral ecology and evolution of animals, and understand how they experience their perceptual world and navigate the ecological challenges that allowed them to survive or become extinct. Students will be introduced to the core conceptual, theoretical, and applied aspects in the interdisciplinary field of animal behavior. In particular, they will examine various topics in this field, such as communication, mate selection, sexual selection, neuroethology, cultural transmission, learning, and personality. Note: Students taking this residency course should not also take Animal Behavior (BIOL 2208). Prerequisites: Introductory Biology or Introductory Psychology (PSYC 1005).
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2220 Microbiology: Lecture (3 Credits)
This course explores the field of Microbiology with an emphasis on diseases caused by various types of pathogens and discusses latest topics such as antibiotic resistance and vaccination. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Topics covered will include: history of microbiology; cellular organization; infection and infectious diseases; microbial growth and metabolism; microbial genetics; and immunity. Notes: This lecture course complements the lab component covered in Microbiology Laboratory, but it is not a co-requisite to the lab. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2221 Microbiology: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Microbiology course. Students will learn basic knowledge of Microbiology through laboratory exercises. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. Notes: This laboratory course complements the lecture component covered in Microbiology, but it is not a co-requisite to the lecture. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Liberal

BIOL 2400 Plant Biology (4 Credits)
This course is a focused introduction to plant biology and provides the foundational knowledge for advanced study of plants. Topics include the structure and function of plant cells and tissues; plant physiology and development; plant genetics and evolution; plant classification and systematics; and an introduction to plant ecology. The course also explores the economic significance of plants and the relationships between plants and people. Hands-on and/or field activities are included in the learning activities. Prerequisites: Biology I with lab (BIOL 1200) and Biology II with lab (BIOL 1201).
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 2995 Special Topics in Biology (1-8 Credits)

BIOL 2996 Special Topics in Biology (1-8 Credits)

BIOL 2998 Individualized Studies in Biology (BIOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Biology (BIOL). Registration for this class must be approved by the student's mentor.

BIOL 3200 The Biology of Being Human (4 Credits)
This study explores human 'uniqueness' from a biological perspective, in particular examining major features of human social and sexual behavior. Insights from ethology, evolutionary biology, and neurobiology are synthesized into a picture of human nature, behavior, and history. Implications of evolutionary theories of animal social behavior and their implications to humans are considered. This course is based on the pioneering work on 'human as social animals' by Drs. Paul Bingham and Joanne Souza from Stony Brook University. Prerequisite (must complete before registering): Biology I with Lab (BIOL 1200) or Introduction to Cell Biology and Genetics (BIOL 1204) Notes: This study meets the guidelines for Biology concentrations. This course is intended for both science and non-science students
Attributes: Liberal

BIOL 3204 Genetics (4 Credits)
This advanced level course explores the field of genetics. It expands on topics covered in introductory biology courses and extends prior knowledge of molecular genetics and the basic principles of heredity. The course emphasizes the importance of the scientific method, and investigates techniques used by scientists to unravel the intricacies of genetics. Topics include the history of genetics, Mendelian genetic principles, quantitative genetics, chromosome structure and mapping, mutations, gene expression, and current genetic biotechnologies. Students will learn the underlying principles behind modern genetics laboratory techniques and discuss the ethical ramifications of recent breakthroughs in genetic research. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

BIOL 3206 Cell Biology (4 Credits)
This study involves a detailed analysis of eukaryotic cell structure and function. It is suitable for advanced undergraduates who are pursuing a concentration in the life sciences. The topics covered include organelle structure and function; bioenergetics; cell respiration; photosynthesis; cell membranes and membrane trafficking; cell interactions and responses; the cytoskeleton and cell motility; the organization and expression of genetic material; and cell division. Emphasis is placed on the experimental background for selected topics. Highly Recommended (not required): Organic Chemistry I (CHEM 3220) or Organic Chemistry I with Lab (CHEM 3210) and Biology II with Lab (BIOL 1201) Prerequisites: Biology I with Lab (BIOL 1200) and Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206) or equivalents .
Attributes: Natural Science Gen Ed, Liberal

BIOL 3208 Molecular Biology (4 Credits)
The aim of this course is to understand the key concepts of the central dogma of molecular biology, including organization of genomes and mechanisms of replication, repair and recombination processes, transcription, RNA processing, translation, and the regulatory mechanisms that control all aforementioned processes. Students will also gain a basic understanding of experimental techniques that have shaped our understanding of these concepts through the use of digital lab simulations and case studies. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) and Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206) or equivalents.
Attributes: Natural Science Gen Ed, Liberal

BIOL 3210 Biology of Microorganisms (4 Credits)
This is an advanced level course exploring of microorganisms. Topics to be explored include biochemistry and cell biology of microorganisms; growth and growth prevention of bacteria; classification of microorganisms; viral genetics and replication cycles; interactions between microbes and host (including immunology); and a survey of human diseases caused by microorganisms. Students will learn the concepts with a historical perspective. Students will also learn about important infectious diseases that affect humans and their causative agents. Prerequisite (must complete before registering): Biology I with Lab (BIOL 1200) or Introduction to Cell Biology and Genetics (BIOL 1204) Note: This course meets the guidelines for Biology concentrations. This course is intended for science students.
Attributes: Liberal

BIOL 3212 Biology of the Brain (4 Credits)
Building on underlying concepts of biology, this course explores the structure and function of the human nervous system in order to provide a biological basis for understanding such topics as sensory perception, movement and coordination, regulation of thirst, hunger and temperature, sleep and dreams, and cognition. Neuroanatomy and neurophysiology will be studied, along with investigations into biorhythms, clocks, language, learning, and memory. Emphasis is on critical interpretation of scientific literature and research, as well as the acquisition of fundamental concepts of neurobiology relevant to some health issues. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Natural Science Gen Ed, Liberal

BIOL 3214 Human Physiology (4 Credits)
This course involves a detailed analysis of the mechanisms, integration, and regulation of body systems. The topics covered include cell and tissue structure; metabolism, metabolic controls and energy balance; homeostasis; endocrine system; central and peripheral nervous systems; muscle and control of movement; cardiovascular system and blood flow; respiratory system and gas exchange; and urinary system and fluid balance. Prerequisites: Introduction to Cell Biology and Genetics, and Introduction to Organismal Biology; or Biology I and II; or Anatomy and Physiology I and II; and General Chemistry I and II.
Attributes: Liberal

BIOL 3302 Evolution (4 Credits)
A study of current evolutionary theory, including systematics, with an examination of macroevolutionary patterns and microevolutionary processes. This course approaches evolutionary biology as a process, illustrating the interplay between theory, observation, testing and interpretation. The student will be expected to examine and evaluate biological phenomena in light of the evolutionary processes that shaped them. Specific evolutionary studies are used to illustrate the application of theory as a tool for understanding natural systems. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Liberal

BIOL 3304 Conservation Biology (4 Credits)
Conservation Biology is a biological science which focuses on the preservation of species and the protection of habitats. In this study, students will explore the ways species, populations, and communities interact with and modify the ecosystems in which they exist. They will examine the characteristics of, and the processes operating within, natural environmental systems that influence patterns of species distribution, influence adaptation and evolutionary trends, and contribute to the diversity and resiliency of ecological communities. Students will examine a variety of conservation theories and models and consider the ways human activities can promote or hinder conservation efforts. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Liberal

BIOL 3306 Ecology (4 Credits)
This course will examine relationships of both biotic (living) and abiotic (non-living) elements of the environment that influence the distribution and abundance of organisms. Major topics include: population regulation, competition, predation, ecosystem energetics, mathematical models, and nutrient cycling. The course covers topics in the areas of individual, population, community, and ecosystem ecology, as well as humanity's effect on natural systems. Prerequisites: Biology II with Lab (BIOL 1201) or Introduction to Population Biology (BIOL 1206) or Biology of Ecosystems (BIOL 2202) or Evolution and Ecology (BIOL 1400), and foundational knowledge in biology such as that gained in a lower level biology sequence or introductory ecology course, or equivalent.
Attributes: Natural Science Gen Ed, Liberal

BIOL 3308 Plant Ecology (4 Credits)
Plant ecology is the scientific study of interactions that determine the distribution and abundance of plants within the environment. In this course Students will learn the principles and concepts of plant ecology through an examination of plants within the environment. Topics will include: the individual plant and how it interacts with its environment; population biology; community ecology; global patterns of plant ecosystems; and the impacts of human activities on plants. Some of the subjects covered are unique to plants, such as photosynthesis and the ecology of plant-soil interactions. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Natural Science Gen Ed, Liberal

BIOL 3310 Tropical Ecology (4 Credits)
This course covers the ecology and biodiversity of the Neotropics. In addition to content and interaction pertaining directly to the study, the there is a travel portion of the course that is conducted in the field in Central America. Depending on the sites, we will visit a range of habitats and thus range of ecologies of the flora and fauna. Habitats will include all or some of the following: lowland wet and moist forests, lower montane forest (cloud forest), rivers and wetlands, mangrove swamps and coral reefs. At several sites, we may explore the habitat at night, which may include travel by canoe and overnight stays in the forest. We may also visit remote indigenous communities. BIOL 3306 recommended Prerequisites: BIOL 1200 and BIOL 1201; or, BIOL 1204, BIOL 1205, and BIOL 1206; or, BIOL 1210, BIOL 1211, BIOL 1212, and BIOL 1213.
Attributes: Liberal

BIOL 3400 Marine Biology (4 Credits)
Marine Biology is the study of living organisms within saltwater ecosystems. This course covers the anatomy, physiology, and behavior of major groups of marine organisms and investigates the biochemistry, cell biology, genetics, and microbiology of life in the sea. Marine Biology presents an evolutionary and ecological approach that emphasizes the profound interdependence among marine organisms and their adaptations to each other and to their environment. Students will study factors responsible for the relative abundance and distribution of marine species and the factors influencing biodiversity. Students will read scientific studies, interpret data, make connections, and write about marine biology topics. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Natural Science Gen Ed, Liberal

BIOL 3402 Comparative Vertebrate Anatomy & Physiology (4 Credits)
This course examines a number of areas in biology that focus specifically on vertebrates, such as evolution, speciation, behavior, anatomy, and physiology. The first cordate (vertebrate) organisms appeared on Earth about 542 million years ago. Vertebrate organisms evolved features that made them unique and, yet, they maintained biological characteristics that are also similar. Students will consider a comparative approach for examining life history characteristics of mammals, fish, birds, and reptiles. Throughout the term, students will also engage in dissections of vertebrate species to identify comparative anatomical features that enable species to survive in their respective environments. They will then consider the modifications in physiological processes that accompany form and function. Prerequisites (must complete before registering): Biology I with Lab (BIOL 1200) or Introduction to Cell Biology and Genetics (BIOL 1204), or equivalent, and Biology II with Lab (BIOL 1201) or the two-term sequence: Introduction to Organismal Biology (BIOL 1205) and Introduction to Population Biology (BIOL 1206), or equivalent. Corequisites: An upper level Organismal Biology course and Evolution Highly Recommended (not required): Students should have foundational knowledge gained in an introductory biology sequence, or human anatomy and physiology, and a general ecology course.
Attributes: Liberal

BIOL 3404 Primate Behavioral Ecology (4 Credits)
This course will present and discuss the social lives of the nonhuman primates. Topics may include primate evolution and taxonomy and an introduction to behavioral ecology and sociobiology. Students will then examine and discuss select groups of living primates. The course will also explore several themes in primate behavioral ecology including reproductive strategies, sexual selection, behavioral endocrinology, cooperation and conflict, cultural transmission, primate cognition and conservation as we cover the wide array of factors related to the lives of the non-human primates. Highly Recommended (not required): Biology II with Lab (BIOL 1201) or Introduction to Organismal Biology (BIOL 1205) and Introduction to Population Biology (BIOL 1206)
Attributes: Liberal

BIOL 3406 Zoonotic Diseases (2 Credits)
Historically, reports of zoonotic disease ravaged entire populations of human. To that extent, people knew very little of the likelihood that diseases could be passed from an animal to a human, and knew even less about what kinds of microbial organisms may be responsible for expressing human illness. In this study, students will learn about the kinds of microorganisms that are often hosted by animals, but have the potential to infect humans. Students will also study their life history characteristics, mechanisms for disease transmission, and the epidemiology of disease infection. Prerequisites: Biology I with Lab (BIOL 1200) or Introduction to Cell Biology and Genetics (BIOL 1204) or equivalents. Corequisites: Cell Biology (BIOL 3206) and Microbiology with Lab (BIOL 2200) and Introduction to Epidemiology (HSCI 1010).
Attributes: Liberal

BIOL 3408 Advanced Biological Anthropology (4 Credits)
Biological anthropology is a subfield of the larger discipline that studies humankind as a zoological species. As biological anthropology is firmly rooted in evolutionary theory, the evolutionary biology of humans is the central focus of the course. This is an advanced study of concepts in biological anthropology including genetics, evolutionary theory, paleontology, comparative anatomy & morphology, primate biology/behavioral ecology and hominid variability provide the foundation for understanding humanity's place in nature. Prerequisites: BIOL 1201, BIOL 1400, or BIOL 1402, or equivalent..
Cross-listed with ANTH 3408.
Attributes: Liberal

BIOL 3502 Cellular and Molecular Neuroscience (4 Credits)
In this one-semester, upper-level course, the structure and function of neurons are investigated. Students will build an understanding of how neuronal cell function determines higher brain processes, such as sensation and memory. In particular, neuronal development, neuronal activity, synapse formation and synaptic transmission will be studied in detail. Prerequisites: Biology I with lab (BIOL 1200) and Biology II with lab (BIOL 1201), or Anatomy and Physiology I with lab (BIOL 1304) and Anatomy and Physiology II with lab (BIOL 1305).
Attributes: Liberal

BIOL 3602 Phytochemistry (4 Credits)
Phytochemistry is a biology study to help students gain an understanding of how phytochemicals, the chemical compounds produced by plants, affect plant communities and the species and populations they interact with. Phytochemicals influence plant growth, predation by insects, fungal and bacterial interactions in plants and competition between plant communities. Phytochemistry is also an important component of human nutrition, pharmacognosy and human health. Human nutrition focuses on the constituents of foods and their nutritive value, including vitamins, minerals and metabolites. Pharmacognosy is the branch of science pertaining to the use of medicinal drugs derived from plants. Phytochemicals affect everyday life from the coffee we drink, to supplements we take and what foods we may utilize in our diets. Prerequisites: Plant Biology (BIOL 2400), Plant Ecology (BIOL 3308), and Chemistry I with lab (CHEM 1205)
Attributes: Liberal

BIOL 3604 Plant Physiology (4 Credits)
Plant physiology is the study of plant morphology, anatomy, function and behavior. It investigates the plant processes such as photosynthesis, metabolism, reproduction, respiration, growth, environmental stress, hormonal production and other processes that promote the survival of a given individual or species. Students will learn the function of plant parts as they pertain to growth, structural support, reproductive mechanisms and the production of defenses. Prerequisites: Plant Biology (BIOL 2400).
Attributes: Liberal

BIOL 3800 Bioethics (4 Credits)
Bioethics is an interdisciplinary field of study and a set of social and cultural practices. It examines the moral questions raised by developments in biomedicine, biotechnologies and the life sciences. Ethical issues pervade nearly every area of the biological, health care, clinical, social, and behavioral sciences. This course uses a case-based approach to provide an overview of the historical, moral, philosophical, and cultural underpinnings of ethical issues in biological, and medical research practice. Prerequisites: One term of Biology (BIOL).
Attributes: Liberal

BIOL 3996 Special Topics in BIOL (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

BIOL 3998 Individualized Studies in Biology (BIOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Biology (BIOL). Registration for this class must be approved by the student's mentor.

BIOL 4102 Diseases of the Brain (4 Credits)
This is a one-semester, upper-level course for science concentrations and is designed to introduce students to a broad range of neurological and neuropsychiatric diseases and disorders in order to understand how genetic and environmental perturbations can disrupt normal brain function. The primary focus will be on understanding the biological basis of nervous system dysfunction. For each disease discussed, the subject matter will be organized to explain how normal brain function is impacted, as well as the biological mechanisms underlying dysfunction and current efforts to develop effective treatments. Prerequisites: Biology I with lab (BIOL 1200) and Biology II with lab (BIOL 1201), or Anatomy and Physiology I with lab (BIOL 1304) and Anatomy and Physiology II with lab (BIOL 1305), and Biology of the Brain (BIOL 3212) or any upper-level neuroscience course (BIOL 35XX) .
Attributes: Liberal

BIOL 4200 Kinesiology (4 Credits)
This course combines the knowledge from applied biological sciences, such as anatomy and physiology, and pairs it with physical sciences, such as physics, to understand human movement. Students will learn about body movement and its impact on the human body. They will also learn ways in which they can improve movement and reduce stress on the musculoskeletal system that can cause serious pain or injury. Students will engage in self-directed exercises that enable them to identify the kind of movement that involve specific groups of muscles, bones, and accompanying physiological processes. Completion of an introductory biology sequence that covers the human body is required. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Biology I with Lab (BIOL 1200) or Introduction to Cell Biology and Genetics (BIOL 1204) and Biology II with Lab (BIOL 1201) or Introduction to Organismal Biology (BIOL 1205) and Introduction to Population Biology (BIOL 1206) or Anatomy & Physiology I with Lab (BIOL 1304) and Anatomy & Physiology II with Lab (BIOL 1305) or Anatomy & Physiology I (BIOL 1300) and Anatomy & Physiology II (BIOL 1301).
Attributes: Liberal

BIOL 4206 Immunology (4 Credits)
This course teaches in depth the molecular and cellular interactions of our immune system, how an immune response develops and the disorders of the immune system. The microenvironments where immune cells develop and mature are explored in detail. Signal transduction pathways that mediate ligand recognition and response by immune cell receptor complexes are described. The interplay between innate and adaptive immune responses to ensure effective neutralization of a specific pathogen are explored. The process of gene rearrangement during the development of T and B cell populations are studied. The multistep process required for the activation and proliferation of T and B lymphocytes during cell mediated and humoral immune responses are studied. Knowledge of the immune system will be utilized to understand various phases of cancer immunoediting, the role of genetics in hypersensitivity and the Biology of HIV. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Microbiology with Lab (BIOL 2200) or Molecular Biology (BIOL 3208) or Cell Biology (BIOL 3206) or equivalent.
Attributes: Liberal

BIOL 4300 Herpetology (4 Credits)
In this course, students will learn about in-depth concepts in herpetology, the study of reptiles and amphibians. Students will study the evolution and phylogeny of herpetological groups. In addition, students will have the opportunity to engage in taxonomic identification of northeast reptiles and amphibians. They will study the anatomical structures and physiological processes across taxonomic species that are adaptive to survival across nearly all terrestrial, and some marine and aquatic, biomes. Emphasis will be on the reproductive history in reptiles and amphibians, physiological and behavioral ecology. Students will consider species conservation, and the impact of global climate change on specific reptile and amphibian species. Prerequisites: Biology I with Lab (BIOL 1200) or Introduction to Cell Biology and Genetics (BIOL 1204), or equivalent and Biology II with Lab (BIOL 1201) or Introduction to Organismal Biology (BIOL 1205) and Introduction to Population Biology (BIOL 1206) or Zoology or Ecology (BIOL 3306) or Animal Behavior(BIOL 2208), or equivalent. Completion of an introductory biology sequence, equivalent, or permission from the instructor is required.
Attributes: Liberal

BIOL 4302 Animal Learning (4 Credits)
In this course, students will examine the traditional areas in the science of learning from both a biological and psychological perspective, including current theoretical and research considerations of classical conditioning, instrumental conditioning, aversive control of behavior and discrimination learning. Students will study these topics, as demonstrated from mainly animal models; however, these principles may also be applied to humans. Students will be required to demonstrate these principles of learning by engaging in a research project of a particular topic of interest. In addition, learners will undergo standard ethics protocols for research on animals and/or humans before engaging in a term project that demonstrates a learning phenomenon discussed in the course. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents, Introductory Psychology (PSYC 1005), Statistics (MATH 1065), and Research Methods equivalent .
Attributes: Natural Science Gen Ed, Liberal

BIOL 4304 Ornithology (4 Credits)
Ornithology explores all aspects of the biology of birds, including anatomy and physiology, evolution, and ecology. The history of ornithology is covered, as well as conservation efforts for endangered birds. In the laboratory portion of the course, the student will develop and perfect a variety of bird identification techniques, and investigate unique aspects of birds, including behavior, flight, habitats, and anatomy and physiology. The course emphasizes the importance of the scientific method and investigates techniques used by scientists to conduct research. Studies of bird populations are essential to provide information relevant to the health of our ecosystems. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Natural Science Gen Ed, Liberal

BIOL 4306 Mammalogy (4 Credits)
In this course, students will learn about the different taxonomic species of animals that are considered mammals. They will also explore the natural history, evolution, taxonomy and systematics of mammalian species. Students will also consider the anatomic structures and physiological processes that enable mammals to survive across all biomes of the biosphere. As students learn about the various phylogenetic groups, they will further study species as models for behavioral ecology. Lastly, students will examine the factors that have led to species decline, and consider the conservation of mammals, and the strategies used in management strategies for species survival. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Liberal

BIOL 4308 Marine Mammalogy (4 Credits)
Marine mammalogy is the scientific study of all orders of marine mammals, and their evolution, biology, ecology, and behavior. In this course, students will examine the taxonomic breadth and evolution of the marine mammal world. Students will also examine how the different anatomical structures and physiological processes across the taxa enable species to engage in ecological interactions within their immediate environment. They will investigate how different marine mammal species have adapted to select aspects of the marine habitat, including marine or aquatic systems, pelagic and inshore environments, and species found across marine biomes. Students will become familiar with the similarities and differences between closely related and distant marine species. The impact of human-animal interactions, marine mammal fisheries, and conservation has on specific species is also discussed. Prerequisites: Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Liberal

BIOL 4310 Aquatic Biology & Ecology (4 Credits)
This course provides students with an overview of aquatic biology and ecology, including physical processes specific to freshwater systems (e.g., wetlands, ponds, lakes, streams, and rivers), aquatic biota, aquatic community interactions, ecosystem processes, and the conservation and management of freshwater ecosystems. During this course, students will engage in field-related activities to demonstrate common themes in the discipline, and conduct independent sampling of aquatic biota for species identification and to measure biodiversity. Students will conduct empirical research projects, and engage in aquatic field methods, data collection, and analysis. Thematically, students will also examine the importance of ecosystem and biota conservation, and the impact of sustainable actions on freshwater systems. Prerequisites: Ecology (BIOL 3306), Evolution (BIOL 3302), and Statistics (MATH 1065) .
Attributes: Liberal

BIOL 4400 Principles of Pharmacology (4 Credits)
Principles of Pharmacology is a one-semester, upper-level course for science concentrations. This four-credit course delves deeply into the pharmacology and pharmacokinetics of various drug classes. The molecular mechanisms of action behind the drugs and their clinical applications will be reviewed. Note: This course is intended for students in health-related or biology concentrations. Prerequisites: Organic Chemistry I with Lab (CHEM 3210) or Organic Chemistry I (CHEM 3220), and Biochemistry (CHEM 3400).
Attributes: Liberal

BIOL 4408 Molecular Biotechnology (4 Credits)
This course will examine the history, current state, and likely future of molecular biotechnology. Students will explore how research problems in fields such as health care, environmental science, industry, bioinformatics, agriculture, biodefense, and forensics can be solved with a biotechnological approach. Relevant organizations along with "real world" information on a variety of molecular techniques and regulations will be studied. The course will analyze food labeling laws, as well as gene patenting. The implications of evolutionary developmental biology (Evo Devo) and anthropology will be investigated. Ethical considerations of various biotechnologies will be discussed, along with comparisons of potential careers in the industry. Prerequisites: Genetics (BIOL 3204) and Molecular Biology (BIOL 3208) or equivalents.
Attributes: Liberal

BIOL 4410 Plant Biotechnology (4 Credits)
This course will provide students with advanced knowledge in plant breeding using recombinant DNA and tissue culture techniques. Activities such as online discussion forums, literature review, hands-on and virtual laboratory experiences and creation of a final project will enhance student learning and promote critical and analytical thinking. Topics include-Impact of Plant Biotechnology on Agriculture, Plant Breeding, Molecular Genetics, Recombinant DNA, Vector Design, Transgenic Plant Production, Regulations and Biosafety, and Field Testing of Transgenic Plants. The Laboratory portion of this course requires the purchase of a Lab Kit. Prerequisites: Plant Biology (BIOL 2400) and Molecular Biology (BIOL 3206).
Attributes: Liberal

BIOL 4700 Contemporary Topics in Biology (4 Credits)
This course offers in-depth exploration of current research in the biological sciences. Students will write papers explaining the underlying biology, methods, key results, and significance of biological research. Students should have completed advanced level courses in biology.
Attributes: Liberal

BIOL 4996 Special Topics in BIOL (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

BIOL 4998 Individualized Studies in Biology (BIOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Biology (BIOL). Registration for this class must be approved by the student's mentor.

BUSN: Business (Undergraduate)

BUSN 1005 Business Communication (4 Credits)
This course will emphasize strategies for writing and editing business communications, including letters, emails, memos, short reports, and other business-related documents. It will cover principles of writing mechanics, audience orientation, and design. Critical thinking and problem-solving skills related to the writing of business documents will be utilized. Prerequisites: A previous college writing course is recommended.
Attributes: Liberal

BUSN 1010 Business Law I (4 Credits)
This course will introduce students to the basics of business law, principally focusing on contract and transactional law. Students will also be introduced to the UCC (Uniform Commercial Code), commercial paper and banking law.

BUSN 1015 Introduction to Business (4 Credits)
This course is designed to serve generally as a first business class to be taken by students in business and related concentrations. Its main objective is to provide a brief overview of the basic concepts and principles of contemporary business topics such as business ethics, economics, e-business, management, marketing, accounting, and finance.

BUSN 1998 Individualized Studies in Business (BUSN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Business (BUSN). Registration for this class must be approved by the student's mentor.

BUSN 2005 Business Law II (4 Credits)
This course builds on the material covered in Business Law 1 (or equivalent) as students will learn about advanced principles and concepts of business law, contract law, transactional law, the UCC (Uniform Commercial Code), commercial paper and banking law. Prerequisite (must complete before registering): Legal Environment Business I (BUSN 1025) or Business Law I (BUSN 1010), or equivalent

BUSN 2010 Business Statistics (4 Credits)
This course is designed to introduce basic statistics and its various models and applications to students majoring in business related fields. This introductory class provides statistical and mathematical knowledge to develop critical thinking skills that will allow students to recognize, describe, analyze, and solve real-world problems using statistical models and mathematical methods. Highly Recommended: College Mathematics (MATH 1000) or equivalent
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

BUSN 2015 Computer Applications in Business Management & Economics (4 Credits)
This is an introductory level course that focuses on the use of information systems, technologies, applications, and system software in order to analyze and solve contemporary business, management, and economics problems.

BUSN 2175 Personal Finance Management (4 Credits)
This course provides an introduction to personal financial management. Some topics that may be included are: personal financial decision making, interpreting financial data, budget planning, risk management, retirement and estate planning. The basic financial concepts of time value of money, asset valuation and risk and return will be presented. Students will be introduced to the fundamental concepts, techniques and theories for making effective financial decisions. Prerequisite (must complete before registering): College Mathematics (MATH_1000), or equivalent Successful completion of this course prepares the student for studies in Investing and Corporate Finance. The course satisfied quantitative skills guidelines. The course may not be considered to satisfy Finance components for accounting concentration/major/or degree program. This course was previously BME-212424 Personal Finance. Corequisites: .

BUSN 2998 Individualized Studies in Business (BUSN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Business (BUSN). Note: Registration for this class must be approved by the student's mentor.

BUSN 3005 Business Enterprise in American History (4 Credits)
Business Enterprise in American History is an interdisciplinary course, which provides the student with an appreciation of the evolution of business enterprise from Colonial provincial trading to America's presence in the global marketplace. The course gives the student an understanding of the following: the evolution of business institutions, practices, and values over three centuries of American history; the key enterprises and individuals that marked turning points in American business history; the history of specific innovations and practices in business enterprise as solutions to the problems of growth encountered in the 19th and 20th centuries and how these solutions shaped business as we know it today; the present-day situation of business enterprise in America and the challenges presented by global competition. All of the above are placed within the context of the diversity and change of American culture and society. This course was previously BME-213034 Business Enterprise in American History.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

BUSN 3010 Business Ethics (4 Credits)
This study is designed to facilitate an understanding of philosophy of ethics and ethical decision-making process. The study emphasizes the overall philosophies, theories, and concepts of moral reasoning in making informed ethical decisions in various areas of business and business management. Prerequisites: BUSN 3010, MGMT 1005, or equivalent..
Attributes: Humanities Gen Ed, Liberal

BUSN 3020 Business & Sustainability (3-4 Credits)
This course introduces students to the major environmental challenges facing humanity in the coming decades and the implications for the business sector. The course is not aimed exclusively at business students, and students from other areas of study will have the chance to add value by contributing other perspectives. Students will study real world successful enterprises that have profited by incorporating sustainability into their business model. This course is offered for our International Education program students.
Attributes: Liberal

BUSN 3030 Corporate Governance (4 Credits)
This course will introduce the field of corporate governance, defined as the accountability of corporate managers and the formal relationships between the various stakeholders of the firm. Students will become familiar with theory relating to the nature and role of the firm in the economy, with a special focus on the modern public corporation. The central theme of the course will be the debate between the shareholder and stakeholder models of corporate governance and managerial accountability, and the implications of these standpoints on theories of ethical business practice and the proper social function of the corporation. The impact of the corporate governance model selected on the values and culture of corporations will also be examined, alongside concepts such as corporate social responsibility (CSR). Notes: The course does not assume knowledge of the material of other business courses, and is focused on broad conceptual issues and discussions of the role and purpose of the modern joint stock corporation. The course will include some of the material covered in other more general business ethics courses, but there is no significant duplication since here there is a much deeper focus on corporate governance and on the specific issues facing the financial sector. This course is offered for our International Education program students.

BUSN 3040 Electronic Commerce (e-Commerce) (4 Credits)
This course focuses on how conventional business practices are changing as a result of the Internet and associated information technologies. Students will explore concepts relating to conducting business online and investigate the many complex issues that have emerged. The course will include topics such as online sales and marketing, business-to-business processes, globalization, social networking, legal issues, and security. The content contributes to students' understanding of organizations within broader contexts. Prerequisites (must complete before registering): An introductory business course, such as Introduction to Business, Management Principles, or equivalent, is recommended. Advanced-level reading, writing, and critical thinking skills are required.

BUSN 3045 Entertainment Law (4 Credits)
The aim of this course is to introduce the students to the principles of entertainment law and its applications using case law and analysis. Highly Recommended (not required): Basic knowledge of business law. Examples of courses that could provide this foundation include: Legal Environment Business I (BUSN 1025) I or Legal Environment Business II (BUSN 2020), or Business Law I (BUSN 1010) or Business Law II (BUSN 2005), or equivalents.

BUSN 3060 Gender and Historical Perspectives on Sports and Entertainment (4 Credits)
This course will explore the role of men and women in contemporary times and since antiquity in the sports and entertainment industry. The economic, financial, and societal impact on the United States, western civilization, and societies across the world, currently and throughout history, will be explored. Highly Recommended (not required): At least one course in English, Western Civilization, World History, or equivalent.
Attributes: Liberal

BUSN 3075 Legal Environment of Business in Europe (3 Credits)
This course introduces students to the basic concepts of government and the legal system; the nature, formation, and operation of business entities and organizations; and the European, international and local environments within which businesses operate. Students will learn to recognize legal issues, prevent legal disputes, and shape the policies of their businesses within the rule of law and ethics. Highly Recommended (not required): A previous course in Business or Management, or relevant work experience. This course is offered for our International Education program students.
Attributes: Liberal

BUSN 3080 Legal Issues in Business Environments (4 Credits)
This is an advanced level study, which examines the basic principles of the American legal system and issues in private (e.g. contracts and sales, torts, product and service liability, agency, property and business associations, among others) and public law (e.g., governmental regulations) as they relate to business and business management. The emphasis of this study will be in developing the ability to engage in critical thinking and legal analysis. Prerequisites (must complete before registering): Advanced-level reading, writing, and critical thinking skills are required. Highly Recommended (not required): Business Law I (BUSN 1010), Legal Environment Business I (BUSN 1025), or equivalent
Attributes: Liberal

BUSN 3085 Music Entrepreneurship (4 Credits)
This course will examine the emerging field of music entrepreneurship, what it involves, and how musicians, music industry managers, independent producers and promoters are increasingly following the entrepreneurial path to carve their niche in the music industry rather than just working as employees for the mega music corporations. Students will also learn how to operate as music entrepreneurs utilizing the varied available technological tools that they have at their disposal and which are essential in running and operating a music enterprise. Highly Recommended (not required): At least one Introductory Business course equivalent.

BUSN 3095 The Music Business (4 Credits)
The goal of this course is have students gain both foundational and advanced knowledge of the music industry and how the music business operates at the micro and macro levels.

BUSN 3122 Management Information Systems (4 Credits)
In this course, students explore the impact of advances in information technology in the context of organizational decision making and the potential of an effective management information system to contribute to organizational learning, to be a source of competitive advantage, and to assist an organization competing in a global arena. By exploring systems from a managerial and organizational perspective, students will develop the capacity to examine the interactions among people, technology, and processes and recommend solutions to complex business problems. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent. Students should have a basic understanding of computers along with a fundamental understanding of computer use in an organizational environment. In addition, students should have an understanding of basic management principles. This can be gained through a course such as Management Principles or equivalent knowledge through professional experience. This course was previously SMT-273754 Management Information Systems. Cross-listed with MGIS 3010.

BUSN 3127 Business Analytics (4 Credits)
Business Analytics prepares students to make better managerial decisions using quantitative methods, tools and models. Students will develop data literacy, acquire analytical skills in building, applying and evaluating models, learn about applications of business analytics by the world's top companies, and gain hands-on experience working with advanced Excel functions. Topics include descriptive analytics: visualize, analyze and interpret data to gain business insights; predictive analytics: make predictions about the future from historical data using regression and forecasting; risk analysis: apply Monte Carlo simulations to forecast the likelihood of uncertain outcomes; prescriptive analytics: determine optimal strategies in situations involving several decision alternatives using optimization tools; and the basics of data mining. Students will learn how to build analytics models for a variety of complex business problems, including problems in finance, marketing, human resources, production planning and project management. Prerequisites: Statistics or Calculus.

BUSN 3996 Special Topics in BUSN (3-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

BUSN 3997 Special Topics in BUSN (3,4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

BUSN 3998 Individualized Studies in Business (BUSN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Business (BUSN). Registration for this class must be approved by the student's mentor.

BUSN 4010 Business Policy & Strategic Management (3-4 Credits)
This course provides an engaging look into new and traditional strategic management in business. Through the topics in this course, students will develop an understanding of the wide range of theories and research available in the field, from competitive strategy and industry analysis to environmental trends and ethics. This is a capstone course and should be taken in the student's final year of study, after completing most of the concentration courses. This course is offered for our International Education program students.

BUSN 4015 Comparative International Business Law (3 Credits)
This advanced level liberal arts course is designed for upper level undergraduate students majoring in business or related disciplines. This course will give students from many cultures and traditions a broad view of the overall structure of the legal environment for global business while providing a comprehensive look at critical legal issues and functions in international business: how businesses are governed and regulated; the main concepts underlying international business and the regulatory framework which applies to business relationships in a global context. Topics include state responsibility, dispute settlement, multinational enterprises, foreign investment, securities regulations, financing, commercial trade in goods, services and labor, intellectual property, sales and transportation. No single legal system is emphasized; both the diversity and similarities of business and of the law are explored. This course is offered for our International Education program students. Prerequisites: Business Law I (BUSN 1010), or equivalent.
Attributes: Liberal

BUSN 4020 Free Markets Entrepreneurship & Capitalism (3,4 Credits)
This course acquaints students with the role of free markets and entrepreneurship as the keystones and foundation of capitalism, which constitute the essence of the American economic system. Prerequisites (must complete before registering): Microeconomics (ECON 2020) or Macroeconomics (ECON 2015) and Introduction to Business, or Equivalents.

BUSN 4025 Global Business Strategies (3 Credits)
This course is concerned with the field of business policy and strategic management, as well as providing a conceptual framework for policy formulation and strategic planning. The course also looks at the development of organizational policy as it applies to finance, marketing, production, operations, and human resources within the broad areas of management and systems. A major goal of this course is for students to develop a general business and management point of view in the context of a global business environment. Students are expected to integrate their knowledge from their prior studies and work experiences into this course. This course is offered for our International Education program students. Prerequisites: Principles of Management (MGMT 1005) and Marketing Principles (MRKT 1005) and Human Resource Management (HRMS 3015) and Corporate Finance (FSMA 3010), or equivalent coursework or knowledge.
Attributes: Liberal

BUSN 4030 International Business (4 Credits)
In this course, students will acquire an advanced understanding of the theories, concepts, and practices involved in international business. Topics include: the nature and patterns of international business; economic, socio-cultural, political, legal and labor issues; the role of international organizations; the international monetary system; theories of trade, investment and economic development; operational and strategic management issues related to business with foreign nations; and the significance of international trade agreements. This is an upper-level course requiring advanced level writing, analytical, and research skills. To fully benefit from the course students should take it in the final half of their degree program. Highly Recommended: Macroeconomics (ECON 2015) Prerequisites: Principles of Management (MGMT 1005) or Introduction to Business (BUSN 1015), or equivalent.

BUSN 4035 International Business Law (4 Credits)
This course introduces students to the major principles and legal concepts associated with international business law as well as its application in the international business arena via the case study and related methodologies. Prerequisite (must complete before registering): Business Law I (BUSN 1010) or Business Law II (BUSN 2005), or equivalent This course was previously BME-214214 .
Attributes: Liberal

BUSN 4040 The Music & Entertainment Industry (4 Credits)
In this course, students examine the major principles and concepts associated with music and entertainment industry business policies and the real life implications of developing and applying effective policies to further the business interests. Prerequisites (must complete before registering): This is capstone course and thus any advanced management course(s) are appropriate prerequisites.

BUSN 4123 Senior Project Proposal (2 Credits)
The student will prepare a proposal for the senior project and engage in educational planning. The senior project facilitates the integration and reflection of knowledge acquired from university learning which is aimed at creating an original culminating work. Educational planning includes the preparation of a rationale essay articulating how the program of study for the bachelor's degree meets the student's educational and career goals. For the senior project proposal, the student will pose a question to be addressed under the guidance of the ESC mentor. The student and mentor will discuss the focus and design of the research question to be developed. The student will identify the appropriate resources needed to address the question and submit the proposal to the mentor. The thesis, based on the proposal submitted for this study, will be carried out the following semester. Notes: As part of a capstone course, students should enroll in Senior Project Proposal during their final year of study. All lower-level concentration courses should be complete, as well as at least two advanced level concentration courses or their equivalent. This course will be used as part of the Educational Planning credit. This course is offered for our International Education program students.
Attributes: Liberal

BUSN 4150 Senior Project Thesis (3 Credits)
The student will complete the senior project thesis as planned in the proposal phase of this study. The project provides an opportunity to conduct an in-depth examination of a topic of interest related to the study program that emerged from the student's earlier course work, and in this regard will complete educational planning by focusing on the mastery of academic skills, college level writing and presentation, and independent research and critical thinking. The student will be expected to produce a major research paper that meets the standards established during the proposal stage and prepare the final drafts of the rationale essay. Note: This course will be used as part of the Educational Planning credit. This course is offered for our International Education program students. Prerequisites: Senior Project Proposal (BUSN 4123).
Attributes: Liberal

BUSN 4998 Individualized Studies in Business (BUSN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Business (BUSN). Registration for this class must be approved by the student's mentor.

CHEM: Chemistry (Undergraduate)

CHEM 1002 Chemistry in Context (4 Credits)
This study is designed for non-science majors. It will introduce the fundamental principles and concepts of chemistry and apply them to understand a variety of contemporary environmental and socio-technological issues. Core chemistry topics include atomic and molecular structure, stoichiometric calculations, chemical bonding, periodicity of properties of the elements, thermochemistry, properties of gases and solutions, chemical reactions, and an overview of the classes of organic. Principles of chemistry will be applied to the consideration of quality of air and water, global warming, acid rain, energy production and utilization, synthetic materials, recycling, drugs, and nutrition. Highly Recommended (not required): The ability to manipulate simple algebraic expressions Note: No prior knowledge of chemistry is required.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

CHEM 1205 Chemistry I with Lab (4 Credits)
Chemistry I with Lab is the first course of the two-term sequence in general chemistry for science majors. It teaches students to understand the basic chemical principles behind chemical reactions. The course will start by introducing the definitions and tools used in chemistry, and will then move on to present the models used to describe atoms and molecules and their interactions (chemical bonds). The student will learn to predict, write, and balance chemical reactions, including the exchange of heat (energy). The students will also learn the characteristic behaviors of gases, liquids and solids. Students will gain experience in basic laboratory techniques. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

CHEM 1206 Chemistry II with Lab (4 Credits)
Chemistry II with Lab is the second course of the two-term sequence in general chemistry for science majors. The course will examine the characteristics of aqueous solutions, followed by the principles and applications of kinetics and chemical equilibrium. Specific chemical reactions will be explored, including acid-base neutralization, precipitation, and solubility. Attention will then focus on thermodynamics and electrochemistry. After introducing the basics of nuclear chemistry, heavy isotopes, and radiation, the trends of reactivity and characteristics of metals and non-metals will be presented, followed by an overview of the basic chemistry of organic compounds. Students will gain further experience in basic laboratory techniques. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Chemistry I with Lab (CHEM 1205) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

CHEM 1210 Chemistry I: Lecture (3 Credits)
Chemistry I is the first course of a two-term sequence in general chemistry for science concentrations. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Students will learn the basic chemical principles behind chemical reactions. They will study the models used to describe atoms and molecules and the chemical bonds that form between them. Students will learn to predict, write, and balance chemical reactions. Other topics will include exchange of heat (energy) and characteristic behaviors of gases, liquids and solids. Notes: This lecture course complements the lab component covered in Chemistry I Laboratory, but it is not a co-requisite to the lab.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

CHEM 1211 Chemistry I: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Chemistry I course. Students will learn basic knowledge of the general principles of chemistry through laboratory exercises. Students will practice laboratory techniques using chemical laboratory equipment. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. Notes: This laboratory course complements the lecture component covered in Chemistry I, but it is not a co-requisite to the lecture. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Liberal

CHEM 1212 Chemistry II: Lecture (3 Credits)
Chemistry II is the second course of a two-term sequence in general chemistry for science concentrations. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Students will learn the characteristics of aqueous solutions, and the applications of kinetics and chemical equilibrium. They will study specific chemical reactions, such as acid-base neutralization, precipitation, and solubility. Other topics will include thermodynamics, electrochemistry, introduction to nuclear chemistry, characteristics of metals and non-metals, and basic chemistry of organic compounds. Notes: This lecture course complements the lab component covered in Chemistry II Laboratory, but it is not a co-requisite to the lab. Prerequisites: CHEM 1210 or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

CHEM 1213 Chemistry II: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Chemistry II course. Students will learn basic knowledge of the general principles of chemistry through laboratory exercises. Students will practice laboratory techniques using chemical laboratory equipment. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. Notes: This laboratory course complements the lecture component covered in Chemistry II, but it is not a co-requisite to the lecture. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Chemistry I (CHEM 1210) or equivalent.
Attributes: Liberal

CHEM 1994 Special Topics in Chemistry (1-8 Credits)
Attributes: Liberal

CHEM 1995 Special Topics in Chemistry (1-8 Credits)
Attributes: Liberal

CHEM 1996 Special Topics in Chemistry (1-8 Credits)
Attributes: Liberal

CHEM 1997 Special Topics in Chemistry (1-8 Credits)
Attributes: Liberal

CHEM 1998 Individualized Studies in Chemistry (CHEM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Chemistry (CHEM). Registration for this class must be approved by the student's mentor.

CHEM 2220 Principles of Organic Chemistry (4 Credits)
This survey of organic chemistry may be of interest to students concentrating in life sciences. It will examine on structure, properties, and reactions of the main classes of organic compounds: alkanes and cycloalkanes; alkenes and alkynes; aromatic compounds (benzene and its derivatives); alcohols, ethers, and thiols; amines; aldehydes and ketones; carboxylic acids, anhydrides, esters, and amines; and stereochemistry of organic molecules. Students will be introduced to functional group chemistry, reaction mechanisms, the relationship between molecular structure and reactivity, and to main spectroscopic techniques used for molecular structure elucidation. Numerous examples will illustrate the biological and medical applications of organic chemistry. Notes: This study might be of interest to students with concentrations in life sciences. Students pursuing concentration in chemistry are to take Organic Chemistry I with Lab (CHEM 3210) or Organic Chemistry I (CHEM 3220), and Organic Chemistry II (CHEM 3221). Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206) or equivalents.
Attributes: Liberal

CHEM 2998 Individualized Studies in Chemistry (CHEM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Chemistry (CHEM). Registration for this class must be approved by the student's mentor.

CHEM 3200 Inorganic Chemistry (4 Credits)
This one semester survey of modern inorganic chemistry introduces descriptive inorganic chemistry, with emphasis on its physical principles and practical applications. Topics include chemical bonding, molecular orbital theory, symmetry and group theory, main group elements, the crystalline solid state, acid-base and donor-acceptor chemistry of d-block metals, and the structure, bonding, reactivity, electronic spectra, and some reaction mechanisms of their coordination compounds. Notes: This is a stand-alone course. It should not be taken by students planning to take the two-term sequence of inorganic chemistry: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206). Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206) or equivalents.
Attributes: Liberal

CHEM 3210 Organic Chemistry I with Lab (4 Credits)
Organic Chemistry I with Lab is the first course of a two-term sequence in organic chemistry designed for science concentrations. The discipline of organic chemistry involves identifying the molecular structure and properties of substances found in nature, and finding ways of synthesizing these substances. This Organic Chemistry I with Lab course introduces students to many of the basic concepts required for this process. Students will investigate the mechanisms of organic reactions to gain the ability to predict the outcomes of similar reactions. Other topics will include nomenclature, molecular structure, chemical reactivity, isomers, thermodynamics, and kinetics. Students will gain experience in organic chemistry laboratory techniques. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: CHEM 1205 and CHEM 1206, or equivalents.
Attributes: Liberal

CHEM 3220 Organic Chemistry I (4 Credits)
Organic Chemistry I is the first part of a two-term course sequence designed for students majoring in physical and life sciences. It introduces fundamental principles of organic chemistry with an emphasis on functional group chemistry, the relationship between molecular structure and reactivity, and reaction mechanisms. Topics include classes of organic compounds and their functional groups; nomenclature; organic reactions and their mechanisms; isomerism; properties and conformations of alkanes and cycloalkanes; stereochemistry; alkyl halides and nucleophilic substitution and elimination reactions; properties, synthesis and reactions of alkenes and alkynes; and main spectroscopic tools for molecular structure elucidation. Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206) or equivalents.
Attributes: Liberal

CHEM 3221 Organic Chemistry II (4 Credits)
Organic Chemistry II is the second part of a two-term course sequence designed for students majoring in physical and life sciences. It continues to introduce the study of structure, reactions, and synthesis of the major classes of organic compounds. Topics include radical reactions, alcohols and ethers, conjugated unsaturated systems, aromatic compounds, aldehydes and ketones, carboxylic acids and their derivatives, and amines. Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206) or equivalents, and Organic Chemistry I with Lab (CHEM 3210) or Organic Chemistry I (CHEM 3220) or equivalent.
Attributes: Liberal

CHEM 3300 Physical Chemistry I (4 Credits)
This course is designed for students majoring in Chemistry and requires strong quantitative skills. The goal of the two-term course sequence in Physical Chemistry is to introduce students to the theoretical models and laws that help explain the physical, thermal, electrical and chemical properties of matter. The main focus of this first part of the sequence will be kinetic molecular theory of gases, gas laws, and the three laws of thermodynamics. Additional topics will be selected among: free energy and chemical potential, chemical equilibrium, electrolyte and nonelectrolyte solutions, electrochemistry, and chemical kinetics. Notes: Basic knowledge of Calculus is strongly preferred. Prerequisites: CHEM 1205, CHEM 1206, and MATH 1040 or MATH 1140, or equivalents.
Attributes: Liberal

CHEM 3302 Physical Chemistry II (4 Credits)
This course is designed for students majoring in Chemistry and requires strong quantitative skills. The goal of the Physical Chemistry course sequence is to introduce students to the theoretical models and laws that help explain the physical, thermal, electrical and chemical properties of matter. The focus of this second part of the sequence will be Quantum Chemistry, the Solid State and Surface Thermodynamics. Specific topics will include: Introduction to Quantum Mechanics, Quantum Mechanics Model Systems, the Hydrogen Atom, Atomic and Molecular Orbital Theories, Symmetry in Quantum Mechanics, Rotational Spectroscopy, Vibrational Spectroscopy, Electronic Spectroscopy, Magnetic Spectroscopy, and Statistical Thermodynamics. Notes: Basic knowledge of Calculus is strongly preferred. Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206), and Algebra (MATH 1040) or Precalculus (MATH 1140), or equivalents, and Physical Chemistry I (CHEM 3200).
Attributes: Liberal

CHEM 3400 Biochemistry (4 Credits)
This study focuses on explaining biology in chemical terms. Its main topics are subdivided into three categories. The first one, structure and function of biomolecules, covers properties of water, acids, bases, and buffers; amino acids and peptide bonds; three-dimensional structure of proteins; enzymes, enzyme kinetics, and mechanisms; coenzymes, and vitamins; carbohydrates; and lipids and biological membranes. The second category, energetics and metabolism, includes glycolysis, Krebs cycle, glycogen mechanism and gluconeogenesis, electron transport and oxidative phosphorylation, lipid metabolism, amino acids and nucleotide metabolism. Finally, the third category, genetic information, focuses on nucleic acids and related biochemical pathways. Notes: This course is designed for science students who would prefer one term of Biochemistry. Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206) and Biology I with Lab (BIOL 1200) and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Natural Science Gen Ed, Liberal

CHEM 3600 Principles of Instrumental Analysis: Spectroscopy & Separation Techniques (4 Credits)
This course is designed for science majors. A survey of spectroscopic and chromatographic methods, including theoretical background and operating principles of chemical instrumentation, will be provided. Application of these methods of instrumental analysis to solutions of chemical problems, including identification and characterization of chemical compounds, will be emphasized. Topics in molecular spectroscopy include UV-Visible and Infrared spectroscopy, Mass Spectrometry, and Nuclear Magnetic Resonance spectroscopy. Techniques of separation include single- and multi-stage methods, with emphasis on gas and liquid chromatography. Prerequisites: Organic Chemistry II, and Physics II with Lab II or equivalent.
Attributes: Liberal

CHEM 3602 Quantitative Chemical Analysis (4 Credits)
This course is designed for science majors. It focuses on physical understanding of the principles of analytical chemistry and their applications in chemistry and other disciplines, including life and environmental sciences. Selected modern analytical techniques will be surveyed with emphasis on their operating principles and on applications of theoretical principles and analytical instruments to practical problem solving. Topics include: the analytical process, measurements, analytical tools, experimental error, quality assurance and calibration methods, activity, systematic treatment of chemical equilibria, acid-base equilibria and titrations, fundamentals of electrochemistry, types of electrodes, potentiometry, and electroanalytical techniques. Prerequisites: Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206) or equivalents.
Attributes: Liberal

CHEM 3996 Special Topics in CHEM (2-6 Credits)
Attributes: Liberal

CHEM 3998 Individualized Studies in Chemistry (CHEM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Chemistry (CHEM). Registration for this class must be approved by the student's mentor.

CHEM 4200 Inorganic Chemistry I (4 Credits)
This is the first part of the two term course sequence in inorganic chemistry, designed for chemistry majors. It introduces descriptive inorganic chemistry, with emphasis on its physical principles and practical applications. Topics include chemical bonding in polyatomic molecules, molecular symmetry and group theory, the crystalline solid state, acid-base reactions in aqueous and non-aqueous media, redox chemistry, chemical characterization techniques, and properties and reactions of the main group elements. Prerequisites: Organic Chemistry II, and Physical Chemistry I.
Attributes: Liberal

CHEM 4201 Inorganic Chemistry II (4 Credits)
This second study in the two-term course sequence of modern inorganic chemistry focuses on the d-block metals. Topics include characteristic physical and chemical properties and reactivity of metals, their coordination chemistry, isomerism, valence bond model and molecular orbital theories, crystal field stabilization, electronic absorption and emission spectra, and magnetic properties. The discussion of general principles is followed by a systematic consideration of the d-block metals, their physical properties, chemistry of their inorganic, coordination, and organometallic compounds, and the importance of these inorganic and organometallic compounds in industry, catalysis, materials, nanotechnology, and biological processes. Prerequisite (must complete before registering): Inorganic Chemistry I (CHEM 4200)
Attributes: Liberal

CHEM 4300 Environmental Chemistry I (4 Credits)
Environmental Chemistry I is the first part of a two-term course sequence designed for advanced level students majoring in natural sciences. The purpose of the Environmental Chemistry studies is for the student to gain knowledge about the chemistry of current environmental problems in order to critically evaluate them and provide possible solutions to these issues. Main topics that will be covered this first part of the sequence include: atmospheric chemistry, air pollution, energy and climate change. The study will also devote time to learn about Green Chemistry, the initiative set forth to encourage chemical companies to develop products and processes that reduce environmental hazards. Notes: Basic knowledge of Calculus is strongly preferred. Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206), and Algebra (MATH 1040) or Precalculus (MATH 1140), or equivalents, and Organic Chemistry I (3220) or equivalent.
Attributes: Liberal

CHEM 4301 Environmental Chemistry II (4 Credits)
Environmental Chemistry II is the second part of a two-term course sequence designed for advanced level students majoring in natural sciences. This second course of the sequence will focus on toxic organic chemicals, water pollution, soil pollution and purification techniques. In addition, students will continue to learn about processes that have been developed to meet Green Chemistry standards. Notes: Basic knowledge of Calculus is strongly preferred. Prerequisites: Chemistry I with Lab (CHEM 1205) and Chemistry II with Lab (CHEM 1206), and Algebra (MATH 1040) or Precalculus (MATH 1140), or equivalents, Organic Chemistry I (3220) or equivalent, and Environmental Chemistry I (CHEM 4300).
Attributes: Liberal

CHEM 4400 Biochemistry I (4 Credits)
This course is the first part of a two term course sequence designed for students majoring in chemistry and life sciences. Its main objectives are to explain biology in chemical terms; introduce the language of biochemistry; examine physical, chemical, and biological context of biochemical reaction mechanisms; establish the relationship between structure and function and between different biochemical processes; and explore the most important biochemical research techniques. The main topics include the structure and function of the four major classes of biomolecules - proteins, carbohydrates, lipids, and nucleic acids, as well as the biological membranes and transport. Prerequisites: Organic Chemistry I and II A background in physical chemistry is helpful, but not required.
Attributes: Liberal

CHEM 4401 Biochemistry II (4 Credits)
This second portion of the two term course sequence in biochemistry, designed for students majoring in chemistry and life sciences, will focus on biosignaling, bioenergetics, organization and regulation of biosynthetic pathways, metabolism, DNA replication and RNA transcription. Topics include the principles of bioenergetics; degradation and biosynthesis of carbohydrates, fatty acids, amino acids, and nucleic acids; signal transduction; oxidative phosphorylation; and integration and regulation of metabolism. Prerequisites: Biochemistry I.
Attributes: Liberal

CHEM 4998 Individualized Studies in Chemistry (CHEM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Chemistry (CHEM). Registration for this class must be approved by the student's mentor.

CHFS: Child & Family Studies (Undergraduate)

CHFS 1005 Intimate Relationships & Marriage (4 Credits)
This course is an overview of the science of family development, covering major theories and developmental frameworks. This course emphasizes important social contexts that influence family processes, including variations in family structures/functions, and social, psychological, and historical variables that influence familial experiences. Strategies used in helping professions promote and support optimal family functioning and career opportunities for marriage and family professionals are also explored. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior and Diversity.
Attributes: Liberal

CHFS 1998 Individualized Studies in Child and Family Studies (CHFS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Child and Family Studies (CHFS). Registration for this class must be approved by the student's mentor.

CHFS 2005 Child Abuse & Neglect (4 Credits)
This course discusses forms of child abuse and neglect. Students will explore the causes of and risk factors for abuse within a psycho-social framework. Community and Human Service Area of Study guidelines for Knowledge of Human Behavior.
Attributes: Liberal

CHFS 2010 Exploring the Professions: Careers in Gerontology (2 Credits)
This course will expose students to careers associated with the elderly. Students will explore professional and educational attainment, as well as laws, resources, policies, and programs associated with gerontological services. Students will learn about the history of professional caregiving for older adults in the United States. Community and Human Service Area of Study guidelines for Knowledge of Service Delivery.

CHFS 2015 Helping Children & Adolescents Cope with Bullying (4 Credits)
This course will define bullying and provide an overview of the range of ways that adults can intervene. The statistics on bullying across American schools are staggering, and the subsequent impact on child and adolescent well-being--cognitive, social and emotional development is especially concerning. Students will examine ways to identify and intervene on micro, mezzo, and macro levels on behalf of children and adolescents. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery and Skills.
Attributes: Liberal

CHFS 2027 Stress and Resilience in Families (4 Credits)
This study focuses on theoretical and practical frameworks for understanding and intervening in distressful individual, couple, and family issues. An emphasis is placed on contextual factors, particularly those unique to marginalized and diverse populations. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior and Diversity.
Attributes: Liberal

CHFS 2122 Introduction to Family Studies (4 Credits)
This course will cover the major theories and developmental frameworks in family development. Important social contexts that influence family processes, including variations in family structures/functions, and social, psychological, and historical variables that influence familial experiences will be emphasized. Career opportunities for marriage and family professionals are also explored. Community and Human Service Area of Study guidelines for Skills and Application.
Attributes: Liberal

CHFS 2132 Introduction to Cyberbullying (4 Credits)
In a world highly dependent upon the Internet and social media for information and social support, children, adolescents, and young adults are increasingly subject to bullying both within school and online. This course will introduce students to physical bullying and cyberbullying, the definitions of each, and where both are more likely to occur. Focus will also be placed on the warning signs of cyberbullying that parents, teachers, and mental health professionals need to heed as well as ways of preventing future cyberbullying occurrences among this population.
Attributes: Liberal

CHFS 2997 Special Topics in CHFS (2,4 Credits)

CHFS 2998 Individualized Studies in Child and Family Studies (CHFS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Child and Family Studies (CHFS). Registration for this class must be approved by the student's mentor.

CHFS 3010 Cultural Perspectives on Aging (4 Credits)
This study will provide the student with the opportunity to examine the experiences and processes of aging in a cross-cultural context. The course will examine how gender, ethnicity, race, and socio-economic factors shape the physical, cognitive/emotional, and sociocultural experiences of aging. Students will reflect on the impact of cultural expectations, myths, norms, roles and practices - marriage, grandparenting, family structure, social organization, policies, religion, and spirituality. Aging and retirement are viewed in cross-cultural perspective, with reference to the effects of industrialization, globalization, and information technologies. Note: This course is aligned with the Community and Human Services Area of Study Guidelines for Knowledge of Human Behavior, Diversity and Service Delivery.
Attributes: Liberal

CHFS 3015 Child Welfare in the United States (4 Credits)
This study provides an overview of child welfare services in the United States from both historical and contemporary perspectives. Topics may include child maltreatment and protection, preventive family services, the range of out-of-home placements, and the impact of poverty on the lives of families involved in the child welfare system. Note: This course aligns with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery. This course is part of the BS in Public Health program.
Attributes: Liberal

CHFS 3020 Childhood Trauma: Theory Treatment & Recovery (4 Credits)
This study provides students with an overview of theories, research, and interventions related to children who have experienced stress and trauma. Students will learn the signs and symptoms of stress and trauma as well as strategies to help children cope and develop resiliency. The impact of present day trauma will be considered in the context of historical, generational and racial trauma in the lives of children and families. Note: This course aligns with the Community and Human Services Area of Study guidelines for Diversity, Knowledge of Human Behavior, Skills and Application and Integration.
Attributes: Liberal

CHFS 3022 Counseling Children & Adolescents (4 Credits)
In this study students will explore the various theories, models, and treatment approaches for working with children and adolescents who need counseling. Students will learn techniques that helping professionals use for assessment, engagement, and intervention. An important part of this study is examining counseling children and adolescents in various social and cultural contexts. This course aligns with the Community and Human Services area of study guidelines for Knowledge of Human Behavior, Skills, and Application and Integration.
Attributes: Liberal

CHFS 3025 Elder Abuse (4 Credits)
This course will provide an overview of violence and abuse issues as they relate to older adults and the elderly. The causes of elder abuse will be examined, as well as the role of family dynamics and cultural factors. This course meets the Community and Human Services Area of Study guidelines for Knowledge of service delivery, Knowledge of human behavior and Skills.
Attributes: Liberal

CHFS 3030 Family Intervention (4 Credits)
This course covers family theories, assessments, and interventions to create a framework for understanding, evaluating and implementing a variety of family interventions. Students will learn and critique intervention and preventative tactics used to address crises occurring across the family life cycle. The course also explores research-supported therapeutic approaches that are effective for working with diverse families, with attention to distinct family contexts, strengths, needs, values, traditions and beliefs. This course meets the Community and Human Services Area of Study guidelines for Skills and Application and Integration. This course is aligned with the BS in Addiction Studies program guidelines for Skills, Assessment & Education, and Application and Integration.

CHFS 3035 Global Perspectives on Aging (4 Credits)
Explore the topic of aging as a global phenomenon with cross-cultural, multinational resource implications for health care systems and health and human services providers. Study the interdisciplinary topic of global aging from an international, primarily non-Western perspective with emphasis on learning country-specific models for engaging the worldwide trend of aging populations. Understand the health and human service implications for aging policy and practice driven by cultural practices, geographic resources, demographics, traditions of kinship structures and perceptions of disability around the globe. Note: This course aligns with the Community and Human Services Area of Study guidelines for Diversity and Knowledge of Service Delivery. This course was previously CHS-253314 Global Perspectives on Aging.
Attributes: Liberal

CHFS 3040 Understanding Adoption (4 Credits)
By examining the controversies and policies of adoption, we will better understand the evolving child welfare system, and cultural attitudes towards families created by adoption. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery.
Attributes: Liberal

CHFS 3045 Human Service Practice with Older Adults (4 Credits)
The purpose of this course is to explore the specific human services skills necessary in working with the aging population. This course will expose students to current demographic, statistics and trends. The course will also present current knowledge and skills preparation to prepare students for working with aging and elderly clients who may require human service interventions in a variety of settings. The course will expose students to specialized issues faced by various vulnerable and marginalized populations. This course is aligned with the Community and Human Services area of study guidelines for Skills and Diversity. This course was previously CHS-253324 Human Service Practice with Older Adults.

CHFS 3050 Interpersonal Violence (4 Credits)
The course examines prevalent forms of interpersonal violence and their impact on individuals, families, and communities, including child abuse, elder abuse, intimate partner violence, gender-based violence, dating violence, and sibling abuse. Interpersonal violence and abuse preventions, interventions, policies, laws and community-based services will also be covered. This course is aligned with the Community and Human Service Area of Study guidelines for Knowledge of Human Behavior, Knowledge of Service Delivery, Skills and Application and Integration. This course is part of the BS in Public Health program.
Attributes: Liberal

CHFS 3055 Investigation for Protective Services (4 Credits)
Persons conducting investigations into child abuse and neglect, adult/elder abuse and neglect, childcare delivery, other kinds of personal care, as well as workplace issues, and accidents have a need for theoretical knowledge and skills to conduct non-police investigations. Students will be able to apply ethical principles to interviews and investigations when working with special populations such as children and the intellectually challenged.

CHFS 3060 Multicultural Study of Children & Families (4 Credits)
This study examines variations in family life across cultures. Enculturation will also be explored. Note: This course aligns with the Community and Human Services area of study guidelines for Diversity.
Attributes: Liberal

CHFS 3065 Supporting Active Military Veterans & their Families (4 Credits)
The purpose of this study is to develop an understanding of the challenges facing active duty military, veterans, and their families; and to develop an informed position on providing support to them. Note: This course aligns with the Community and Human Services area of study guidelines for Knowledge of Human Behavior, Skills, and Application and Integration.
Attributes: Liberal

CHFS 3122 African American Relationships Marriages and Families (4 Credits)
This interdisciplinary study examines cultural, historical and interpersonal factors that influence the shifting structure and function of African American families and intimate relationships, including an overview of engagement and treatment strategies used in working with of couples and families. Topics covered include: love, dating, courtship, cohabitation, marriage and its alternatives, childbirth and parenting, and crisis faced in intimate relationships such as divorce and family violence. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior and Diversity.
Attributes: Liberal

CHFS 3127 Understanding Mental Illness in Children and Adolescents (4 Credits)
This course explores mental illnesses diagnosed in children and adolescents; the social and environmental contexts in which they manifest will also be explored. Students will learn how to distinguish between common disorders and identify challenges of assessment of children and adolescents. Media portrayal and stigmas of mental illness will also be examined. Prerequisite (must complete before registering): A minimum of 64 credits or an associate degree Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior.
Attributes: Liberal

CHFS 3133 Cyberbullying and Family Contexts (4 Credits)
This course delves into the influence of cyberbullying on family dynamics, with a focus on helping professionals, educators, and parents to support cyberbullying victims and their families as they cope and adress the behavior of perpetrators. The exploration extends to the destructive nature of cyberbullying across diverse populations and addresses how families in different communities understand and manage this issue. This course is aligned with the Community and Human Services Area of Study guidelines for Skills. Prerequisites: It is strongly recommended students complete CHFS 2132 Introductionto Cyberullying before registering for this course..
Attributes: Liberal

CHFS 3137 Child and Family Policy (4 Credits)
This course will uncover the reciprocal linkages between family functioning and public and private policies in the United States. Students will identify policies developed to address child/family issues and problems. The course will explore the extent to which policies have been based on the principles of risk and protection and contemplate the ways in which social policies have impacted children, youth, and families across diverse personal and service domains. Topics include policies relevant to health, poverty, disability, education, child welfare and protection, and juvenile justice. This course meets the Community and Human Services guidelines of Knowledge of Service Delivery, Application, and Diversity.
Attributes: Liberal

CHFS 3996 Special Topics in CHFS (2-6 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

CHFS 3997 Special Topics in CHFS (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

CHFS 3998 Individualized Studies in Child and Family Studies (CHFS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Child and Family Studies (CHFS). Registration for this class must be approved by the student's mentor.

CHFS 4005 Cognitive Behavioral Strategies (4 Credits)
This course focuses on the theory and practice of cognitive and behavioral interventions in human services. This course will examine several common problems that affect children and adolescents; students will learn techniques and skills to address these problems. Students will also learn about the cognitive concept of "schema" in cognitive theory; and how this relates to issues of power and privilege. This course aligns with the Community and Human Services area of study guidelines for Skills and Diversity.
Attributes: Liberal

CHFS 4020 Interventions with Vulnerable Youth (4 Credits)
This course explores the conditions and circumstances that place young people at risk. Students will consider the context of different levels of systems impacting youth, including poverty and racism. Vulnerable and underserved populations of youth will be assessed. Students will examine the position of vulnerable and underserved youth in their own communities and propose policies and programs to support and protect them. This course aligns with the Community and Human Services area of study guidelines for Knowledge of Human Behavior, Diversity, and Skills and Application.
Attributes: Liberal

CHFS 4025 Pregnancy & Parenting (4 Credits)
This study integrates biological and cultural approaches to pregnancy and parenting, drawing on critical perspectives from anthropology, human development, epigenetics, sociology and public/global health. The student will examine the impact of biological and cultural diversity, along with environmental factors, while considering current theories and contemporary trends, local and global. The student will also explore recent literature on the biocultural, evolutionary, and life-course perspectives on pregnancy and parenting, which has shown that early life environment shapes future health, from pre-conception to adolescence. Note: This course aligns with the Community and Human Services area of study guidelines for Knowledge of Human Behavior.
Attributes: Liberal

CHFS 4030 Processes of Divorce (4 Credits)
Relying on theory and research related to marital dissolution, students will examine the impact of divorce on children and adults in various family roles across multiple social situations. This study will explore policy implications and practical application relevant to relational dissolution. Note: This course aligns with the Community and Human Services area of study guidelines for Knowledge of human behavior.
Attributes: Liberal

CHFS 4035 Trauma & Recovery in Adults (4 Credits)
The study will introduce students to trauma theory, practice, and stages of recovery as related to work with adults. The study addresses the experiences of people who have suffered traumas including sexual and/or domestic violence, combat, and political terror. Students will explore treatment strategies that may include working with groups, individuals, and families. This course aligns with the Community and Human Services area of study guidelines for Knowledge of Human Behavior, Knowledge of Service Delivery, and Skills. This study will not cover childhood trauma. Please see Childhood Trauma: Theory, Treatment and Recovery for further study of childhood trauma. Prerequisites: N/A. Corequisites: N/A.
Attributes: Liberal

CHFS 4041 Family Dynamics: Research and Theory (4 Credits)
This course will take an in-depth look at various family theories and related research. This may include systems theory, exchange theory, family development theory, symbolic interactionism, and others. Learners will gain a clearer understanding of the role of theory to understand family dynamics and guide research. Special attention is paid to the ways that family systems and sub-systems interact and affect individual roles and relations within the family structure.
Attributes: Liberal

CHFS 4998 Individualized Studies in Child and Family Studies (CHFS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Child and Family Studies (CHFS). Registration for this class must be approved by the student's mentor.

CHIN: Chinese (Undergraduate)

CHIN 1005 Introductory Chinese: Language & Culture (4 Credits)
Introductory Chinese: Language and Culture is designed for students who have no previous Chinese instruction. The course focuses on enabling students to communicate effectively in elementary Chinese, and introduces students to students to traditional Chinese beliefs and contemporary culture. All language skills will be practiced: listening, speaking, reading and writing. Students will learn about China and its regions through a wide variety of resources: online resources, texts, videos, blogs and Podcast. Students should be available for oral practices scheduled between at least twice a week. Special accommodations will be made for army students. This course was previously CUL-221244 Introductory Chinese: Language and Culture.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

CHIN 1998 Individualized Studies in Chinese (CHIN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Chinese (CHIN). Please contact your mentor/advisor for more details.

CHIN 2998 Individualized Studies in Chinese (CHIN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Chinese (CHIN). Please contact your mentor/advisor for more details.

CHIN 3998 Individualized Studies in Chinese (CHIN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Chinese (CHIN). Please contact your mentor/advisor for more details.

CHIN 4998 Individualized Studies in Chinese (CHIN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Chinese (CHIN). Please contact your mentor/advisor for more details.

COMM: Communications (Undergraduate)

COMM 1002 Digital Communication Culture and Careers: Intro (2 Credits)
This course will introduce you to the fields of Digital Communication and the culture surrounding it. Students will get established and learn about communities in social media, consider cultural ramifications of digital communication, learn about careers in digital communication, the future of digital communication, and consider concentrations that may lead them to those careers. This course is open to all students, and is ideal for new students in particular, but will serve to partially fulfill the Educational Planning guideline for students concentrating in Digital Communication. Students may take this OR COMM 3002 Digital Communication Culture and Careers: Advanced, not both.
Attributes: Liberal

COMM 1005 Intercultural Communication (2-3 Credits)
Students will explore various approaches to culture and intercultural communication at a foundational level; sample different styles of communication in different countries, ethnicities, and groups; consider the potential for miscommunication in the United States and abroad; and identify strategies for conflict reduction, teamwork, and leadership. After taking this course, students should more sensitive to the communication needs of others and understand how to improve their personal intercultural communication competence. Can be part of a Communications concentration, or an elective for a variety of concentrations. This course was previously CUL-221232 Intercultural Communications.
Attributes: Liberal, Partial Basic Comm Gen Ed

COMM 1010 Interpersonal Communication (4 Credits)
The student will be introduced to the communication process and skills for effective interpersonal communication. Concepts related to both verbal and nonverbal communication will be examined. Students will have an opportunity to reflect on their own interpersonal communication skills and competencies. Topics such as relational dynamics, interpersonal conflict and improving communication climates will be addressed.
Attributes: Basic Communication Gen Ed, Liberal

COMM 1020 Introduction to Communication (4 Credits)
Why study communication? What can you do with it? Introduction to Communication provides students with an overview of the major fields of communication and key theories that support them. Students will develop an understanding of foundational communication theories at the interpersonal, group, organizational, and mass levels of communication and will apply these theories to evaluate communications in real-world settings. Students will be able to apply verbal and nonverbal communication strategies in order to reach specific audiences and understand how others communicate. Prerequisite (must complete before registering): Ability to write a college level essay. Highly Recommended (not required): College Writing (COMW 1005), or equivalent. This, along with Media Literacy, are the foundation courses in a Communication, Communication and Media, or Communication and Writing Curriculum. It may also be appropriate for students in the social sciences, or as an elective for students who simply want to learn about the field of Communication. This course was previously CUL-221234.
Attributes: Liberal

COMM 1030 Public Speaking (4 Credits)
Public Speaking provides students with an overview of the process of speech making. Students will investigate the basic elements of a speech; ways to plan and prepare, write, conduct, and evaluate speeches; the impact and responsibilities of public speaking; the necessity of considering an audience's specific needs; and ways to increase comfort while speaking in front of a group. Concepts of speaking, listening, and performing are considered and applied. Students will create and conduct different types of speeches that are tailored to the specific needs of an audience.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMM 1054 Critical Listening Skills (4 Credits)
This study seeks to help students understand different kinds of listening and develop their listening skills. Class time will be spent understanding and practicing listening skills.
Attributes: Liberal

COMM 1998 Individualized Studies in Communication (COMM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Communications (COMM). Please contact your mentor/advisor for more details.

COMM 2010 Writing for Digital Media (4 Credits)
How do you write for maximum impact in a variety of digital media? What are best practices, and what are common mistakes made in print, online, through social media and video or audio used to explain, sell, or promote something? This course is designed to help students to understand the operations of modern communication and give them experience developing, analyzing, and critiquing content in advertising, public relations, or journalism. Students will come away with a better understanding of the purposes and functions of communication, develop skills in producing content for digital media, and be able to effectively critique digital media products using contemporary communication tools. In order to take this course, the student must have the ability to write college essays.
Attributes: Humanities Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, *Humanities Gen Ed, Liberal

COMM 2016 Digital Communication Strategies I (2 Credits)
Communicating in the 21st Century requires specialized skills such as effective videoconferencing, writing for online and mobile platforms, using visual, video and gaming apps, understanding virtual environments, and conducting business remotely. This course teaches the differences between digital and traditional communication methods, with a focus on the fundamentals of communication applied to virtual settings and online tools.

COMM 2104 Communication for Success (3 Credits)
Communication for Success is an introduction to college level reading, writing and researching for students who are non-native English language learners. This course has been specifically designed to address the basic expectations of clear, academic expression to help college students write essays, research projects, and presentations that involve the selection, assessment, and usage of appropriate academic resources. Topics of the course include: the difference between social discourse and academic writing; increasing English language skills in vocabulary and mechanics; developing a thesis statement, writing a first draft, editing, paraphrasing arguments and identifying main ideas; citing sources and avoiding plagiarism, as well as using online writing and research resources and the Empire State College virtual library.
Attributes: Basic Communication Gen Ed, Liberal

COMM 2998 Individualized Studies in Communications (COMM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Communications (COMM). Please contact your mentor/advisor for more details.

COMM 3002 Digital Communication, Cultures & Careers Advanced (2 Credits)
This course will introduce you to the fields of Digital Communication and the culture surrounding it. Students will get established and learn about communities in social media, consider cultural ramifications of digital communication, learn about careers in digital communication, the future of digital communication, and consider concentrations that may lead them to those careers. This course is open to all students, and is ideal for new students in particular, but will serve to partially fulfill the Educational Planning guideline for students concentrating in Digital Communication.
Attributes: Liberal

COMM 3005 Communication Analysis (4 Credits)
Develop skill in comprehending underlying meanings in public communications. Develop the ability to spot flaws and strengths in others' arguments, detect manipulative communication strategies and recognize mythic/narrative dimensions in everyday communication. Conduct critiques of rhetoric and research propaganda campaigns. Sources for analysis include student-selected items such as speeches, editorials, films, advertisements, or magazine articles. Work with basic principles of argumentation and debate, rhetorical criticism, the narrative paradigm, social influence and propaganda analysis. Develop critical skills for responding competently to the multi-mediated, corporately-managed communication that exists in the current communication environment. Prerequisites: Introduction to Communication or the equivalent. College writing or the equivalent. Ability to use and cite scholarly sources. This course is an upper level Communication and Media elective that is a part of the concentration. It should be taken after foundational courses. This course was previously CUL-223314 Communication Analysis.
Attributes: Basic Communication Gen Ed, Liberal

COMM 3010 Communication Theories (4 Credits)
This course introduces students to a wide range of communication theories that help to explore and explain how individuals and groups communicate at the interpersonal, organizational, and mass communication levels. Students will explore a variety of theoretical perspectives and apply theoretical lenses to explain communications and to develop communication strategies for real-life communication situations. Prerequisite (must complete before registering): Ability to write at an upper level Notes: This is designed for students planning to concentrate in some aspect of Communication. Students planning to attend graduate programs in Communications may also want to consider taking Social Science Methods and Theory (or Qualitative and/or Quantitative Methods) and Statistics.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMM 3015 Social Media: Communication & Culture (4 Credits)
This course gives students the chance to use a variety of social media applications to promote a message of their choice (example: marketing a product, spreading a news story). Students will study media history, including earlier phases of the Internet, learn to distinguish among various social networking tools. Email, Facebook, TikTok, LinkedIn and Twitter are just a few of the applications one might use to promote a business, send a message to the public, forward news, tell a story, or keep up with old friends and new acquaintances. In addition, students will explore cultural ramifications such as the spread of fake news, and the ability for activist groups to organize to make social change. This course allows students to improve their writing, oral presentation, and research skills. Prerequisite (must complete before registering): Ability to write college essays Highly Recommended (not required): College Writing (COMW 1005), or equivalent, ability to use the online library Notes: For students in Communication, Communication & Media or Digital Communication, recommend taking after News and Feature Writing and/or Media Writing. For students in any area of business, recommend taking after Marketing Principles.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMM 3016 Digital Communication Strategies II (4 Credits)
Communicating in the 21st century requires specialized skills such as effective videoconferencing, writing for online and mobile platforms, using visual, video and gaming apps, understanding virtual environments, and conducting business remotely. This course teaches the differences between digital and traditional communication methods, with a focus on advanced communication applied to large group communication using virtual tools. Discussion and written assignments focus on digital community and culture, including human behavior in virtual environments. Prerequisites: The ability to write at the advanced college level utilizing scholarly research.
Attributes: *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMM 3025 Media Ethics & Law (3,4 Credits)
Learn the basic principles and application of the First Amendment as it relates to communications and media. Since First Amendment rights are constantly evolving we will examine its application to free, political, and commercial speech, advertising and ethical components related to them. Explore the government's monitoring and restriction of media and the balancing act and various tests the courts apply when allowing journalistic reporting versus a defendant's right to a fair and impartial trial. Media include Print, Radio, Television, Video Games, and the Internet. This course covers ethics and the legal and policy guidelines for in Communications and Media. Appropriate for students considering Law School Prerequisite (must complete before registering): Ability to write a college essay and incorporate and cite scholarly work from the library Highly Recommended (not required): College Writing (COMW 1005), or equivalent, and Introduction to Communication (COMM 1020) Notes: This course is a "junior" level course for students concentrating in communications or media. It should not be a first course in the area, unless they are planning to attend law school and this is one of several legal studies courses they are taking. This course was previously CUL-223884 Media.
Attributes: Liberal

COMM 3027 Data Visualization (4 Credits)
This course gives students the essential concepts and tools for data visualization. It teaches history, theories and techniques required to understand and represent data online. It allows students in digital communication and other concentrations to effectively analyze and use charts, graphs, polls, maps, interactive quizzes and other tools for representing data. Students will learn to obtain, analyze and present data, learn the basics of appropriate coding and apps, analyze data visualizations for issues of bias or misrepresentation, and represent data in an ethical and truthful ways. A suggested sequence is Writing for Digital Media, followed by News & Feature Writing. These courses should be taken prior to 21st Century Journalism. Strongly recommended Statistics, and/or Contemporary Math, Math for the Inquiring Mind, or another math course that includes statistics. In addition, students should plan to conduct tutorials on various programs or applications that will help them conduct this work.
Attributes: Liberal

COMM 3030 News & Feature Writing (4 Credits)
What is journalism? Students will study and practice news writing. Through repeated practice, students will learn how to use journalistic story structures to organize writing; interviewing and other information gathering strategies; protocols of fact-checking; and uses of grammar, sentence structure, and style to strengthen overall writing. While the course is designed to offer students interested in possible careers in journalism an introduction to the trade, it also will appeal to those interested in strengthening their overall writing and editing skills. Prerequisite (must complete before registering): Completion of the General Education requirement in Basic Communication. Highly Recommended (not required): College Writing (COMW 1005), or equivalent, and information literacy skills and ability to conduct library research Notes: This is an appropriate course as part of the Concentration for students concentrating in Communications, Media, Journalism, Writing or similar Concentrations. Students in other areas may choose it as an elective This course was previously CUL-221614 News and Feature Writing.
Attributes: Liberal

COMM 3045 Television & Culture (4 Credits)
Television is an important influence on our culture, and is definitely not 'just entertainment.' In this course, you will study television as a cultural artifact. Students will investigate television's distinctive features, programming and cultural impact. Acquire skill in interpreting the sort of cultural impact television programs may have on viewers. Consider the ways that gender, race, class, sexuality, disability and age are featured on television shows. Discover the way television's generic conventions create limits on the creativity of television producers. Become a more knowledgeable and selective viewer. Learn to interpret television ratings and track the performance of various shows. Read and critically evaluate articles. This course can include considerations of theory, history, and ethics. Highly Recommended (not required): A lower level study in media literacy or critical or literary theory This course, and The American Cinema, are appropriate for students beginning upper level work. It's a good "sequel" to Media and Visual Literacy and a good predecessor to Women, Girls, and the Media, or any other course about "difference" in the media such as race, sexuality etc.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

COMM 3055 Organizational Communication (3 Credits)
The purpose of this course is to understand basic principles of organizational and communication theory. The course examines the theories and practice of organizational communication, as well as the modern practice in written, oral, and online communications used in organizations. Specific attention will be given to the themes of communication, empowerment, and technology and their impact on organizations.
Attributes: Liberal

COMM 3060 Political Communication (3 Credits)
This course explores the ways in which popular media shape and reflect perceptions of politics and government, the structural and situational factors which shape political discourse and the recurrent motives and purposes of communicators. A practical approach is used in the course, with an emphasis on the creation and assessment of political campaign communications.
Attributes: Liberal

COMM 3065 Global Communication & Media (4 Credits)
This course explores the role of media historically through shaping and creating national and global issues, including the growth and trajectory of global cultural commodification. Media such as news, propaganda, advertising, music, cinema, television, internet, gaming, social media, crypto, and cybercrime will be explored to the extent that they have shaped global issues, historical events and culture. Through multidimensional and different cultural perspectives, students will use theory to critically assess shifts in media patterns of production, distribution, and consumption in the larger context of globalization. Essential concepts of international communication will be examined, such as international broadcasting, international communication law and regulation, and cultural trends in communication and information technologies. Recommended: At least one course in communication or media studies (film, television, the internet, games).
Attributes: *World Hist & Glb Awnss Gen Ed, Liberal

COMM 3070 Leadership Communication (4 Credits)
Leadership Communication addresses theories, processes, forms and techniques of professional communication for leaders in all contexts. Students will explore issues of active listening, motivation, conflict resolution/mediation and interpersonal communication techniques as well as analyze communication situations and create effective communication in a variety of media. Students will be exposed to the power of persuasion, humor, vocal dynamics, physical energy, a strong message and the desire to communicate. Students will prepare oral presentations using PowerPoint or similar types of presentation tools. Prerequisites: Students should have basic computer and college level writing skills.
Attributes: Basic Communication Gen Ed, Liberal

COMM 3080 Communication for Success: Advanced (3 Credits)
This is an advanced level communication course which helps students enhance their skills in academic communication through critical reading, writing, research, and visual presentations. The premise of this course is to enable students to learn, think and express themselves critically. Assignments and exercises focus on logical thinking, reflection, understanding and coherence, as well as how to find and use evidence to support ideas and shape written and oral arguments. Students will work on topics such as paraphrasing, summarizing, developing strong theses and topic sentences, researching topics and citing references, as well as crafting both personal and research essays which will be presented orally. Students will develop visual and oral communication strategies to present their ideas and research topics effectively. This course is specifically intended for non-native English speakers.
Attributes: *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMM 3085 Analyzing Race, Class & Gender in the Media (3 Credits)
In this advanced level course, students will analyze the historical and contemporary reality of race, class, and gender on a global level with a focus on media representation. Students will critically examine the social construction of race, class, gender, and other forms of social difference (sexuality, ethnicity, age, dis/ability) through an intersectional lens. Students will explore and analyze structural discrimination and aspects shaping individual and group identity in the context of popular narratives and media portrayal. Topics may include: white privilege, colorism, double consciousness, respectability politics, segregation, redlining, etc.
Attributes: *Diversity Gen Ed, Liberal

COMM 3122 Rhetorical Dimensions of Race Class & Gender (3 Credits)
Exploration of race, class and gender, with an emphasis on conceptual tools developed since the 1970s in both empirical studies and critical thought about these categories. The students will develop analytic methods for understanding distinctions and controversies, e.g., the difference between sex and gender; the difference between race and ethnicity; arguments for and against affirmative action; and the ways in which race, gender and class overlap.
Attributes: Liberal

COMM 3127 Advanced Public Relations (3,4 Credits)
By combining academic thinking in PR with practical tasks in strategy development and implementation based on real life examples, the course provides an insight in core tasks of the Communications and Public Affairs functions within organizations. The course builds on the previously gained knowledge of basic PR concepts and extends on it, with focus on particular capabilities in development of communications strategies for corporate reputation building and protection, corporate social responsibility programs and marketing PR programs. The interrelation of Communications and Public Affairs function with other management disciplines, as well as processes of engaging key external stakeholders, are explained. Building on the knowledge gained in the "Public Relations Principles" course, it will extend particularly on the development of communication strategies for various subfields of corporate communication and PR.
Attributes: Liberal

COMM 3996 Special Topics in COMM (1-6 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

COMM 3997 Special Topics in COMM (1-6 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

COMM 3998 Individualized Studies in Communications (COMM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Communications (COMM). Please contact your mentor/advisor for more details.

COMM 4005 Capstone in Communication & Media (4 Credits)
Are you close to graduation and planning a career in communications, journalism, advertising, PR, broadcasting, digital media, or Internet content creation? Have you been studying media as a cultural form and plan to continue, in graduate school or on your own? If so, this course is for you. Consider 'new economy' solutions to the changing media environment through readings, research, interviews, and discussions, develop or refine a resume and portfolio or web site of past work that will present you as someone who is prepared for an entry level job or to study the subject further, and develop a past paper into a writing sample. Prerequisites (must complete before registering): At least 3 upper level courses in Communications, Media Studies, or related field Notes: Designed for students within 24 credits of Graduation. Designed as a final course, for students done with most concentration courses and Ed Planning. Gives Ed Planning credit, however, not a substitute for planning the degree as currently constructed. This course was previously CUL-224324 Capstone in Media and Communications.
Attributes: Liberal

COMM 4015 Women, Girls & the Media (4 Credits)
Focusing on women and girls, including transgender women, this course examines representations of gender, sexuality, race, class, dis/ability, and other intersecting axes of identity and power in the media. Students will consider issues of authorship, production, and spectatorship (audience) and how various media content (film, television, print journalism, advertising, and new and digital media) enables, facilitates, and challenges inequalities in society. Drawing from various media studies approaches, students will learn to interpret media in relation to its larger social, cultural, and historical contexts, conduct in-depth research, and have the option to create original media content. Recommended after Media Literacy, and at least one of: Television and Culture, American Cinema, American Popular Music in the 20th Century or Images of Women in Western Civilization, or Introduction to Women's, Gender, and Sexuality Studies. Students should have previous experience with some kind of media or cultural studies, the ability to write at an advanced level, and conduct scholarly research.
Attributes: Humanities Gen Ed, *Diversity Gen Ed, *Humanities Gen Ed, Liberal

COMM 4025 Communication Decisions (4 Credits)
This is an advanced level course for students in Communications and/or Media studies, designed to enable students to apply basic rhetorical and communication theories to the decision making process. Students also identify and examine effective forms of communication technologies for such purposes. Prerequisite (must complete before registering): The successful completion of Mass Communications & Society (CUST 3045) or Speech Communication, or equivalent introductory communications course Assumptions about Surrounding Related Courses: Communications Decisions is designed as a capstone course for students with concentrations in Communications.
Attributes: Liberal

COMM 4120 21st Century Journalism (4 Credits)
Utilize writing skills, data visualization skills, and digital communication skills to develop fully interactive journalistic or other types of writing, publicize the writing online, and use data analytics to tailor your message. A suggested sequence is Writing for Digital Media, followed by News & Feature Writing, Data Visualization then this course. Strongly recommended Statistics, and/or Contemporary Math, Math for the Inquiring Mind, or another math course that includes statistics. In addition, students should plan to conduct tutorials on various programs or applications that will help them conduct this work.
Attributes: Liberal

COMM 4123 Senior Project Proposal (2 Credits)
The student will prepare a proposal for the senior project and engage in educational planning. The senior project facilitates the integration and reflection of knowledge acquired from university learning which is aimed at creating an original culminating work. Educational planning includes the preparation of a rationale essay articulating how the program of study for the bachelor's degree meets the student's educational and career goals. For the senior project proposal, the student will pose a question to be addressed under the guidance of the ESC mentor. The student and mentor will discuss the focus and design of the research question to be developed. The student will identify the appropriate resources needed to address the question and submit the proposal to the mentor. The thesis, based on the proposal submitted for this study, will be carried out the following semester. Prior to taking this course, all lower-level concentration courses should be complete, as well as at least two advanced level concentration courses or their equivalent. Notes: As part of a capstone course, students should enroll in Senior Project Proposal during their final year of study. This course will be used as part of the Educational Planning credit.
Attributes: Liberal

COMM 4150 Senior Project Thesis (3 Credits)
The student will complete the senior project thesis as planned in the proposal phase of this study. The project provides an opportunity to conduct an in-depth examination of a topic of interest related to the study program that emerged from the student's earlier course work, and in this regard will complete educational planning by focusing on the mastery of academic skills, college level writing and presentation, and independent research and critical thinking. The student will be expected to produce a major research paper that meets the standards established during the proposal stage and prepare the final drafts of the rationale essay. Prerequisite (must complete before registering): Successful completion of Senior Project Proposal (COMM 4123) Note:This course will be used as part of the Educational Planning credit.
Attributes: Liberal

COMM 4998 Individualized Studies in Communication (COMM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Communications (COMM). Please contact your mentor/advisor for more details.

COMW: Writing (Undergraduate)

COMW 1005 College Writing (3,4 Credits)
College writing focuses on the basics of academic writing: writing processes, essays, research skills. Students will write and evaluate thesis statements for essays, and learn how to develop the thesis idea with supporting details. Students will learn how to structure ideas and information in essays. Students will learn how to research, incorporate, and document sources to support a thesis argument. Depending on their goals and needs, students may take any of five different, introductory, college writing courses: (COMW 1005), (COMW 1015), (COMW 1010), (COMW 2005), or (COMW 2020). Although all of these courses deal with similar skills and knowledge (writing process, thesis, support, documentation), they have different emphases. Note that, according to college policy, students can include up to 8 introductory-level expository/college writing credits in their ESC degree.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMW 1015 College Reading & Writing (3,4 Credits)
Work with reading and writing processes such as previewing a text, organizing text information, identifying main ideas, annotating, summarizing, evaluating information, outlining, writing, and revising. Read selections in a variety of academic texts, and write several essays. Read and write essays to inform, react, apply, analyze, and synthesize. Complete a final research paper applying reading, writing, and thinking skills. This course does not overlap with College Writing. While College Writing focuses mainly on the writing process with students choosing their own writing topics, College Reading and Writing focuses equally on reading and writing processes, with students writing about concepts from assigned articles to learn different ways of approaching, thinking, and writing critically about what they read. Note: this is not a remedial course. Students must write grammatically and read with understanding in order to develop reading, writing, and thinking skills on the college level. This course was previously COMW 1015 Introduction to College Reading and Writing. Depending on their goals and needs, students may take any of five different, introductory, college writing courses: COMW 1005, COMW 1015, COMW 1010, COMW 2005, or COMW 2020. Although all of these courses deal with similar skills and knowledge (writing process, thesis, support, documentation), they have different emphases. Note that, according to college policy, students can include up to 8 introductory-level expository/college writing credits in their ESC degree.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMW 1998 Individualized Studies in Writing (COMW) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Writing (COMW). Please contact your mentor/advisor for more details.

COMW 2005 Effective Academic Writing (2,3 Credits)
This course examines different types of academic writing (e.g., collage, reflective essay, critique, persuasive research essay, lesson) and key elements of style that writers manipulate to create effective writing (e.g., sentence structure, paragraph creation, diction, language choice). Although the course will provide the chance to work on basic academic writing concepts (e.g., creating a thesis, researching and documenting sources), the focus will be on extending this learning to different types of academic writing and making writing more precise, concise, and interesting. This course will provide students with the opportunity to apply and refine basic college writing skills to create effective academic prose. This course was previously CUL-232042 Effective Academic Writing. Depending on their goals and needs, students may take any of five different, introductory, college writing courses: COMW 1005, COMW 1015, COMW 1010, COMW 2005, or COMW 2020. Although all of these courses deal with similar skills and knowledge (writing process, thesis, support, documentation), they have different emphases. Note that, according to college policy, students can include up to 8 introductory-level expository/college writing credits in their ESC degree. This course may be used to fulfill educational planning credit with mentor approval.
Attributes: Liberal, Partial Basic Comm Gen Ed

COMW 2030 Communication for Professionals (4 Credits)
Communication for Professionals focuses on the theories, processes, and forms of professional communication. Students consider communication variables (e.g., audience, purpose, role, cultural context) to analyze professional communication situations and create effective communications. Students will create a variety of professional communications which may include letters, memos, emails, social media posts, negative and persuasive messages, resume, cover letter, business report, and/or proposal. Students will do an oral presentation/speech using visuals. Students are encouraged to create actual communications that they can use at work or in a professional capacity. Assumptions about surrounding courses: appropriate as an elective for students concentrating in Communications/Media, but is not a substitute for Introduction to [Mass] Communication or Media Literacy.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMW 2998 Individualized Studies in Writing (COMW) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Writing (COMW). Please contact your mentor/advisor for more details.

COMW 3005 Proposal Writing and Logical Argument (3 Credits)
Develop analytical, research, and writing skills at the upper level. Proposal Writing offers a way of honing these skills in a concrete, real-world context. Students will read and analyze sample proposals and build on basic communication theory to learn what constitutes appropriate proposal content and format. Students will learn how to find, use, and evaluate the quality of evidence to logically support their proposal ideas. Students will write a short proposal planning assignment and two longer, formal, work- or community-related proposals. They will share and provide feedback on drafts as part of learning how to analyze a proposal's effectiveness. Students will also investigate proposals as a form of logical argument, learning about basic elements of argument, different argument strategies, and common errors in logical argument. Additionally, they will learn about visual rhetoric and do a short oral/visual proposal presentation and written analysis of visuals used to support their evidence. student must have the ability to do advanced-level work Notes: Students cannot take both Proposal Writing (COMW 2015) and Proposal Writing and Logical Argument (COMW 3005). This course may be used for educational planning credit with mentor approval.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMW 3006 Research Writing: Advanced (3-4 Credits)
This course is designed to provide in-depth work in research writing. Students will learn how to create a research question, find and reading journal articles, check facts, and question a source, while doing an annotated bibliography, drafting-writing-revising a literature review, and doing an oral presentation based on the literature review. The course will focus these assignments on one topic of the student's choice for the term. Students also maintain a journal throughout, to promote fuller understanding of themselves as writers and researchers. Students will end the term with an advanced-level, analytical research paper as well as an understanding of the multiple ways in which research may be approached. This course may be used to fulfill educational planning credit with mentor approval. To be successful in this course, students should have the ability to do advanced-level work including familiarity with library-based research; introductory-level work in college writing preferred.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMW 3015 Technical Writing (4 Credits)
Technical Writing investigates how to create concise, usable information for end users who need to learn how to do a task, use a product, or complete a process. Course assignments may include such things as instructions, work documentation, analytical reports, oral reports, and/or web page mock-up. Students learn how to plan for writing by analyzing their specific audience and purpose as the first step in the document design process. Students also learn what constitutes appropriate information and effective design, how to use visuals and headings, and how to choose precise language appropriate to the document's purpose and audience. The goal of the course is to create a variety of technical documents that are usable, readable, and accessible, as well as culturally, ethically, and legally appropriate. Technical Writing is suitable for students in all fields who need to articulate practical information clearly and efficiently. Required Skills: The ability to read a journal article and write at an advanced undergraduate level.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

COMW 3122 Proposal Writing (2 Credits)
Develop analytical, research, and writing skills at the upper level. Proposal Writing offers a way of honing these skills in a concrete, real-world context. Students will read and analyze sample proposals and build on basic communication theory to learn what constitutes appropriate proposal content and format. Students will learn how to find, use, and evaluate the quality of evidence to logically support their proposal ideas. Prerequisite (must complete before registering): Ability to do advanced-level work Notes: Students cannot take both COMW 3122 Proposal Writing (2 cr.) and COMW 3005 Proposal Writing & Logical Argument (3 cr.). This course may be used for educational planning credit with mentor approval.
Attributes: Liberal, Partial Basic Comm Gen Ed

COMW 3996 Special Topics in COMW (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

COMW 3998 Individualized Studies in Writing (COMW) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Writing (COMW). Please contact your mentor/advisor for more details.

COMW 4998 Individualized Studies in Writing (COMW) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Writing (COMW). Please contact your mentor/advisor for more details.

CRJS: Criminal Justice (Undergraduate)

CRJS 1005 Introduction to Criminal Justice (4 Credits)
This course provides an introduction, overview and survey of crime and the American criminal justice system. Types of crime and problems with its assessment will be explored, as well as the challenges associated with the administration of the various segments of the criminal justice system (i.e., policing, adjudication, and corrections).
Attributes: Liberal

CRJS 1998 Individualized Studies in Criminal Justice (CRJS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Criminal Justice (CRJS). Please contact your mentor/advisor for more details.

CRJS 2005 Introduction to Criminology: Theorizing Crime (4 Credits)
This course introduces students to the major theories and perspectives associated with the study of crime, criminality and crime control. The course includes a detailed exploration of conventional, or "mainstream," theories/perspectives (classical, biological, psychological, sociological) as well as an overview of critical criminology and more contemporary theoretical developments.
Attributes: Liberal

CRJS 2998 Individualized Studies in Criminal Justice (CRJS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Criminal Justice (CRJS). Please contact your mentor/advisor for more details.

CRJS 3005 Alternatives to Incarceration (4 Credits)
This course examines the various options to traditional correctional institutions, as we know them today. Through this study, students will examine the current systems of corrections that criminologists often say have failed almost as many individuals as for whom it was created to serve. Topics may include: parole, probation, boot camps, substance abuse treatment centers, electronic monitoring, intensive supervision, house arrest, community service and day-reporting centers. Prerequisite: The student should have an understanding of the structure and functions of the various parts of the criminal justice system and the relationship of federal, state and local criminal-justice agencies, such as might be learned in a course in Introduction to Criminal Justice. Highly Recommended (not required): Introductory study in sociology, psychology and/or human development This course was previously CHS-264644, Alternatives to Incarceration.
Attributes: Liberal

CRJS 3009 Criminal Law & Procedure (4 Credits)
This course will provide students with the basis of criminal law and criminal procedure. Students will enhance their prior knowledge of Criminal Law by developing an understanding of criminal theory. The course will also address Constitutional criminal protections such as the right to privacy, protection against illegal search and seizure and right to remain silent.
Attributes: Liberal

CRJS 3015 Courts & the Administration of Justice (4 Credits)
This course examines the procedures, structures and functions of state and federal trial and appellate courts. Methods by which crimes are prosecuted and adjudicated in the courts will be examined; such controversial issues as plea-bargaining and the use of the death penalty will be analyzed; and special attention will be given to alternative methods of adjudicating criminal disputes, such as mediation, "drug courts" and restorative justice. The student should be familiar with reading, analyzing and "briefing" legal cases, as might be learned in such introductory law courses as Introduction to Law and the Legal System or Legal Environment of Business. This course was previously CHS 263694 Courts and the Administration of Justice.
Attributes: Liberal

CRJS 3020 Law Enforcement Intelligence Analysis (4 Credits)
This course focuses on the field of law enforcement intelligence analysis, with an emphasis on pro-active, intelligence-led policing and human rights. Students will examine the theory underpinning the relatively recent development of intelligence analysis in law enforcement including topics such as: comparative perspectives on theory development; common obstacles to applying intelligence analysis techniques in law enforcement settings; the benefits of intelligence analysis, especially in terms of data analytics and improving the efficacy of law enforcement investigations; and future applications of intelligence analysis in efforts to reduce crime, prevent crime and apprehend criminals. Recommended prior knowledge: The learner should understand the basic structure and functions of the criminal justice system. Knowledge of common information systems is also useful to ensure success in this course. This course was previously titled CRJS 3020 Crime and Intelligence Analysis.

CRJS 3030 Criminal Investigation (4 Credits)
This study provides the student with a comprehensive and forward-thinking examination of criminal investigation in the field. Consideration of conduct at the crime scene including; interviewing and interrogation of witnesses and suspects, use of informants, and techniques of surveillance. Emphasis is on the special techniques employed in particular kinds of investigation, and the presentation techniques of the police in court.

CRJS 3036 Principles of Fraud Examination & Financial Forensics (4 Credits)
This course introduces the principles of fraud examination and financial forensics as an oversight process for the private and public sector as well as not-for-profit-organizations. Students learn the fundamental tools and knowledge of fraud examination and fraud taxonomy using actual real-world fraud cases, research studies and educational materials provided by the Association of Certified Fraud Examiners. Emphasis is placed on understanding the causes of fraud, criminology theories, the investigation process including interviewing techniques and preparation for fraud trial, prevention of fraud, and resolution techniques. Students consider the financial impact of fraud, organizational culpability of fraud, disciplinary mechanisms and ethical standards. This course covers in its components professional ethics and social responsibility, research and communication skills in business. This course might be of particular interest to students pursuing concentrations in Criminal Justice as well as Accounting or any business or related discipline. The course satisfies business and professional ethics and social responsibility, and communication guidelines. This course is cross listed with ACCT-3035. This course was previously BME-213404 Principles of Fraud Examination and Financial Forensics. Prerequisites: Knowledge gained through experience or courses in the following subjects: Financial Accounting (through a course such as Introductory Accounting; The U.S. legal system (through a course such as Legal Environment of Business 1 or Introduction to Criminal Justice or Introduction to Law and the Legal System); human behavior (through a course such as Introduction to Psychology, Criminology or Deviance and Social Control).
Cross-listed with ACCT 3035.

CRJS 3045 Forensic Science (4 Credits)
This course provides a theoretical perspective of the issues and techniques of scientific criminal investigation. The main focus is on the fundamental principles of the physical and biological sciences with concerns for the applications of these principles as an aid to the resolution of legal questions. The value and assistance of various scientific aids to the criminal investigator are presented. Physical evidence encountered at a crime scene will be analyzed in terms of processing and selection of the type of forensic procedures to be utilized. Topics to be examined include; forensic pathology, toxicology, odontology, anthropology, questioned documents, serology, DNA evidence, other types of evidence, and the role of the crime laboratory.
Attributes: Liberal

CRJS 3050 Juvenile Justice & Delinquency (4 Credits)
This course critically examines the nature, causes and control of juvenile delinquency and justice. Topics to be covered include: historical developments, the range of contemporary alternatives for counseling and treatment, legal issues and functions of juvenile justice agencies, and consideration of future directions in juvenile justice. The student should have an understanding of the structure and functions of the various parts of the criminal justice system and the relationship of federal, state and local criminal-justice agencies, such as might be learned in a course in Introduction to Criminal Justice prior to taking this course.
Attributes: Liberal

CRJS 3055 Organized Crime (4 Credits)
The purpose of this individual tutorial is to examine the origins, organization, function and control of organized crime.
Attributes: Liberal

CRJS 3065 Race Crime & Justice (4 Credits)
The number of persons of color who are arrested and convicted of crime in the United States is grossly disproportionate to their representation in the general population. This course examines the role of race and racial bias in the definition of crime and criminal conduct, in the methods of policing, in crime reporting and reporting victimization, in the decisions of courts, and in the imposition of the death penalty and in treatment in prisons and other correctional settings. Students should be able to examine facts and problems, analyze issues, research remedies, apply theoretical concepts, examine alternatives, and formulate and communicate solutions.
Attributes: Liberal

CRJS 3070 Criminology, Victimology, and Restorative Justice (4 Credits)
This course examines the nature, scope and impact of crime in the United States and the independent and interdependent operations and influences of the police, courts and corrections. Historical, current, and emerging issues concerning due process and the provision of criminal justice services are explored.
Attributes: Liberal

CRJS 3996 Special Topics in CRJS (1-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

CRJS 3998 Individualized Studies in Criminal Justice (CRJS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Criminal Justice (CRJS). Please contact your mentor/advisor for more details.

CRJS 4005 American Corrections (4 Credits)
This study provides a critical examination of the intention and implementation of correctional policy and practices. Using historical development as a way of understanding current ideas, the history of corrections will be traversed, taking into consideration the justification and effects of corrections. This can be supported through work within the field of criminal justice, or related civil service fields. Introductory study in sociology, psychology and/or human development is desirable but not required. The student should have an understanding of the structure and functions of the various parts of the criminal justice system and the relationship of federal, state and local criminal justice agencies, such as might be learned in a course in Introduction to Criminal Justice prior to taking this course. Prerequisites: The student should have an understanding of the structure and functions of the various parts of the criminal justice system and the relationship of federal, state and local criminal justice agencies, such as might be learned in a course in Introduction to Criminal Justice.
Attributes: Liberal

CRJS 4010 Comparative Criminal Justice Systems (4 Credits)
This course examines criminal justice systems in England, France, Germany, Saudi Arabia, China, and Japan, in terms of the four families of law: Common Law, Civil Law, Socialist Law, and the Islamic (Sacred) Law. Comparative analyses of criminal procedure, constitutions, court systems, law enforcement agencies, and correction systems are conducted. This is a capstone course for students in criminal justice requiring a final comprehensive research project. Additional previous coursework in introductory sociology, psychology and/or human development is desirable but not required. The student should have an understanding of the structure and functions of the various parts of the criminal justice system and the relationship of federal, state and local criminal-justice agencies, such as might be learned in a course in Introduction to Criminal Justice and/or through extensive work within the field of criminal justice. Students should possess an advanced competency in formal, college level analytical writing, being able to examine facts and problems, analyze issues, research remedies, apply theoretical concepts, examine alternatives and formulate and communicate solutions. This course was previously CHS-264614 Comparative Criminal Justice Systems. Prerequisites: .
Attributes: Liberal

CRJS 4015 Criminal Justice Management & Policy (4 Credits)
The purpose of this study is to critically examine key concepts and foundations of management theory related to the planning, organizing, staffing, controlling, and leading functions to related, but significantly different, sectors of the criminal justice system: police, courts, and corrections. Readings in general management, police, courts and corrections management are required. Strong skills in writing and documenting work are required. The student should have an understanding of the structure and functions of the various parts of the criminal justice system and the relationship of federal, state and local criminal-justice agencies, such as might be learned in a course in Introduction to Criminal Justice prior to taking this course. This course was previously CHS-263614 Criminal Justice Management and Policy.
Attributes: Liberal

CRJS 4020 Internship in Criminal Justice (4 Credits)
The purpose of the internship in criminal justice is to provide the student the opportunity to acquire knowledge, and to develop, learn, and refine core practice skills. Students are assigned to an agency based on career objectives to evaluate the theoretical and actual operational functions of the agency in the provision of public safety services. Student will also reflect upon the experience.

CRJS 4025 Police Community Relations (4 Credits)
This course focuses on the relationship between police and the community with recommendations for ways of working together to reduce crime. Emphasis is placed on policing in a culturally-diverse society.
Attributes: Liberal

CRJS 4030 Women Crime & Criminology (4 Credits)
In this course, students will gain an understanding of the many issues concerning women in the criminal justice system, examine how societal complexities affect women as offenders, victims, and criminal justice professionals, and better understand the overlooked problems faced by women in the criminal justice system. This course was previously SOC 283414 Women, Crime & Criminology
Attributes: Liberal

CRJS 4998 Individualized Studies in Criminal Justice (CRJS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Criminal Justice (CRJS). Please contact your mentor/advisor for more details.

CRWR: Creating Writing (Undergraduate)

CRWR 1000 Introduction to Creative Writing (4 Credits)
This study introduces the student to multiple genres within the craft of creative writing. Poetry, fiction, and creative nonfiction will be explored through readings, written application of techniques and concepts, and careful attention to the writing process including pre-writing and revision. Readings will be drawn from a diverse range of perspectives and voices, and students will trace the development of each form within its historical context. Along with craft practice, students will gain experience in describing, interpreting, and critiquing poetry and prose.
Attributes: Liberal

CRWR 1005 Crafting Personal Narratives in Creative Nonfiction: Intro (4 Credits)
Creative nonfiction refers to the genre of writing that is 'true' yet draws upon the techniques of craft which fiction writers make use of in order to tell richly detailed and often moving personal stories, and/or to explore ideas through writing in creative in ways. Students will fain familiarity with the stages of developing a work of creative nonfiction, from brainstorming to drafting and revising the finished piece. Prerequisite (must complete before registering): The ability to write clear, grammatically correct paragraphs at the college level.
Attributes: Liberal

CRWR 1015 Creative Nonfiction: Introductory (4 Credits)
Creative Nonfiction: Introductory focuses on items such as memoirs, personal essays, portraits, essays of place, and/or narrative journalism/personal essays. Students use the tools of storytelling to develop an engaging voice, add personal authority to their expression, and write truthfully about the real world. Students will both analyze published works and create and revise their own writing via peer writing workshops. Students should take either CRWR 1015 Creative Nonfiction: Introductory or CRWR 3015 Creative Nonfiction: Advanced - not both. This course can fulfill either Humanities OR The Arts general education credit (not both).
Attributes: Humanities Gen Ed, Arts Gen Ed, *Humanities Gen Ed, *The Arts Gen Ed, Liberal

CRWR 1020 Portraiture in Poetry (4 Credits)
How can a poet, like a painter, effectively present the personality, appearance, history and nuances of a dimensional human being? Does a poem become a true homage to another person and tell a larger story for the reader? This study will explore ways that poets bring the people in their lives - friends, family, strangers, celebrities, the inhabitants of random encounters and imagination - to the page in evocative and vivid ways. We will examine how they use various poetic elements, including imagery, description, narrative, observation, and voice (or its absence), in addition to creating atmosphere and an emotional or political environment, to create these 'portraits.'
Attributes: Liberal

CRWR 1025 Screen Writing (4 Credits)
Students will learn about and practice the conventions of dramatic writing for the screen. They will study dramatic structure, character development, and techniques for telling a story through film. Students should be prepared to engage in writing exercises as well as developing a new screenplay.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 1030 Screenplays: From Concept to Production (4 Credits)
This study will explore the mechanics, research, development, design, and technical considerations (direction, budget, casting, props, filming, studio/recording facilities) when constructing and writing scripts for theatrical film and feature video. Commercial properties and documentary film will also be examined as an influential force, both in television, independent, and wide-release entertainment.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 1035 Creative Writing: The Short Story (4 Credits)
Students in this course will study and practice the art of writing the short story. The course will begin with discussing short story writing theory and by analyzing sample stories, if deemed necessary. The student will work with the instructor for aid in planning and developing one's own stories and for purposes of critiquing and rewriting. The student will write an appropriate number of short stories as deemed appropriate. During the course, the student will demonstrate a competency in the use of story elements--e.g., situation, conflict, plot development, scene and summary treatment, characterization, character relationships, description and dialogue, and theme.
Attributes: Liberal

CRWR 1040 Creative Writing: Fiction (4 Credits)
Students will consider the basic elements of fiction (e.g., plot, character, setting, theme) from the point of view of the creative writer, who makes both conscious and unconscious choices about these elements in the process of artistic creation. They will read about the process of writing short fiction, and read a variety of short works that exemplify fictional elements to analyze the choices that other writers have made. They will also apply concepts to the creation, discussion, and revision of your own creative work. This course focuses on the writing process. This course was previously CUL-222504 Creative Writing: Fiction.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 1045 Stories We Think We Know (Intro) (4 Credits)
What do we really know about the stories of American women? What stories do they tell about themselves in the letters they write? In this course, we will explore women's letter writing from the Colonial Period to the present day. Students will not only read primary source letters written by women they might know about from history books, but we also read letters written by diverse groups of women across different time periods of the American experience. We also will engage in creative non-fiction epistolary (letter writing) activities and writing assignments to imagine the time, space, and place in which these women lived. Students will use the tools of storytelling, thematic analysis, and character development as they interact with and analyze women's letters. During this course, we will cover the themes of letter writing; communication; creative non-fiction; first person narrative; and the concept of public versus private discourse. Note: Students should only take the introductory or advanced level of this course but not both. This course was previously CRWR 1045 Narratives We Think We Know - Intro.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 1996 Special Topics in Creative Wrt (1-8 Credits)
Attributes: Liberal

CRWR 1998 Individualized Studies in Creative Writing (CRWR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Creative Writing (CRWR). Please contact your mentor/advisor for more details.

CRWR 2005 Microfiction (4 Credits)
In this course, the student will become familiar with "Flash" or "Micro Fiction." They will study its form within the context of conventional short and longer prose pieces, and submit pieces of original microfiction for review and critique. Elements such as plot, characterization and motive, narrative and tense will be examined.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 2015 Storytelling & Rites of Passage (4 Credits)
Family narratives give us a sense of self, family, tradition, and place. Writing family stories is a creative way to examine family structures, loyalties, and how identities are molded. This study examines the connection of self with the rites, rituals, values, beliefs, and intergenerational relationships that come to us through our family stories.
Attributes: Liberal

CRWR 2998 Individualized Studies in Creative Writing (CRWR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Creative Writing (CRWR). Please contact your mentor/advisor for more details.

CRWR 3005 Crafting Personal Narratives in Creative Nonfiction: Advanced (4 Credits)
This study will build upon and enhance the student's basic understanding of the craft of creative nonfiction and how to make use of literary techniques to develop engaging creative essays and writings inspired by real life. Students will refine their own writing craft, learn to provide insightful and constructive critiques of the writing of others, and read significant works of contemporary creative nonfiction. Prerequisite (must complete before registering): Creative Nonfiction: Introductory (CRWR 1015), or equivalent.
Attributes: Liberal

CRWR 3010 Creating Fictional Worlds (4 Credits)
Creating Fictional Worlds explores the ways that writers create vivid and immersive settings for their stories, whether they are realistic, make-believe, or as deeply imagined and researched as Tomi Adeyemi's Legacy of Orisha trilogy. Students will learn theoretical and practical aspects of worldbuilding and create a world of their own. They will research sources and materials appropriate to discovering and refining the world of their stories, including library and online research in matters of culture, history, geography, ecology, ethnicities, socioeconomics, and more. They will analyze several well-known books to understand what gives them their fascinating power, and write one or more stories/chapters/acts/poems set in the world they have created.
Attributes: Liberal

CRWR 3015 Creative Nonfiction: Advanced (4 Credits)
Creative Nonfiction: Advanced focuses on such items as memoirs, personal essays, portraits, essays of place, and/or narrative journalism/personal essays. Students use the tools of storytelling to develop an engaging voice, add personal authority to their expression, and write truthfully about the real world. Students will analyze published works through discussion and literary analysis essays. Students will also create and revise their own writing, participating in peer writing workshops to help move drafts into more final form. Creative Nonfiction is offered at both introductory and advanced levels. Students should take the course just once, either CRWR 1015 Creative Nonfiction: Introductory or CRWR 3015 Creative Nonfiction: Advanced - not both. Prior to taking this course, students should take a course in literature, college writing, or creative writing. This course can fulfill either Humanities OR The Arts general education credit (not both).
Attributes: Humanities Gen Ed, Arts Gen Ed, *Humanities Gen Ed, *The Arts Gen Ed, Liberal

CRWR 3025 Creative Writing: Poetry (4 Credits)
In this contract the student will study examples of outstanding and poetry, consult poetry and poetry writing handbooks as appropriate or necessary, and meet regularly with his/her mentor as well compose her/his own original poems.
Attributes: Liberal

CRWR 3030 Stories We Think We Know (Adv) (4 Credits)
This course will engage students in the exploration of women's letter writing from the Colonial Period to the present day. Through reading and analyzing letters written in a myriad of formats from the Colonial Period to the present day, students will learn about women's letter writing as a form of personal (and at times public) representation of feelings, thoughts, and historical recordings. Additionally, the course builds upon and enhances students' understanding of the craft of creative writing with a focus on creative nonfiction in the form of epistolary writing (the writing of letters). Using literary techniques inspired by the real life events and content of primary source letters, students will engage in research and refine their writing craft through creative non-fiction epistolary (letter) writing. Students will move beyond the tools of basic storytelling and character development to scene development, dramatization, dialogue, and description. During this course, we will cover the themes and topics of letter writing and its evolution; creative non-fiction; primary source analysis; research; and the concept of public versus private discourse. Note: Students should only take the introductory or advanced level of this course and not both.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 3035 Dramatic Writing: The Hero's Journey (4 Credits)
This course examines Joseph Campbell's work about the hero's journey with specific focus on character development and action. Students will develop an appreciation of the hero's journey structure, and the many possibilities of application that this model offers to screenwriters and playwrights. Students must have the ability to write clearly and effectively at the college level.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 3045 Plays & Playwriting (4 Credits)
The principal aim of this course is for the student to write their first play. Secondarily, the student will study as appropriate important and model plays by outstanding modern American playwrights.
Attributes: Liberal

CRWR 3050 Portraiture in Poetry (4 Credits)
How can a poet, like a painter, effectively present the personality, appearance, history and nuances of a dimensional human being? Does a poem become a true homage to another person and tell a larger story for the reader? This course will explore ways that poets bring the people in their lives - friends, family, strangers, celebrities, the inhabitants of random encounters and imagination - to the page in evocative and vivid ways. We will examine how they use various poetic elements, including imagery, description, narrative, observation, and voice (or its absence), in addition to creating atmosphere and an emotional or political environment, to create these 'portraits.'
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 3055 Poetry & Healing (4 Credits)
In this course, the student will examine poetry as a literary art form that has been utilized as a tool for healing in personal and institutional situations, and within societal/historic contexts. Students will learn how expressing personal narratives through poetry can encourage personal healing. They will also create their own poems in this genre and develop their skills in writing poetry that heals.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 3065 Special Topics in Creative Writing (4 Credits)
This study will vary according to the special topic being offered and specified in the subtitle. Studies may include ground-breaking approaches to creative writing, new and/or hybrid creative forms, special thematic approaches, historical applications, major authors, emerging literary movements, and more. All special topic studies in creative writing will include reading and writing, critical analysis, and consideration of the content studied in relation to historical and contemporary literary practices.
Attributes: Liberal

CRWR 3075 The Art of Memoir (4 Credits)
In this course, we will read memoirs written by a variety of writers, look at how these writers have edited their lives, what they have included and omitted, and from a literary point of view, at the ways they constructed their stories. Students will write critically about the memoirs they read and use these memoirs as models to begin writing their own memoirs. This study will develop the students' critical thinking, reading and writing skills, and hopefully provide them with new insights and records of their lives. Students much have a prior creative writing course.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 3080 Wild Thoughts: Writing Creatively About Nature (4 Credits)
Nature writing begins with close observation of the natural world and recording what we see. Writing down our observations becomes a tool to explore our perceptions and reactions to what we are observing. Nature writing is exploratory and reflective; it teaches us how to look deeply. As part of the natural world, the writer must also observe him or herself and draw the reader into that world, too. Through written assignments, projects, discussions, and weekly oral presentations, we will use nature writing to learn not just about nature, but from nature about the interconnection, the interrelationships that form our world and give meaning to our existence. The course culminates in a final project which is then presented orally to the class. Prior to taking this course, students must take at least one college level writing course.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

CRWR 3122 Spiritual Memoir (4 Credits)
This study offers students the opportunity to consider their own and others' faith-based and spiritual beliefs and traditions and discover how these mysteries can be revealed in concrete terms through memoir. Spiritual memoir include images and imaginings, memory and mystery, poignant memories and messy ones, in other words, life.
Attributes: Liberal

CRWR 3996 Special Topics in CRWR (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

CRWR 3998 Individualized Studies in Creative Writing (CRWR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Creative Writing (CRWR). Please contact your mentor/advisor for more details.

CRWR 4015 Poetry of the Oppressed: Verse Under Fire (4 Credits)
In this course, students will examine poetry created under the duress and extreme conditions of political oppression, war time captivity, and incarceration. They will analyze this poetry for its artistic significance in terms of style and content. They will also look at how each piece expresses the feelings and experiences of people in difficult political and personal situations.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 4025 Creating a Graphic Narrative (4 Credits)
Students in this course will study Graphic novels as a significant and influential part of the literary canon, capturing both personal odyssey and cultural events while heightening awareness of larger historical, political, and social issues. The student will have the opportunity to study, as resource material, what pivotal comics figure Will Eisner termed, 'Sequential Art,' and practice the nuances of storytelling through narrative and pictures. The student will then plot, write, and design a graphic manuscript of one of several genres: memoir/personal narrative, current/historic events, fictional, children's/YA narrative, or a subgenre with approval by the mentor.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

CRWR 4998 Individualized Studies in Creative Writing (CRWR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Creative Writing (CRWR). Please contact your mentor/advisor for more details.

CSCI: Computer Science (Undergraduate)

CSCI 1010 Introduction to Computers (4 Credits)
This introductory course provides the student with a comprehensive overview of computer systems, introducing computer hardware, system and application software, networks, information systems, and computer security. Students will explore topics in computer hardware, peripheral devices and their functions; computer operating systems and software applications, digital media, data, and file management; fundamentals of networks, Internet and web technologies; basics of computer programming, database, information systems; computer security, privacy, ethics and access to technology. Students will also develop an understanding of computers and related technology and how they are being used in the world today. Notes: Students must have regular access to a personal computer with access to the Internet, a text editor and word-processing application, and a web browser.

CSCI 1015 Introduction to Database Design (4 Credits)
This study begins with an introduction to the use of a database. A good database design starts with a list of the data that you want to include in your database. Students will learn the principles of designing the structure of the tables in a database. They will also engage in developing other related tables, creation of questions needed for the database to answer, and normalization of a database. Highly Recommended (not required): Familiarity with computer applications.

CSCI 1020 Introduction to Networks (4 Credits)
This introductory course provides the student with a comprehensive overview of computer networks, introducing network protocols and standards, physical media, topologies, network devices and communication infrastructure. Students will explore in-depth the most important concepts in contemporary networking, such as TCP/IP, Ethernet, wireless transmissions, virtual networks, and security. After completing the course students will be able to select an appropriate network design, hardware, and software for a given environment and build a simple network, maintain, troubleshoot, and manage the network. Notes: Students must have regular access to a personal computer with access to the Internet, a text editor and word-processing application, and a web browser. This course was previously SMT-272124 Introduction to Networks.

CSCI 1998 Individualized Studies in Computer Science (CSCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Computer Science (CSCI). Registration for this class must be approved by the student's mentor.

CSCI 2010 Introduction to C++ & OOP (4 Credits)
This course deals with object-oriented programming (OOP) using C++. The main topics of discussion include C++ language features and the implementation of the OOP features of encapsulation, classes, inheritance, polymorphism and data hiding. C++ programming examples will be discussed and students will work on hands-on C++ programming assignments. Prerequisite (must complete before registering): College Mathematics or equivalent Highly Recommended (not required): An introductory-level college mathematics study that included algebra and problem solving. Notes: Students must have the ability to install software. This course is sufficient to address the programming component of Computer Science concentration guidelines. This course was previously SMT-272504, Introduction to C++ and OOP.

CSCI 2015 Introduction to Object-Oriented Programming: Java (4 Credits)

Explore computer programming and the object-oriented language, Java. This course introduces techniques and processes that are necessary in a professional software development setting. A background in programming is not assumed. Topics include modern software development tools including debuggers; general programming techniques; object-oriented programming; maintainability; algorithm design; and event-driven, graphical interface design. Students will enhance their ability to develop software in industry. Prerequisite (must complete before registering): College Mathematics or equivalent Highly Recommended (not required): An introductory-level college mathematics study that included algebra and problem solving Notes: Students must have the ability to install software. This course is sufficient to address the programming component of Computer Science concentration guidelines. This course was previously SMT-272984, Introduction to Object-Oriented Programming: JAVA.

CSCI 2020 Introduction to Programming with Python (4 Credits)

Python is a powerful programming language that is relatively easy to read. It is one of the fastest-growing programming languages and is becoming an integral part of many professions, from finance and insurance to technology, healthcare, retail, and e-commerce. This course provides a basic introduction to the language of Python and its programming environment as a foundation for other courses and future jobs in the field such as Data Analytics. In this course, students will learn the syntax of the Python programming language, develop practical applications, and interpret data that goes beyond Excel using Python. Students will also learn collaboration and teamwork with a team project. Prerequisites: None. Corequisites: None.

CSCI 2998 Individualized Studies in Computer Science (CSCI) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Computer Science (CSCI). Registration for this class must be approved by the student's mentor.

CSCI 3000 Computer Operations & Security (4 Credits)

As computers become ever more present and interconnected in modern society, the IT professional needs to be more and more concerned with the issues of levels of service, security and recovery. This course will cover the topics of management and security; quality of service and system performance; viruses, worms, trojan horses and denial-of-service; firewalls; and strategies for ensuring appropriate levels of security. A student project of sufficient rigor will be the core of this course. Prerequisite (must complete before registering): Introduction to Networks Highly Recommended (not required): Familiarity with the core concepts of networking, including awareness of the existence of protocols; an understanding of hardware such as routers, hubs and switches, common operating systems, basic systems and network security. This knowledge can be gained in Introduction to Networks. Specifically, students in this course should have knowledge in the following areas: Basic concepts of networks, basic hardware and software concepts; elementary algebra. This course was previously SMT-273324, Computer Operations and Security.

CSCI 3005 Computer Organization & Architecture (4 Credits)

Students will explore the structure and function of computers and develop a deep understanding of the nature and features of contemporary computer systems. The computer system is characterized in terms of structure - the way in which components are interconnected, and function - the operation of the individual components. The course will cover CPU architecture, memory, I/O system, primary and secondary storage, numbering systems, computer arithmetic and digital logic, RISC, CISC, multicore architectures, different levels of parallelism, and performance related issues. Assumptions about surrounding courses: Students should have an understanding of computers, data structures and algorithms, and discrete mathematics. Notes: Students should select either this course, or Computer Organization and Assembly Language as part of their degree program as there is substantial overlap in the course curriculums.

Attributes: Liberal

CSCI 3010 Computer Organization & Assembly Language (4 Credits)

This course explores the relationship between hardware and software. Students will learn how the electronics of a computer form the basis of computer programming. Topics include systems of data representation, comparison of machine languages, the structure of memory, the operation of the Arithmetic Logic Unit, real and virtual memory, and race conditions. Assembly language programming projects reinforce the concepts of registers, the binary representation of numbers and the underlying machine language. Assumptions about surrounding courses: Students should be competent computer programmers, and understand data structures and algorithms and discrete mathematics. Notes: Students should select either this course, or Computer Organization and Architecture as part of their degree program as there is substantial overlap in the course curriculums.

CSCI 3015 Data Structures & Algorithms (4 Credits)

Data structures and algorithms have been found by programmers to be applicable to many different programming situations. This course focuses on algorithms for searching and sorting, and on stacks, queues and trees, which are specific structures for storing data. Prerequisites: Computer Programming II or Object-Oriented Programming Assumptions about surrounding courses: The Object-Oriented Programming course should be in the same language as this course is using. Student should verify which language is being used. This course was previously SMT-274304 Data Structures and Algorithms.

CSCI 3020 Operating Systems (3-4 Credits)

This course builds on lower level topics in process synchronization, inter-process communication and file system organization. It starts with a brief historical perspective of the evolution of operating systems over the last fifty years and then covers the major components of most operating systems, with particular focus on the advanced topics in concurrency, deadlock protection, multiprocessor scheduling, computer system modeling and virtual memory management etc. Simulated lab experiments will be used to illustrate key concepts. Assumptions about surrounding courses: Experiential knowledge of the functionality of operating systems; familiarity with operating systems; experience in systems programming; or knowledge of network systems. This course was previously SMT-273644 Operating Systems

CSCI 3122 Visual Basic Computer Programming (4 Credits)

This course provides the beginning programmer with complete coverage of all major introductory programming topics, with an emphasis on the Visual Basic 2010 programming language. Visual Basic applications are presented in a real-world setting. Students learn how to plan and create their own interactive windows applications. GUI design skills and object-oriented programming concepts are emphasized throughout the course.

CSCI 3900 Advanced Java (3,4 Credits)
This course builds on the previous prerequisite course, Programming in Java or Introduction to Object-Oriented Programming: Java. Topics include multi-threading, JDBC, collections, methods and classes, applets and Java Web Start, multimedia, networking, Java Server Faces, Ajax Enabled JSFs, Web Services and Java 2D. Students will learn advanced syntax, capabilities and APIs of the Java programming language and of the Java Standard Edition (SE) platform. The course exposes students to advanced programming topics and techniques needed to build enterprise software systems. Prerequisite (must complete before registering): Introduction to Object-Oriented Programming: Java; Data Structures and Algorithms Notes: Currently, this course is only offered through the College's International Programs. It is recommended that students complete the Strategies in Learning (SIL) course before taking this course.
Cross-listed with INFT 3997.

CSCI 3905 C#.NET Programming (4 Credits)
This course emphasizes writing efficient program code through proven techniques in object-oriented programming (OOP) and event-driven programming. An introduction to the C# language is provided in the context of object-oriented analysis design concepts making use of UML. In addition to basic C# language constructs, the course teaches Lambda expressions, LINQ applications and generic collections. Advanced topics in building the GUI and event handling with Windows Forms and Windows Presentation Foundation applications are covered. It teaches software development employing the C#.NET language in the environment of Visual Studio. Prerequisites (must complete before registering): Introduction to C++ & OOP or equivalent Notes: Currently, this course is only offered through the College's International Programs.

CSCI 3910 Mobile Applications with Android (4 Credits)
This course teaches designing, developing, testing, debugging, and distributing professional level Android applications. It presents major concepts of this leading-edge mobile computing technology in the context of complete working Android applications. The course provides a smooth transition from traditional Java software development to mobile development in one of its most promising platforms, Android. Prerequisite (must complete before registering): Introduction to Object-Oriented Programming: Java or equivalent. Notes: Currently, this course is only offered through the College's International Programs.

CSCI 3915 Network Administration and Management (4 Credits)
In this course, students will configure network equipment, install network tools and accomplish tasks and duties similar to what network administrators, network and help desk technicians and IT installers do in their daily work. Students will cement the knowledge they gained in previous data communication networking coursework by practicing what they already know in theory, as they install and configure network devices, such as switches, routers, firewalls, network management software and other network related tools in a lab environment. Prerequisite (must complete before registering): Data Communications and Networking or equivalent. Notes/Comments: Currently, this course is only offered through the College's International Programs.

CSCI 3996 Special Topics in CSCI (3-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

CSCI 3998 Individualized Studies in Computer Science (CSCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Computer Science (CSCI). Registration for this class must be approved by the student's mentor.

CSCI 4000 Advanced Computing Models: Virtualization Cloud & Mobile Computing (4 Credits)
Students will explore the impact of the new wave of advanced computing, such as virtualization technologies, and cloud and mobile computing, as services and delivery models on business and the society. Topics include abstraction, virtualization, hypervisors, load balancing, and utilization of virtualization technologies at different system levels. Students will develop a broad understanding of cloud computing service and delivery models, research directions in architecting modern data center computing, exploit opportunities afforded by modern cloud computing such as scalable distributed systems and mobile applications, data storage, security, monitoring, fogging, and more. Assumptions about surrounding courses: Students should have a basic understanding of computers, networks, database applications, along with a fundamental understanding of computer use in an organizational environment.
Attributes: Liberal

CSCI 4005 Software Engineering (4 Credits)
Computer scientists and software engineers need to learn formal methodologies for designing robust and reliable software systems in order to effectively and efficiently build and maintain these large and/or complex software projects. In this course, students will learn the concepts of software engineering including software processes, requirements specification, software verification and validation, and software evolution. Prerequisites (must complete before registering): Computer Programming I or equivalent; Data Structures and Algorithms or equivalent; Discrete Mathematics or equivalent Assumptions about surrounding courses: -An understanding of the general principles and characteristics of programming and programming languages such as one would gain in an introductory programming course or through professional experience. -A familiarity with data structures and the ability to identify appropriate data structures along with an understanding of the principles of algorithm design including the ability to design correct and efficient algorithms such as one would gain in a course on Data Structures and Algorithms or through professional experience. -A working knowledge of functions, relations, and sets; formal logic; proof techniques; basics of counting; graphs and trees; and discrete probability such as one would gain in a course on Discrete Mathematics. -It is recommended that students also have a familiarity with the social context of computing and professional and ethical responsibility such as one would gain in a course on Social, Professional & Ethical Issues in Computing. This course was previously SMT-274144 .
Attributes: Liberal

CSCI 4015 Theory of Computation (4 Credits)

Theory of Computation is a capstone course for computer science. It is concerned with theoretical aspects such as regular languages, finite automata, context-free languages, pushdown automata, the Church-Turing thesis, Turing machines, decidability, the halting problem, time complexity, and P and NP classes. Students will improve their ability to learn mathematics independently and improve their ability to create proofs. Prerequisite (must complete before registering): Discrete Mathematics Assumptions about surrounding courses: It is essential to know general methods of proof and have some prior experience with proving theorems. To achieve this, the contents of Discrete Math taken at the advanced level are essential. A course in proofs is recommended. Notes: Theory of Computation is usually a requirement for graduate school in Computer Science.

Attributes: Liberal

CSCI 4900 E-Commerce Applications (4 Credits)

This course provides the student with the knowledge and skills necessary to create the components/pages of a website that provides the capability to sell products to the consumer or business, collect payment due and provide the data to the other systems and applications that will complete the order process. Topics include setup and configuration in Dreamweaver of a testing environment with PHP/ MySQL and Apache web, fundamentals of PHP and good database design, usage of Dreamweaver behaviors in designing dynamic web pages, and using ready custom-built PHP functions. Prerequisite (must complete before registering): Introduction to Object-Oriented Programming: Java; Data Structures and Algorithms Notes/Comments: Currently, this course is only offered through the College's International Programs. It is recommended that students complete the Strategies in Learning (SIL) course before taking this course.

CSCI 4998 Individualized Studies in Computer Science (CSCI) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Computer Science (CSCI). Registration for this class must be approved by the student's mentor.

CUST: Cultural Studies (Undergraduate)

CUST 1010 Humor in the Workplace (2 Credits)

Examine the nature of humor and the uses of humor as a communication strategy in the workplace, whether office, hospital, or home. Consider the psychological and physiological benefits of humor and learn effective strategies for incorporating humor into workplace settings. Examine culture and gender considerations as well as appropriate uses of humor in communication situations. Assignments include a humor journal and a plan of action to incorporate humor into a recurring workplace situation. This course was previously CUL-222342 Humor in the Workplace.

Attributes: Liberal

CUST 1998 Individualized Studies in Cultural Studies (CUST) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Cultural Studies (CUST). Please contact your mentor/advisor for more details.

CUST 2030 Introduction to Critical Thinking (2 Credits)

Learn concepts basic to critical thinking (clear communication, persuasion, argument, fact and opinion, etc.) in a real-world, problem-solving context. This course was previously CUL-232312 Introduction to Critical Thinking. Students cannot take both CUST 2020 and CUST 2030. This course may be used to fulfill educational planning credit with mentor approval.

Attributes: Liberal

CUST 2998 Individualized Studies in Cultural Studies (CUST) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Cultural Studies (CUST). Please contact your mentor/advisor for more details.

CUST 3015 Food & Drink in Cultural Context: Advanced (4 Credits)

Learn to consider food and/or drink as examples of cultural practice and cultural expression at an advanced level.

Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

CUST 3021 Women and Humor (4 Credits)

What is women's humor? Why has humor by women been largely resisted or overlooked? This study 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 toward the use of satire by writers of the interwar period to the return of domestic humor in the 1950s and the revisioning of female and feminist humor today. 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 present.

Attributes: Humanities Gen Ed, Liberal

CUST 3051 Queer History and Theory (4 Credits)

This course is an advanced exploration of Queer History and Theory. Developed in response to historical and contemporary social structures and systems that have marginalized individuals and groups based on gender and sexuality, queer histories and theories interrogate gender and sexuality in connection with other axes of power, privilege, and oppression such as race and class, in the pursuit of social justice, including the imagining of possible futures. Focusing on queer knowledge production primarily in the United States, the course is organized around social structures and systems, and concepts centered in queer thought such as the state, colonialism, racism, empire and imperialism, militarism and security, science, law and policy, religion, family and kinship, capitalism, labor, language, the body, and media. Students should have previous experience with some gender and sexuality studies course such as Introduction to LGBTQ+ Studies, Introduction to Women's, Gender, and Sexuality Studies, Sex and Sexuality: Facts and Fictions, etc. Prerequisites: Students should have previous experience with some gender and sexuality studies course such as Introduction to LGBTQ+ Studies, Introduction to Women's, Gender, and Sexuality Studies, Sex and Sexuality: Facts and Fictions, etc. .

Attributes: *Diversity Gen Ed, Liberal

CUST 3060 Korean Popular Culture: Understanding the Hallyu Wave (4 Credits)

This course explores Korean popular culture, particularly music and television (K-pop and K-drama). The current global popularity of Korean media ("hallyu wave") is analyzed in historical and sociopolitical context. Topics of study include: the formation of national Korean popular culture under Japanese colonization, the impacts of U.S. imperialism on South Korea's entertainment industries, and the growth of K-pop following the 1997 IMF crisis. The course also explores how the genres of K-pop and K-drama are utilized to address contemporary Korean social issues.

Attributes: *Diversity Gen Ed, *Humanities Gen Ed, Liberal

CUST 3062 Jazz Age Literature Culture (4 Credits)
This course is an exploration of the literature and culture of America in the 1920s, and its relation to other manifestations of the material culture of the time, such as music, film, affluence and celebrity. By the end of the course, students should be more astute as a readers, viewers and listeners, more proficient as writers and should have enhanced their insight into the ways in which the literature of the '20s was a product of the cultural, social and political context.
Attributes: Liberal

CUST 3070 Deaf Studies: Advanced (4 Credits)
This is an in-depth study of the field of Deaf Studies that highlights cutting-edge concepts and theories at use in this field. The course will show how Deaf people and sign languages are integral aspects of human diversity and how societies have responded to this diversity across different social, temporal, and cultural moments and movements.
Attributes: Liberal

CUST 3152 Queering American Culture (4 Credits)
Examine recent and historical forms of cultural representation in the U.S. (e.g., plays, novels, movies, memoirs, television programming, comic strips, and/or other cultural texts) for what they say about LGBTQ+ lives in America. Questions that may be considered include: How have LGBTQ+ people historically been represented in American culture? How do LGBTQ+ people seek to represent themselves? How has LGBTQ+ activism sought to challenge systems and structures of oppression organized around gender, sexuality, race, class, and other aspects of social difference? What does it mean to "queer" American culture? This course was previously CUL-243204 Queering American Culture. Prerequisites: Introduction to LGBTQ+ Studies, Introduction, or general background knowledge of gay and lesbian history and culture. Cross-listed with GSST 3152.
Attributes: *Diversity Gen Ed, *Humanities Gen Ed, Liberal

CUST 3167 African History & Culture (4 Credits)
In this multidisciplinary approach to Africa's civilizations and cultures, students will gain knowledge of African history and its interactions with the Western world. Students will gain an understanding of structures, systems, and interrelationships between and across the nations of the continent through an exploration of the history of colonization and its impacts; different geographic regions of the continent; and a variety of literary and journalistic texts. Students also will explore such issues as sustainability and well-being by bringing in shared resources on such topical issues as disease prevention and spread, climate change, family and kinship networks, women and development, religion, and literature. Students engage in discussions, prepare case studies, and write short essays and a research paper, and prepare a visual presentation based on some aspect of their research. This course was previously HIS-243344 African History and Culture. Prerequisites: Introductory coursework in world history, advanced level research and writing skills. Cross-listed with HIST 3010.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

CUST 3182 Exploring Place History: Advanced (4 Credits)
This advanced level research course gives students an opportunity to propose and carry out a semester long, self-directed, in-depth research agenda. The focus of the research is on place as a community in a geographical location or physical environment. Students can explore the local history of the place where they live (or some other place of interest and research, among other things, a particular topic or period of local history by engaging with historical scholarship, consulting local archives and historical societies and/or interviewing community members who have witnessed local history. Students also will collaborate with others interested in history, the arts, and culture to learn concepts for thinking about place as process, a coming together of nature and culture, the local and global and of issues ranging from gender, class, ethnicity and the environment to modernization, conservation, and preservation. This course was previously HIS-244774 Exploring Place: History.
Attributes: Liberal

CUST 3350 Modern China (4 Credits)
This study explores the modernization of China's culture, social relations, economy and politics during the 19th, 20th and 21st centuries. Students may investigate topics such as the collapse of China's imperial order in the face of alien invasion and internal rebellions; political, cultural and economic revolutions inspired by Western models; the history and evolution of the leadership of the Chinese Communist Party leadership of China since 1949; contemporary controversies regarding expanding democracy and human rights; etc. This course was previously HIS-243324 . Prerequisites: Introductory level coursework in modern world history of Pacific Asia history is recommended. Cross-listed with HIST 3350.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

CUST 3380 Nature in American History (4 Credits)
This course explores the history of changing relationships between American culture and its environment, as that relationship has been manifest physically as well as conceptually. Students will gain familiarity with the main eras and episodes of American history as they relate to American culture's grounding in nature: the European encounter with a (supposedly) virgin wilderness; the rapid exploitation of resources that accompanied westward and industrial expansion; the closing of the frontier and the development of resource conservationism; continued industrialization of the nature-culture relationship through nearly a century of war; the modern tension between economics and a concern for ecological health and balance. This course was previously HIS-243544 Nature in American History.
Cross-listed with HIST 3380.
Attributes: American History Gen Ed, Liberal

CUST 3425 Sex and Sexuality: Facts and Fictions (4 Credits)
Sex is a matter of intense interest, both personally and academically. This course is about sexuality and the way it has been represented, perceived, and experienced from the nineteenth century through to the present. Students will consider the ways that sexuality has been defined and how it defines categories of identity. Using history, literature, and theory, students will come to a clearer understanding of the ways that sexuality, as a category, has changed over time. Through readings and discussion, students will consider the cultural history of sexuality and its impact on the current sexual climate. A course in gender, sexuality, or psychology would be helpful but there are no specific prerequisite courses. This course was previously Sex and Sexuality in Western Civilization.
Attributes: Western Civilization Gen Ed, *Humanities Gen Ed, Liberal

CUST 3996 Special Topics in Cultural Stu (1-8 Credits)
Attributes: Liberal

CUST 3998 Individualized Studies in Cultural Studies (CUST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Cultural Studies (CUST). Please contact your mentor/advisor for more details.

CUST 4010 Exploring Place: Humanities (4 Credits)
Learn about the culture of the place you live (or some other place of interest), whether you define that place as a neighborhood, a whole village or town or city, a geographical region, or a watershed. Note: this course overlaps with Exploring Place: Arts and Exploring Place: History. Students interested more in the artistic cultural aspects (including visual culture, say, or music) of place should take Exploring Place: Arts. No more than one of these three should be included in a degree program. This course was previously CUL-224764 Exploring Place: Humanities.
Attributes: Humanities Gen Ed, Liberal

CUST 4020 Medical Humanities (4 Credits)
This class--which should be of interest to Humanities students, but also to Pre-Med, Nursing, and Health Sciences students, as well as students in other health-related fields--will explore critically important questions about health, illness, and the practice of medicine. We will consider the ways that medical practitioners and patients tell their stories, and locate these in their social, cultural, and historical contexts. We will also consider the ethical questions to which these narratives lead.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

CUST 4996 Special Topics in CUST (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

CUST 4998 Individualized Studies in Cultural Studies (CUST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Cultural Studies (CUST). Please contact your mentor/advisor for more details.

DANC: Dance (Undergraduate)

DANC 1005 Western Dance History (4 Credits)
This course investigates the history of dance, primarily Western and primarily theatrical, from antiquity to the beginning of the twentieth century. The student will explore the development of dance forms chronologically in relation to significant social, political, and cultural movements of each era. Course materials will include texts and related archival materials. Dance philosophy and aesthetics will be studied to address the development of dance in Western culture, while acknowledging the interplay of dance practices in non-Western cultures.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

DANC 1012 DEL Essentials: An Introduction to Dance Education Laboratory (4 Credits)
The DEL Essentials is a studio-based introductory course held at the 92nd Street Y Harkness Dance Center that provides an overview of the key components of the nationally acclaimed DEL (Dance Education Laboratory) Model of teaching dance to children and teenagers. Participants will examine Laban Movement Analysis (LMA) as a framework for dynamic and scaffolded lesson planning, explore the DEL method of collaborative dance making, gain effective teaching strategies, and learn how to make connections between dance and other disciplines. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Lucy Winner (Lucy.Winner@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory).
Attributes: Liberal

DANC 1998 Individualized Studies in Dance (DANC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Dance (DANC). Please contact your mentor/advisor for more details.

DANC 2998 Individualized Studies in Dance (DANC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Dance (DANC). Please contact your mentor/advisor for more details.

DANC 3005 Western Dance History: The Twentieth Century (4 Credits)
This study is a survey of dance history, primarily Western and theatrical, from the beginning of the twentieth century to the present. The student will investigate the development of dance styles, techniques and practices within their historical and socio-cultural contexts. Diverse works by seminal twentieth-century choreographers will be viewed and analyzed. The student will discuss the study materials with the mentor at scheduled meetings throughout the term. Responses to the study materials will be in the form of a series of short essays. There will be archival materials for review in conjunction with the readings. The study will culminate in a research project exploring an aspect Western concert dance during the twentieth century to the present day.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

DANC 3010 DEL Foundations (6 Credits)
This course provides an overview of the key components of the nationally acclaimed DEL (Dance Education Laboratory) model of teaching dance in a wide variety of learning contexts. Participants explore DEL's comprehensive and inclusive model of dance education through active movement exploration, dance making, and scaffolded lesson planning based on the Laban Movement Analysis (LMA) framework. Participants interact in the online community by engaging in personal dance making, collaborative choreography, practice teaching, and self and peer reflection. In addition, participants gain an understanding of broad developmental benchmarks and effective and inspired teaching strategies to support diverse learners and align with local, state and/or national dance standards. This course was previously DANC 3010 Foundations of Dance Education – Dance Education Laboratory Partnership. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Cindy Bates (Cynthia.Bates@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory). Note that this course at DEL typically runs October to December so students register for it at Empire in the Fall term as the course ends during that term.
Attributes: Liberal

DANC 3015 DEL Dance-Making & LMA (Laban Movement Analysis) (4 Credits)
Delve into Dance Making as a key component of the DEL (Dance Education Laboratory) model. Participants learn how to embed dance-making experiences into their lesson and unit plans, and understand how to apply the LMA (Laban Movement Analysis) framework of Body, Effort, Space, and Relationship in order to generate an extensive movement vocabulary for student-centered choreography. Different entry points for dance making for diverse student populations will be explored, offering dancers possibilities for creating innovative dances for themselves, their students, and the community. The goal of Dance Making and LMA is to guide dancers and dance educators to encourage students to create material in an authentic, expansive, and self-directed way through collaborative decision-making that allows deep engagement in the creative process and empowered ownership of their artistry. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Cindy Bates (Cynthia.Bates@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory). Note that this course at DEL typically runs February to March so students register for it at Empire in the Spring term as the course ends during that term.
Attributes: Liberal

DANC 3027 DEL Dance for Students with Disabilities: Studio-Based (4 Credits)
The studio-based course will integrate dance/movement therapy theory with concepts of development and best practices in dance education to teach participants how to create dance activities that engage the strengths and meet the needs of children and adolescents who have emotional, behavioral, learning, sensory, and/or physical challenges. Participants will learn group and individual strategies to promote positive behavior and will be guided in applying these strategies in their own dance/movement therapy or dance education settings. Class sessions will include lectures, discussion, movement experiences, small group work, and audio-visual media. Additional assignments will include reading, writing, and creative work. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Lucy Winner (Lucy.Winner@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory).
Attributes: Liberal

DANC 3028 DEL Dance for Students with Disabilities (Online) (4 Credits)
The course will integrate dance/movement therapy theory with concepts of development and best practices in dance education to teach participants how to create dance activities that engage the strengths and meet the needs of children and adolescents who have emotional, behavioral, learning, sensory, and/or physical challenges. Participants will learn group and individual strategies to promote positive behavior and will be guided in applying these strategies in their own dance/movement therapy or dance education settings. Class sessions will include lectures, discussion, movement experiences, small group work, and audio-visual media. Additional assignments will include reading, writing, and creative work. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Lucy Winner (Lucy.Winner@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory).
Attributes: Liberal

DANC 3050 DEL Dance for Early Childhood (4 Credits)
In this interactive and participatory studio-based course, students will explore the DEL (Dance Education Laboratory) Dance for Early Childhood curriculum. Students gain experience in creating developmentally appropriate dance activities for children ages 3-7 years old. This course will cover the following topics: developmentally appropriate lessons and content for early childhood, developmental patterns and the sensory system, games and short activities, basics of early childhood dance lesson planning, LMA (Laban Movement Analysis) vocabulary as a springboard for dance learning and lesson plan organization, strategies for effective teaching, working with children with disabilities, teaching children online, using video prompts, and collaborative lesson planning with peers. This class is part of our partnership with the Dance Education Laboratory (DEL) of the 92nd Street Y Harkness Dance Center in NYC. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Lucy Winner (Lucy.Winner@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory).
Attributes: Liberal

DANC 3998 Individualized Studies in Dance (DANC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Dance (DANC). Please contact your mentor/advisor for more details.

DANC 4005 Dance Across World Cultures (4 Credits)
This course is a cross-cultural examination of dance traditions from around the world in their historical, critical, artistic and socio-cultural contexts. Students will learn to observe and contextualize a variety of dance traditions and differentiate folk, popular and classical traditions. Students will learn and apply culturally relevant terminology and concepts to describe, critique, and write about dance from critical, analytical and ethnographic (writing about culture) perspectives. Students must have upper-level standing with advanced level academic skills. This course was previously ART-223504 Dance Across World Cultures. Prerequisites: .
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

DANC 4010 DEL Culturally Responsive Dance-Making and Pedagogy (4 Credits)
In this course, participants delve into the key components of cultivating culturally responsive dance-making and pedagogy in dance education based on the work of Dr. Nyama McCarthy-Brown. Videos and additional resources guide dance educators through a process of self-examination and teacher reflection while providing culturally responsive teaching tools. Participants will examine how culture, identity, and race show up in their dance-making and teaching practice and will reflect on how race and other marginalizing stereotypes operate in their learning environments. In addition, participants will be given building blocks of culturally responsive anti-racist teaching strategies to de-center Whiteness in the dance classroom. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Cindy Bates (Cynthia.Bates@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory). Note that this course at DEL typically runs May to July so students register for it at Empire in the Summer term as the course ends during that term.
Attributes: Liberal

DANC 4015 DEL Embodied Dance History: Reimagining Modern Dance (4 Credits)
This eight-week online course is designed for dance educators who want to re-imagine American modern dance history through the lens of embodied and inquiry-based learning. The course content is derived from the DEL (Dance Education Laboratory) at Jacob's Pillow "DELving into Dance History" series that investigates dance artists through multiple contextual lenses in order to gain an inclusive understanding of dance history. Participants will engage in collaborative research, have access to multi-modal course resources and primary sources, and interact with the rich content on the Jacob's Pillow interactive site. This class is part of our partnership with the Dance Education Laboratory (DEL) of the 92nd Street Y Harkness Dance Center in NYC. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Lucy Winner (Lucy.Winner@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory).
Attributes: Liberal

DANC 4020 DEL Inspiration to Design (4 Credits)
In this course, participants delve into the key components of lesson plan and curriculum design using the DEL (Dance Education Laboratory) framework and informed by Understanding by Design. Participants learn how to develop scaffolded, developmentally appropriate, and standards-based dance learning activities that draw connections to dance artistry, theme-based learning, and arts integration. Participants learn how to design dynamic lessons that align student learning objectives with content and assessments. By the end of the course, participants will write an original six lesson dance unit to share with their peers. This course also includes one-on-one coaching from course facilitators. This class is part of our partnership with the Dance Education Laboratory (DEL) of the 92nd Street Y Harkness Dance Center in NYC. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Cindy Bates (Cynthia.Bates@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory). Note that this course at DEL typically runs September to October so students register for it at Empire in the Fall term as the course ends during that term.
Attributes: Liberal

DANC 4025 DEL Diverse Voices: Dance History in NYC (4 Credits)
Participants will be introduced to dance units from the "DEL (Dance Education Laboratory) Tracing Footsteps: honoring Diverse Voices in Dance History in NYC" curriculum including Native American Dance History: Roots to Branches, History of Tap Dance: Soul Rhythms, Into the Heart of Chinatown: Hidden Voices, and Salsa Stories. Participants will gain an overview of each module, explore components of the "grade band" specific dance units, learn genre-specific dance terminology, engage in culturally responsive pedagogy practices, identify innovative instructional practices, and apply the DEL model to collaborative dance making and lesson plan design. Through dance practice, choreography, collective inquiry, and exposure to a wide range of multi-modal resources (guest dance artists and facilitators, video tutorials, and visually stimulating teaching materials), participants will learn how to bring dance history to life in their dance classrooms. This class is part of our partnership with the Dance Education Laboratory (DEL) of the 92nd Street Y Harkness Dance Center in NYC. Students interested in our partnership program with the 92nd Street Y Dance Education Laboratory must contact Lucy Winner (Lucy.Winner@sunyempire.edu) for permission to enroll in this study. Students will also be expected to register at DEL (Dance Education Laboratory).
Attributes: Liberal

DANC 4998 Individualized Studies in Dance (DANC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Dance (DANC). Please contact your mentor/advisor for more details.

DIGA: Digital Arts (Undergraduate)

DIGA 1010 Digital Art & Design: Introductory (4 Credits)
This course provides the technical and aesthetic foundation to master concepts of effective digital design, layout, and image manipulation while learning Adobe Photoshop, an industry standard digital art software. Students will develop a working knowledge of how two-dimensional bit-map images are acquired, created and manipulated; expand visual communications skills; cultivate an individual artistic style; and gain basic understandings of the creative and technical processes inherent in digital art and design. Students will also participate in digital design projects, individual and group critique, discussion of topics relevant to digital art and design, portfolio development and evaluation, and creative research. Requirements: Hardware: PC or Mac. Software: Adobe Creative Cloud subscription. Since this course requires students to use computer and software intensively, they should have strong interests in using the computer as a design tool and have intermediate computer skills. This course was previously ART-222454 Digital Art and Design: Introductory.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

DIGA 1035 Introduction to Digital Editing (4 Credits)
Students in this course will learn about the creative and technical processes required for digital video production and postproduction. Students will learn the aesthetics of editing including the choice of images and designing their time and sequence. They will also learn how to use industry software (such as Adobe Premiere Pro) for nonlinear video editing.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

DIGA 1998 Individualized Studies in Digital Arts (DIGA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Digital Arts (DIGA). Please contact your mentor/advisor for more details.

DIGA 2010 Digital Presentation (4 Credits)
This is a beginner's course in digital presentation. As such, we will explore the different aspects of self-presentation in public and online formats and learn techniques to make the process more manageable and effective. . Students will investigate the inner workings of online presentations and discourse, including the basic elements of a presentation, ways to write and evaluate work, the impact and responsibilities of public/private speaking, understanding an audience's needs, and developing ways to increase comfort while presenting in a variety of formats,and to refine physical skills in body language and voice production. This course was previously CUL-222614 .
Attributes: Liberal

DIGA 2020 Writing for New Media (4 Credits)
This is a study for students who are interested in writing for the new media form of the weblog.

DIGA 2122 Introduction to Digital Photography (4 Credits)
This introductory study is designed for students who want to learn how to use a digital camera to capture, edit, and manipulate photographic images. This study is intended for the student who has working knowledge of the basics of either the Windows or Mac operating system, as well as having a basic knowledge of traditional photography (or equivalent experience). This plan will be implemented by reviewing principles of composition; discussing and practicing various styles of photography; learning to use appropriate digital photographic editing software, and, finally, how to prepare the final images for various means of display, from hard copy printing to digital display.
Attributes: Liberal

DIGA 2998 Individualized Studies in Digital Arts (DIGA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Digital Arts (DIGA). Please contact your mentor/advisor for more details.

DIGA 3015 Advanced Digital Photography (4 Credits)
This course is designed for students who wish to advance their skills in digital photography. In order to gain a better understanding of the art of picture taking, students will learn aesthetic principles for taking better pictures in various genres of photography. Students should have a solid foundation in the technical skills necessary for operating a camera so they can build advanced level technical skills in this course. Prior to taking this course, students should have successful completion of a related introductory study or relevant experience.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

DIGA 3020 Advanced Digital Presentation (4 Credits)
In this advanced level digital presentation study, students will review and incorporate increasingly sophisticated techniques of self-presentation in public, online, and hybrid formats in addition to composing and critiquing their original work. Students will analyze their own and others digital presentations, looking for the elements of effective presentations, the impact and responsibilities of public/private speaking, understanding different audiences' needs, and the evolving etiquette(s) of delivering presentations in a variety of formats.
Attributes: Liberal

DIGA 3025 Advanced Web Design (4 Credits)
How do digital media artists and designers produce effective web sites to communicate and share their art and design projects? This course will prepare students to apply advanced theories and techniques to the design of visually engaging and accessible web content for the digital media arts. Students will learn to plan and produce dynamic web sites to create an interactive and responsive user experience. They will learn how to write for the web while integrating such dynamic elements as digital images, graphic design, animation, digital video, artificial intelligence (AI), augmented and virtual reality, and 3D tools. As part of the planning process, students will learn to articulate a vision, set goals, prepare a timeline, create a visual wireframe and storyboard, identify web design tools, and write a detailed proposal. They will incorporate web usability, responsive web design, user-centered design, and web accessibility requirements and standards to develop meaningful, reliable, accessible, and artistic web content. Students will apply advanced techniques using both coding and web design programs. They will produce several individual web design projects, a collaborative web site, and culminating digital portfolio. Prerequisites: Successful completion of an introductory web design course or relevant advanced level experience.

DIGA 3030 Blogging (4 Credits)
In the twenty-first century it is not only important to create and maintain an online presence whether for work or other professional/personal pursuits, it is also crucial that one's online materials are impressive and impeccable: well-written and arresting, both visually and in terms of information presentation. Blogging and digital presentation incorporates the varied fields of copy writing, journalism, marketing, advertising, public relations, internet technologies, visual information, graphic design and visual arts, among others.
Attributes: Liberal

DIGA 3035 Digital Art & Design: Advanced (4 Credits)
In this course, students learn advanced digital art and design using the Adobe Creative Suite applications such as Photoshop Extended, Illustrator, InDesign, Flash, Dreamweaver, Fireworks & Bridge. Students develop expertise in working with bitmap and vector images. Through creative exercises, projects, individual and group critiques, portfolio development and evaluation, research, and written assignments, students develop effective visual communication skills, strengthen individual artistic style, and demonstrate a sophisticated, professional understanding of technical and creative processes inherent in digital art. This course is for advanced-level students with previous knowledge of Adobe Photoshop and the prior skills needed to learn advanced digital art techniques. OS Platform: PC or Mac, Required software: Adobe Creative Suite. Students should have completed an introductory level digital art course and introductory level knowledge of Adobe Photoshop. This course was previously ART-224444 Digital Art and Design: Advanced.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

DIGA 3036 Ethics of Digital Art & Design (4 Credits)
What are the ethical considerations of digital art and design? For centuries, artists have contributed innovative perspectives about how to see and understand the world through creative expression. Contemporary artists and designers make bold artistic statements of their own with digital media and virtual technologies. In a digital world, however, it is easy to manipulate representations of reality and publish information that has been altered by technology. The availability of digital tools has provided everyone with the creative potential to produce and share their own digital information but how do we verify the trustworthiness of this content? By analyzing the relationship between artistic theory and practice, we will discuss how artists and designers investigate human experience in digital environments. This exploration of ideas involves the study of ethics related to social, cultural, political, and technological issues. As part of this inquiry, we will examine your individual and social responsibilities when producing and sharing digital media.
Attributes: Arts Gen Ed, Liberal

DIGA 3040 Digital Storytelling (3-4 Credits)
Digital Storytelling combines the artistic theory of storytelling with digital media technologies. Students integrate digital storytelling concepts with artistic practice to write, plan, produce, publish, and present digital narratives. They develop individual stories and a collaborative project based on the research of a social issue or cause. This process includes generating story ideas, developing narrative structures, conducting peer reviews and planning effectively with well-written scripts and visual storyboards. Students analyze ethical issues such as intellectual property, information bias, privacy protection, and the rights of storytelling subjects. They identify effective digital tools for combining images, audio, text, and video into cohesive digital stories. Students demonstrate their knowledge about the aesthetics of digital storytelling and communicate their ideas through writing, digital media production and oral presentations. Continuous learning occurs throughout the course with readings, discussions, writing, scaffolded assignments, peer reviews, and collaborative participation in the final research project.
Attributes: Basic Communication Gen Ed, Arts Gen Ed, *Communication Gen Ed-Written, *The Arts Gen Ed, Liberal

DIGA 3045 Game Design & Development (4 Credits)
This course covers the history, theory and practice of game design and development using an online workshop approach. Students will apply principles and practices of designing and developing tabletop, board and video games to the game design project of their choice. Game structure, formal and dramatic elements and system dynamics will be examined. Students will work on individual and group projects to explore best practices in design conceptualization, prototyping methods and play testing, culminating in a functional game design prototype. Though experience with advanced digital programs is not required, students will experiment with various free digital game design applications. Prerequisites: Advanced Level Standing. Students taking the course must have access to digital devices (such as a desktop computer, laptop, tablet or smartphone, headset or USB microphone) allowing them to take photographs, record audio and video, edit digital assets within the applications of their choice, and upload these for game design projects and critiques. They will be expected to research and select digital applications, create accounts to access free or low cost tools, and use tutorials and other digital resources to learn them. Some game applications may require downloading. This course was previously ART-223334 Game Design and Development.
Attributes: Liberal

DIGA 3050 Information Design (4 Credits)
How do we understand the design of information through diverse media formats and in our everyday life? By exploring this topic, you will learn how to effectively analyze, interpret, and describe the information around you. This course involves the study of artistic theory in relation to such concepts as usability, sense-making, wayfinding, data visualization, user-experience (UX) design, accessibility, and human computer interaction (HCI). We will apply critical thinking to analyze the fundamentals of information design in different media formats such as text, diagrams, charts, signs, museum displays, infographics, and evolving digital media. We will research the integration of digital information that is visual, verbal, and textual in relation to metaphoric, aesthetic, and narrative elements. This course welcomes students from multiple disciplines and from a wide range of fields including business, communication, marketing, science, math, statistics, visual art, digital art, computer science and technical writing. This course was previously ART-224104 Information Design.
Attributes: Liberal

DIGA 3065 Digital Media Arts (4 Credits)
What are the theoretical foundations of digital media arts? This course will examine artistic theory related to the aesthetic, social, and ethical considerations of this emerging field. Students will analyze digital media artworks and participate in discussions with peers about interdisciplinary perspectives and wide-ranging artistic genres. They will investigate the intersection of theory and practice by planning and producing multimodal projects such as digital stories, short films, animation, virtual worlds, installations, and/or multimedia artworks. Advanced level digital media arts require effective collaboration among artists from different genres. This course will include a significant collaborative project as well as opportunities to focus on individual artistic growth. All projects will be tailored to fit the expertise and interests of each student cohort. Students taking the course must have advanced knowledge and experience with one or more of the following areas: digital art and design, computer arts, video, electronic music, digital storytelling, filmmaking, game design, animation, visual effects, motion graphics, animation art and design, digital photography, 3D virtual worlds, digital performance, and audio production.
Attributes: Liberal

DIGA 3070 New Media Advocacy (4 Credits)
New Media Advocacy is a hands-on production course in which students will learn how to create and utilize new media (audio, video, social media platforms) for social justice movements and advocacy efforts. Over the course of the semester we will investigate the power of storytelling and how new media can assist in community driven campaigns to connect and involve the public in movements for change. How can visual arts be creatively used to share resources, disseminate information, and encourage public engagement?
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

DIGA 3072 Creating Communication & Meaning with Virtual Game Worlds (4 Credits)
This course will introduce students to the Unity Game engine platform and the Unity Multiplayer environment to create a real-time networked game world that can be used for play, learning and communication. Students will playtest these worlds with classmates and critically evaluate the worlds using criteria from supporting readings and videos from the field of game design and game culture.
Attributes: Liberal

DIGA 3080 Digital Painting (4 Credits)
The purpose of Digital Painting is to provide a creative environment that combines digital painting, montage, and digital imaging to create a body of final artwork for portfolio presentation. We will discuss the crossover possibilities of photography and collage. Through the use of digital painting, scanned images and original or appropriated photographs, students will produce work that expands the perspective of how photography can be combined with painting to create collage works. Students will also learn about the historical and contemporary practice of collage through examples of selected artists working in and with the digital genre.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

DIGA 3996 Special Topics in DIGA (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

DIGA 3998 Individualized Studies in Digital Arts (DIGA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Digital Arts (DIGA). Please contact your mentor/advisor for more details.

DIGA 4000 Creating Digital Art (4 Credits)
The purpose of this study is for the student to merge their interests in traditional art forms such as drawing and painting with state-of-the art digital technology such as Photoshop and/or other platforms for creating digital art. They will also study artists whose work has made strides in this area, including but not limited to Amy Sillman, David Hockney, Alex Rockman, and others to be researched by the student. The goal is to learn technology that will enhance the production of unique art works, by refining knowledge both aesthetically and technically. The study will culminate in the creation of a digital portfolio of work with accompanying written description and references. Prior to taking this course, student should have strong drawing and/or painting ability, proficiency in Adobe Photoshop, at least two previous studio art courses on the advanced level and familiarity with contemporary art and artists. Note: Adobe Photoshop is required.
Attributes: Liberal

DIGA 4005 Advanced Collage: Digital Portfolio (4 Credits)
The purpose of this study is for advanced students of collage to investigate, create, experiment and continue to hone their skills and craft in the medium. This study is also meant to be very process oriented so students build a progressive body of work and create a final digital portfolio to showcase their art.
Attributes: Liberal

DIGA 4010 Detroit Media Arts and Activism Residency (4 Credits)
In this course, students will learn about media-based organizing, a collaborative process that uses media, art, or technology to address the roots of problems and advance holistic solutions towards a more just and creative world. Concepts and theories of "intersectionality" which recognize the interconnected nature of social categorizations such as race, class, and gender will be explored as students learn how intersectionality relates to current activism and coalition building initiatives. As part of this course, students are required to participate in the annual Allied Media Conference in Detroit, Michigan. Held every other summer, the conference brings together a vibrant and diverse community of people using media to incite change: filmmakers, radio producers, technologists, youth organizers, writers, entrepreneurs, musicians, dancers, and artists.
Attributes: Liberal

DIGA 4015 History & Theory of New Media (4 Credits)
What does history teach us about new media? How does artistic theory expand our thinking about the evolution of digital technologies and related virtual environments? Exploring new media through the lens of both history and theory creates a deeper understanding of our connected world. Students will investigate the development of digital media during key moments in history. Emphasis is given to theories that involve the social, cultural, and aesthetic dimensions of new media. We will discuss readings by established and emerging scholars and conduct academic research to further illuminate course topics. Learning activities include collaborative discussions, writings, case studies, and a final research project about new media. Prior to taking this course, students should take an advanced level course in digital arts, digital media, media studies, or the equivalent. This course was previously CUL-223544 History and Theory of New Media.
Attributes: Liberal

DIGA 4020 Independent Digital Arts Project (4 Credits)
The purpose of this study is for advanced level digital arts students to independently explore a larger project in their chosen art form(s) as well as engage with related artistic questions/concerns generated by their earlier experiences, interdisciplinary leanings and current obsessions. Interdisciplinarity and/or uses of multiple perspectives or media will be particularly encouraged by the mentor where applicable.
Attributes: Liberal

DIGA 4122 Professional Digital Portfolio (4 Credits)
How do you effectively present your original academic, artistic, and professional work for external audiences? How do you curate and assess these materials in a culminating digital portfolio? The design of a unifying portfolio prepares students to craft and hone their work into a sophisticated online presentation. The contents of your digital project may include a combination of visual, audio, written, design, and mixed-media content, as well as interactive games, digital stories, digital media, virtual worlds, maker—objects, photography, and artworks. Your fully-developed portfolio will serve as a distinguished culmination of your work for graduate schools, art galleries, networking opportunities, employment applications, professional promotions, and/or in support of a business, entrepreneurship, or non-profit entity. Prior to taking this course, students should have taken an advanced level course in digital arts, digital media, media studies, or the equivalent.
Attributes: Liberal

DIGA 4998 Individualized Studies in Digital Arts (DIGA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Digital Arts (DIGA). Please contact your mentor/advisor for more details.

DIGA 4999 Capstone in Digital Media Arts (4 Credits)
This capstone course applies artistic theory in digital media arts to the development of a substantial culminating project. Students plan and produce an original project that builds upon their overall work in the Digital Media Arts Program. Students will apply artistic theory to emerging and experimental digital technologies that are integrated with such artistic practices as poetry, performance, narration, screenwriting, choreography, acting, dance, photography, painting, illustration, drawing, and/or music. The capstone project may include such multimodal formats as digital storytelling, digital painting, digital film, digital photography, animation, installation, immersive virtual worlds, gaming, augmented reality, or virtual reality. Students taking this course should have advanced-level standing.
Attributes: Liberal

DIGS: Digital Studies (Undergraduate)

DIGS 1998 Individualized Studies in Digital Studies (DIGS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Digital Studies (DIGS). Please contact your mentor/advisor for more details.

DIGS 2998 Individualized Studies in Digital Studies (DIGS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Digital Studies (DIGS). Please contact your mentor/advisor for more details.

DIGS 3998 Individualized Studies in Digital Studies (DIGS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Digital Studies (DIGS). Please contact your mentor/advisor for more details.

DIGS 4998 Individualized Studies in Digital Studies (DIGS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Digital Studies (DIGS). Please contact your mentor/advisor for more details.

DISB: Disability Studies (Undergraduate)

DISB 1010 Direct Support Professional Course 1 (4 Credits)
This course is the first level of Direct Support Professional certification. This course will provide an overview of the code of ethics, crisis prevention and intervention, provision of person-centered supports, and supporting health and wellness. NOTE: This course is only for those individuals interested in the DSP level 1 certification.

DISB 1998 Individualized Studies in Disability Studies (DISB) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Disability Studies (DISB). Registration for this class must be approved by the student's mentor.

DISB 2005 Creative Arts Therapy with Children with Autism & Other Special Needs (4 Credits)
The purpose of this study is to understand the needs of young people with traits of autism spectrum disorders. The healing elements of creative arts therapy will be examined. The techniques that can be utilized to engage children with autism and special needs will be discussed. This course is aligned with the Community and Human Services Area of Study guidelines for Skills/Application, and Diversity.
Attributes: Liberal

DISB 2010 Disabilities in the Workplace (4 Credits)
This course explores workplace accommodation and inclusion laws, policies and practices to case analyses. The study will also cover prevailing social assumptions, biases and perspectives that can undermine equality in hiring, firing, pay, promotion, training and any other terms or conditions of employment for individuals with disabilities. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Skills and Diversity.
Attributes: Liberal

DISB 2015 Disabled in America (4 Credits)
This study provides an overview of the range of disabilities, assistive technologies, and accommodations in the United States. Topics will include the history of recent legislation regarding the disabled, as well as the civil rights and life style issues of the disabled. Current initiatives in education, employment, housing, transportation, communication, cultural activities, recreation, health services, and access to public services may be covered. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Diversity. This course was previously CHS-252054 Disabled in America.
Attributes: Liberal

DISB 2020 Health & Disabilities in Human Services Advocacy (4 Credits)
Individuals with disabilities may frequently experience comorbid health conditions and need subsequent care. This course will introduce the student to comorbid health conditions, the types of health care that is needed. The role of the human service worker as an advocate will be discussed, as will the role of self-advocacy in the patient. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Skills and Diversity.
Attributes: Liberal

DISB 2025 Human Services Practice with Disabilities (4 Credits)
This study will provide an understanding of the diversity of disabilities and several models of practice in the disabilities field. Students will understand various interventions, skills, and treatment modalities needed to implement effective treatment interventions for working with individuals with disabilities. This course is aligned with the Community and Human Services Area of Study guidelines for Skills/Application.
Attributes: Liberal

DISB 2030 Direct Support Professional Course 2 – Individual (4 Credits)
This course is the second level of Direct Support Professional certification. The focus will be on topics specific to working with individuals and their families. Topics to be covered include: provision of person centered supports, assessment, supporting health and wellness, communication, and building and maintaining friendships and relationships. NOTE: This course is only for those individuals interested in the DSP level 2 certification. Prerequisites: The student must have completed the DSP 1 course.

DISB 2035 Direct Support Professional Course 2 - Community (4 Credits)
This course is the second level of Direct Support Professional certification. The focus will be on topics specific to working with organizations and the community. Topics to be covered include: documentation, advocacy, organizational participation, and community service and networking. NOTE: This course is only for those individuals interested in the DSP level 2 certification. Prerequisites: The student needs to have completed DSP 1 and DSP 2 - Individual.

DISB 2040 Direct Support Professional Course 3 (4 Credits)
This course is the third level of Direct Support Professional certification. Topics to be covered include: participant empowerment, facilitation of services, community living skills and supports, vocational, educational, and career support, training, self development, building and maintaining friendships and relationships, advocacy, and organizational participation. NOTE: This course is only for those individuals interested in the DSP level 3 certification. Prerequisites: The student must have completed DSP 1 and 2.

DISB 2045 Frontline Supervisors for Direct Support Professionals (4 Credits)
This course is for individuals interested in obtaining Frontline Supervision Certification. Topics to be covered include: health, wellness, and safety, direct support, cultural awareness and responsiveness, participant support and plan development, monitoring and assessment, facilitating community inclusion across the lifespan, advocacy and public relations, service management and quality assurance, promotional professional relations and teamwork, staff recruitment, selection, and hiring, development, leadership, professionalism, and self-development. NOTE: This course is only for those individuals interested in the DSP FLS certification. Prerequisites: An individual must have completed DSP 1, 2, and 3 courses.

DISB 2998 Individualized Studies in Disability Studies (DISB) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Disability Studies (DISB). Registration for this class must be approved by the student's mentor.

DISB 3005 ADHD & Neurodiversity (4 Credits)
This study explores the diverse and growing ADHD (Attention Deficit and Hyperactivity Disorder) and neurodiversity as a biocultural and biomedical phenomenon. The sociocultural context, current debates and controversies surrounding diagnosis, and popular treatments will be explored. This study provides the student with multiple opportunities to gain a more nuanced understanding of ADHD and the services provided to these individuals. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior and Skills/Applications.
Attributes: Liberal

DISB 3010 Cross-Cultural Perspectives on Disabilities (4 Credits)
In this study, the student will understand and analyze the sociological, cultural, psychological, and economic perspectives and issues in human services when working with people with disabilities in the United States. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Skills and Diversity.
Attributes: Liberal

DISB 3020 Human Service Practice with Children with Disabilities (4 Credits)
This course will provide the student with an understanding of the range of disabilities seen in children in human services practice and the types of skills, programs, and policies that are applicable to them. Topics in this study may include evaluating federal and New York State Laws surrounding special education, differentiating between the types of disabilities seen in children, applying assessment and implementation of intervention strategies and programs for children with disabilities, assessing the needs of the family, and exploring the partnerships between the family and provider. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior and Skills.
Attributes: Liberal

DISB 3025 Psychosocial Impact of Illness & Disability (4 Credits)
This study will explore the psychological and social impact of illness and disability on the individual and family. Topics for the study may include: psychological coping strategies that may be used by individuals with disabilities and/or their families; personal and societal factors that may impact the disability experience, such as gender, race/ethnicity, culture, and socioeconomic status; and the various types of interventions that are available. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery and Skill/Applications This course is part of the BS in Public Health program.
Attributes: Liberal

DISB 3030 The Disability Rights Movement: Policy and Legislation (4 Credits)
This study examines the history of the disability movement in the United States, with an emphasis on reform, inequality, social control, disenfranchisement, and the relationship between power, policy and practice. An emphasis on the complex and multi-faceted societal view of disabilities will be examined and its relation to human services practice and policy. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery, Diversity, and Application and Integration.
Attributes: Liberal

DISB 3998 Individualized Studies in Disability Studies (DISB) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Disability Studies (DISB). Registration for this class must be approved by the student's mentor.

DISB 4005 Aging With a Developmental Disability (4 Credits)
The purpose of this study is to examine current issues and clinical approaches used for individuals with a developmental disability as they age. Societal changes, research trends and current assessment tools used to help diagnose health changes for an individual with a developmental disability may be examined. This course is aligned with the Community and Human Services Area of Study guidelines for Skills/Applications.
Attributes: Liberal

DISB 4010 Assessment & Evaluation of Disabilities (4 Credits)
The purpose of this study is to better understand assessment issues, principles, approaches and techniques that are used when working with individuals with a disability and their families. The course will prepare students to identify, gather and analyze relevant information required to make decisions about and formulate intervention plans. This course aligns with the Community and Human Services area of study guidelines for Skills/Applications.

DISB 4998 Individualized Studies in Disability Studies (DISB) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Disability Studies (DISB). Registration for this class must be approved by the student's mentor.

ECET: Early Childhood Studies (Undergraduate)

ECET 1005 Exploring the Professions: Children & Child Care (2 Credits)
Explore the opportunities to work with children in the field of early childhood education. Students will explore child care credentialing, professionalism, ethics and the foundations of teaching and learning in formal and informal child care settings. The course places emphasis on ways to enhance development and learning through an environment and curriculum that supports young children and families. Please note: This course may be used for educational planning credit with mentor approval. This course was previously EDU-232422 Exploring the Professions: Children and Child Care.
Attributes: Liberal

ECET 1010 Introduction to Early Childhood Education (4 Credits)
This course provides an introduction to the core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children, birth through grade 2. Topics include historical influences, program types, observation & assessment, developmentally and culturally appropriate practice across the developmental domains, professionalism, ethics, and current issues and trends including the New York State Learning Standards.

ECET 1996 Special Topics in ECET (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

ECET 1998 Individualized Studies in Early Childhood Studies (ECET) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Early Childhood Studies (ECET). Please contact your mentor/advisor for more details.

ECET 2005 Creative Arts for Young Children (4 Credits)
This study presents a practical approach to designing play environments as we guide young children in creatively expressing themselves through the arts: visual arts, dance and movement, and drama. Developmentally appropriate practice will be emphasized as students incorporate materials and explore their safe use and function with children. Additional topics may include extending creativity into the home with families, multicultural art forms, and emphasis on addressing national standards. Prerequisites: Prerequisites: Child Development or equivalent.
Attributes: Liberal

ECET 2010 Early Childhood Professionalism Family & Culture (4 Credits)
This course examines professional standards for early care and education programs and caregivers such as such as the NAEYC Code of Ethical Conduct, the NYS Core Body of Knowledge, and state regulations. Students will learn what it means to advocate for children and families as well as how culture and family structure impact parenting values and childrearing beliefs. Effective communication strategies will also be addressed.
Attributes: Liberal

ECET 2015 Health Safety & Nutrition in Children's Programs (4 Credits)
This course will prepare professionals to meet the physical and nutritional needs of children in formal, non-formal and home settings. The course addresses safety requirements, factors influencing eating behaviors and physical activity patterns, intervention strategies, and program policies that promote healthy eating and physical activity within state and federal guidelines. Additional topics may include major public health and nutrition-related issues for young children including SIDS prevention, child abuse and neglect, positive health routines, childhood diseases, and food safety within the context of children's programs. This course was previously EDU-252314 Health, Safety, and Nutrition in Children's Programs.

ECET 2075 Early Childhood Curriculum Planning and Assessment (4 Credits)
Students will explore early childhood curriculum with a focus on environmental design for the purpose of adopting and implementing intentional instructional practices such as responsive care for our youngest children. This course will explore a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that build on children's natural curiosity, deepen children's knowledge and awareness, and sustain active engagement with ideas and materials through play. Students will investigate nationally recognized environmental rating scales such as the ITERS/ECERS, and explore how to utilize formal and informal assessment tools to enhance the classroom environment and their teaching practice.

ECET 2996 Special Topics in ECET (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

ECET 2997 Special Topics in ECET (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

ECET 2998 Individualized Studies in Early Childhood Studies (ECET) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Early Childhood Studies (ECET). Please contact your mentor/advisor for more details.

ECET 3005 Challenging Behaviors in Early Childhood (4 Credits)
In this course the student will explore challenging behaviors in young children and the role of the adult during the early childhood years. Biological, neurological, and environmental influences on children's behaviors will be explored; in addition to, how to plan for crises, develop individualized behavior plans, and evaluate the effectiveness of the plan. Topics addressed in this study may include a variety of problem-solving approaches and classroom management techniques. Prerequisites: HUDV 3015 Child Development or equivalent and at least 1 course in early childhood curriculum and planning.

ECET 3010 Children's Programs: Administration (4 Credits)
The purpose of this course is to provide directors and prospective directors an understanding of the administration of an effective organizational structure for children's programs including personnel and human resource management. Topics covered in this study include: the purpose and development of vision and mission statements, strategic planning, management theory and roles and responsibilities of administrators, development of personnel policies and procedures, job descriptions, performance evaluations, and leadership styles. This study meets Topics 1 and technology from Topic 3 of the Children's Program Administrator Credential of New York State. Prerequisites: 18 credits in child development and/or related early childhood coursework and experience in children's programs.
Attributes: Liberal

ECET 3015 Children's Programs: Design & Supervision (4 Credits)
This course examines various professional practices associated with children's programs including curriculum development, design of the learning environment, and program assessment and evaluation. Topics may include: developmentally appropriate practice, individualizing for the whole child, planning for children with special needs, the caregiver's role in supporting play and developing a nurturing learning environment, program evaluation and using technology applications in curriculum and to improve home and school communication. This course covers topics 3 and 5 for the New York State Children's Program Administrator Credential.   Prerequisites: 18 credits in child development and/or related early childhood coursework and experience in children's programs. This course was previously CHS-253214.

ECET 3020 Children's Programs: Ethical & Professional Standards (4 Credits)
In this course students will research applicable federal, state, and local laws pertaining to the administration of children's programs. Students will examine policies and regulations relevant to maintaining safe and healthy environments.#This course provides an exploration of ethical principles and responsibilities fundamental to professionals working with children, families, staff, and the community. This course also provides the student with opportunities to review the National Association for the Education of Young Children Code of Ethical Conduct, including ethical responsibilities for information technology, and the Supplement for Early Childhood Program Administrators. This course covers topics 3 and 4 for the New York State Children's Program Administrator Credential. Prerequisites: 18 credits in child development and/or related early childhood coursework and experience in children's programs.
Attributes: Liberal

ECET 3025 Children's Programs: Financial Planning & Budgeting (4 Credits)

In this course students will learn the critical nature of financial planning and its process for children's educational programs. Students will explore financial planning as a process for success in the stability and sustainability of children's programs. Topics may include publicity and marketing strategies, budgeting, and financial planning. Students will engage in hands-on experience with the financial planning process and the practical applications around fiscal administration of a children's program.#This course covers topics 2 and 4 for the New York State Children's Program Administrator Credential. Prerequisites: ECET 3010, ECET 3015, and ECET 3020.

ECET 3030 Curriculum & Environments for Infants & Toddlers (4 Credits)

This course is intended for students who provide direct care for infants and toddlers as well as for program administrators and educational coordinators who incorporate infant/toddler programming into infant toddler programs. Students will leave with an in-depth understanding of curriculum and environments for young children birth to three including developmentally appropriate practices and the teacher's role in supporting development of infants and toddlers.#There will be an emphasis on health and safety, curriculum planning including goals, environments, and building responsive relationships with the children and families. Prerequisites: HUDV 3030 Infant/Toddler Development, HUDV 3015 Child Development, or equivalent.
Attributes: Liberal

ECET 3035 Curriculum & Environments for Preschoolers (4 Credits)

This course is intended for students who provide direct care for preschoolers as well as for program administrators and educational coordinators. This study is designed to give students an in-depth understanding of curriculum and environments for young children from three to five years of age. Students will learn developmentally appropriate practices and the teacher's role in supporting development of preschoolers in the classroom. There will be an emphasis on curriculum planning, learning environments, and the role of teachers and parents. Prerequisites: HUDV 3015 Child Development, or equivalent.
Attributes: Liberal

ECET 3037 Professional Preparation for Early Childhood Education (2 Credits)

In this specialized course, students in the early childhood education teacher preparation program will investigate all program requirements, including all NYSED and SUNY General Education Requirements. Students will analyze personal, academic, and career goals and the relationships among these goals. Students will think ahead to identify practicum placements and examine student teaching assignments and the role of self-assessment in teaching. Please note: This course is restricted to ECE students and should be taken in the first term of the program.

ECET 3040 Emergent Literacy (4 Credits)

In this course the student will examine the latest research in literacy development, defined as the development of skills in language, reading and writing; for young children birth through age 8. The student will investigate literacy development from the emergent stages of early childhood through early elementary grades, how to incorporate the principles and methods of using literacy to improve learning, and how to translate this research into good instructional practices. Other topics included in this study may include literacy and culture, assessing literacy development, and family literacy.

ECET 3050 Observation & Assessment of Children (4 Credits)

This course will focus on observation, documentation, and assessment techniques in order to understand children's growth and development. Students will engage in practical observation and assessment activities involving the physical, cognitive, language, social and emotional development of children. Students will utilize and interpret formal, informal and authentic assessments for children; the appropriate and ethical uses for assessment, and methods of inquiry relevant to the field. Observations are required. Please note: This course is expected for students concentrating in early childhood studies. Prerequisites: EDST 3015 Child Development (or equivalent), HUDV 3030 Infant/Toddler Development (or equivalent), or HUDV 3060 Early Childhood Development.

ECET 3060 Young Children & Technology (4 Credits)

Learn how the field of early childhood education has come to embrace emerging technology and find appropriate ways to integrate it into teaching and learning practice. Students in this study will research professional recommendations regarding the use of technology and interactive media in early childhood, explore how technology can be used to support teaching and learning, and how technology can be used to connect home, school, and community. Prerequisites: Students should have knowledge of child development and curriculum development such as that gained in Child Development and Curriculum and Environments for Preschoolers. Basic experience with technology is required; students will be required to interact with a wide variety of websites and social media applications. This course was previously EDU-233424 Educational Technology in Early Childhood.

ECET 3065 Music Across the Early Childhood Curriculum (4 Credits)

Music plays a foundational role in early learning, which provides reason for intentionally integrating music throughout infant-toddler-preschool activities and curriculum. As a hallmark of evidenced-based practice, students will examine research and theories relating music activities to social, emotional, physical, and cognitive skills including language and literacy development. Discussions will include the integration of music from various cultures and share the benefits of music for all children and their families.
Attributes: Liberal

ECET 3070 Issues and Advocacy in Early Childhood Education (2 Credits)

In this interactive course, students will explore common issues within the field of early childhood education and their professional role as advocates for change. Controversial issues will be explored and discussed from a research-based perspective. As an additional requirement of the course, students will complete all NYSED training components such as child abuse and maltreatment, means for instructing students for the purpose of preventing child abduction, preventing alcohol, tobacco and other drug abuse, safety education, and providing instruction in fire and arson prevention. Additional topics include the prevention of and intervention in school violence, means for the prevention of and intervention in harassment, bullying (including cyberbullying), and discrimination within educational settings. Students must be enrolled in the ECE registered program.

ECET 3080 Assessment in Early Childhood Education (2 Credits)
Early childhood assessment utilizes tools to gather and provide educators, parents, and families with critical information about a child's development and learning. In this course, students will explore both formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis. Students will learn to plan or modify instruction and develop skills in using various resources to enhance teaching. Assessment strategies such as formative and summative assessments, portfolios, standardized testing, outcomes, and/or practical applications with methods of sharing feedback with students will be explored. A focus will be placed on reflective teaching practices as a means of analyzing one's own teaching practice through information gathered through assessment. Please note: This course is required for students in the early childhood education program. It is open for all students, but anyone concentrating in early childhood studies is expected to take ECET 3050 Observation and Assessment and should discuss potential redundancy with their mentor.

ECET 3085 Early Childhood Experience: Language and Literacy (2 Credits)
In this first early childhood field observation experience students will observe young children and begin to apply their knowledge of language and literacy development in practical classroom situations. Students will investigate how young children demonstrate progress towards literacy skills/goals as defined by learning standards through responsive environments. Topics will emphasize how instruction is guided by the child's prior learning and various culturally, developmentally, and linguistically appropriate teaching practices. Emphasis will be placed on music as a foundation to language, English language learners, and methods of reading enrichment and remediation. Please note: Observation hours are required as per New York State Education Department (NYSED) requirements. Prerequisites: ECET 3040 Emergent Literacy .

ECET 3090 Early Childhood Experience: Special Education (2 Credits)
In this second early childhood observation experience, students will begin to apply their knowledge of special education and the inclusion of young children with exceptionalities in classroom situations. Students will focus on how to provide instruction that will promote engagement, understanding, participation, progress, and performance of students with disabilities in the general education curriculum through evidence-based instruction. Emphasis will be placed on the development of an agency appropriate for the individual needs of the child. Please note: Enrollment in the Early Childhood Education program is required. Additionally, observation hours are required as per New York State Education Department (NYSED) requirements. Prerequisites: EDST 2025 Intro to Special Education.

ECET 3122 Inclusion in Early Childhood Education (4 Credits)
In this course, the student will develop an understanding of special education for children birth to age five and how children are supported in inclusive early childhood settings through developmentally appropriate strategies for curriculum, instruction, and assessment. Topics in the course are varied but typically include early intervention and public policy, planning for inclusion, monitoring young children, the role of administration and the professional collaboration and cooperation required when working with individuals with multiple disabilities. Prerequisites: EDST 2025 Introduction to Special Education.
Attributes: Liberal

ECET 3996 Special Topics in ECET (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

ECET 3997 Special Topics in ECET (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

ECET 3998 Individualized Studies in Early Childhood Studies (ECET) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Early Childhood Studies (ECET). Please contact your mentor/advisor for more details.

ECET 4005 Children's Program Administration: Capstone (4 Credits)
The capstone is the culminating course designed to fulfil the coursework portion of the New York State Children's Program Administrator Credential. The intent of this study is to provide the student with the opportunity to integrate the information and principles from Topics 1-5 of the competencies. Students will demonstrate mastery of the principles and skills as a children's program administrator through the completion of a portfolio or a final project. This course meets Topic 6 of the New York State Children's Program Administrator Credential. Students seeking the credential will need to complete 200 hours in administration in order to submit their application to the New York State Association for the Education of Young Children. In some cases, a student could take one of these courses concurrently with instructor approval. Prerequisites: ECET 3025.

ECET 4010 Curriculum Models in Early Childhood Education (4 Credits)
Students in this course will investigate the global perspectives of various curriculum models and early childhood programs with specialized philosophies, frameworks, and approaches to early childhood education including diverse learners. There will be an emphasis on curriculum planning, learning environments, and assessment within various cultural contexts. The models may vary, but examples include Head Start, Creative Curriculum, High Scope, Montessori, Pyramid, Reggio Emilia, Vygotsky, Waldorf, and/or The Project Approach. Prerequisites: Child Development (or equivalent) and at least 12 credits in early childhood coursework. This course was previously EDU-234244.
Attributes: Liberal

ECET 4015 Development & Meaning of Play (4 Credits)
This course will investigate the various theories of play, current research and trends, the meaning of play, and the interaction between play and child development, including play in its myriad forms. Topics may include using observation to analyze children's level of play skills and adults' role in play; the utility of play and fantasy at different developmental stages; different contexts for play; and the effect of external factors, such as media, gender differences, culture, and toys, on children's play. While it is not required, it might be helpful if students have taken a course in child development or equivalent. This course was previously HDV-284354 Development and Meaning of Play.
Attributes: Liberal

ECET 4020 The Science Behind Learning and Trauma in Early Childhood Settings (4 Credits)
Professionals in the field of early childhood education are becoming increasingly aware of the science behind learning and the science behind early-life trauma and its impact on learning and development. In this course students will review and discuss scientific and early childhood research and literature about learning, development, and trauma for the purpose of merging scientific knowledge with practice. Science literature will also be discussed as it relates to children and families, the impact of play, building relationships with children and families to promote healing, and explore self-care of the early childhood professional.
Attributes: Liberal

ECET 4030 Early Childhood Curriculum Planning Across the Content Areas (4 Credits)
Students in this course will take a deeper dive into curriculum development, instructional planning, and research-validated instructional strategies for teaching students with the full range of abilities. Using an interdisciplinary approach, students will have an opportunity to explore the learning standards and how they apply to the content area(s) and plan and implement interventions to help children meet developmental milestones and learning goals based on learning standards.

ECET 4122 Poverty and Early Learning (4 Credits)
This course encourages students to examine many types of poverty a child may experience and how living in poverty effects development within the context of the learning environment. Topics investigated in this course include the definition of poverty, the dynamics and culture of poverty, stress from poverty and the effect on development, and the effects on brain development and therefore, the child's ability to learn. For example, students may analyze how the social environment supports language and literacy skills in the preparation for reading texts.
Attributes: Liberal

ECET 4140 Early Childhood Practicum: Student Teaching I (6 Credits)
With an emphasis on curriculum and environments for prekindergarten and kindergarten, students will apply pedagogical methods as they begin the practicum component of the early childhood education program. Each student will apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. This practicum will take place in an approved pre-kindergarten or kindergarten classroom. Please note: All program requirements must be met before the student can register for this course.

ECET 4150 Early Childhood Practicum: Student Teaching II (6 Credits)
With an emphasis on curriculum and environments for first and second grade, students will apply pedagogical methods as they begin the practicum component of the early childhood education program. Each student will apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. This practicum will take place in an approved first or second grade classroom. Please note: All program requirements must be met before the student can register for this course.

ECET 4998 Individualized Studies in Early Childhood Studies (ECET) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Early Childhood Studies (ECET). Please contact your mentor/advisor for more details.

ECON: Economics (Undergraduate)

ECON 1998 Individualized Studies in Economics (ECON) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Economics (ECON). Registration for this class must be approved by the student's mentor.

ECON 2005 Principles of Economics (4 Credits)
This course provides an overview of micro- and macroeconomic issues. In microeconomics students examine individual decision-making in firms and households and the way they interact in markets. In the macroeconomic portion of the course students learn about the aggregate economy including GDP, inflation, growth, unemployment and interest rates. Major macroeconomic policies and policy issues are considered. Students must have an understanding of graphs and basic mathematical concepts prior to registering for this course. Students matriculated in the following programs cannot take this course: B.S. Accounting, B.B.A. Business Administration, and B.S. Business Administration.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 2010 Introductory Economics: Micro & Macro 6 Cr. (6 Credits)
This course provides an overview of micro and macroeconomic issues. In microeconomics students examine individual decision-making in firms and households and the way they interact in markets. In the macroeconomics portion of the course students learn about the aggregate economy including GDP, inflation, growth, unemployment and interest rates. Major macroeconomic policies and policy issues are considered. Students must have an understanding of graphs and basic mathematical concepts. Notes: This course is appropriate for students who need at least three credits of microeconomics and three credits of macroeconomics in their degrees. This course covers all of the material in the four credit version of Micro and Macroeconomics plus additional topics and issues in both micro and macroeconomics that are not covered in the four-credit version of the course. This course provides less comprehensive coverage of microeconomics or macroeconomics than the separate 4-credit courses in microeconomics and macroeconomics. Students should not take this course if they already have taken either microeconomics or macroeconomics. This course is appropriate for students who need at least three credits of microeconomics and three credits of macroeconomics in their degrees. This course covers all of the material in the four credit version of micro and macroeconomics plus additional topics and issues in both micro and macroeconomics that are not covered in the four credit version of the course. This course provides less comprehensive coverage of microeconomics or macroeconomics than the separate 4-credit courses in microeconomics and macroeconomics.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 2015 Macroeconomics (4 Credits)
This course provides a comprehensive overview of macroeconomic issues. The determination of output, employment, unemployment, interest rates, and inflation are studied. Monetary and fiscal policies are discussed. Important policy debates such as, the sub-prime crisis, social security, the public debt, and international economic issues are critically explored. The course introduces basic models of macroeconomics and illustrates principles with the experience of the U.S. and foreign economies. This 4-credit Macroeconomics course covers a broader array of macroeconomic topics than are included in the 4 and 6 credit courses that cover both microeconomics and macroeconomics. Intermediate Macroeconomics provides a deeper analysis of different macroeconomic models. International Finance provides a focus on the international aspects of the economic system, whilst Money & Banking involves a more detailed examination of the role of the banking system and money creation in a modern economy. Other specialized courses may examine the functioning of specific sectors as well as the gender and environmental aspects of environmental decision making. The course satisfies economics skills in BME guidelines. This course was previously BME-212214 Economics/Macro. Corequisites: Microeconomics (ECON 2020) Notes : Macroeconomics focuses on the working of the overall economy whereas Microeconomics emphasizes the behavior of individual actors, such as firms and households, under various constraints.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 2020 Microeconomics (4 Credits)
This course provides a comprehensive overview of microeconomic issues. Supply, demand and elasticity are studied. Consumer behavior and firm behavior are investigated. The basics of competitive markets, monopoly and other market structures are examined. Market failures including public goods and externalities are studied as well as public policies aimed at improving these market failures. The course introduces basic models of microeconomics and illustrates microeconomic principles with examples from everyday experience. Notes: Microeconomics emphasizes the behavior under various constraints of individual actors, such as firms and households. Macroeconomics focuses on the working of the overall or aggregate economy. This 4-credit Microeconomics course covers a broader array of microeconomic topics than are included in the 4 and 6 credit courses that cover both microeconomics and macroeconomics. Intermediate Microeconomics provides a deeper analysis of different microeconomic theories and models. Other specialized courses such as Labor Economics and Environmental Economics and Policy may examine the functioning of specific sectors as well as the gender and environmental aspects of environmental decision making. The course satisfies economics skills in BME guidelines. This course was previously BME-212224 Economics/Micro. Corequisites: Macroeconomics ECON 2015.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 2025 Contemporary Issues in Economics (4 Credits)
In this course students apply basic concepts of economic decision-making to a discussion and analysis of contemporary economics issues. Students learn about supply and demand concepts, health care, unemployment, inflation, taxation, monopoly and competition in certain industries, international trade and trade agreements. Students discuss and debate controversial and real world situations requiring the use of economic principles and concepts. Notes: This course is primarily intended for students who seek a basic knowledge of economics to improve their own decision-making in the marketplace, and to develop a better understanding of public policy affecting their incomes and budgets. This study is open to all students except those pursuing a concentration in Business Administration. The course satisfies economics skills in BME guidelines. This course was previously BME-211344 Contemporary Issues in Economics.
Attributes: Social Science Gen Ed, Liberal

ECON 2998 Individualized Studies in Economics (ECON) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Economics (ECON). Registration for this class must be approved by the student's mentor.

ECON 3000 Alternative Economic Theories (3 Credits)
This course will introduce students to non-mainstream ideas in economics. Students will learn to challenge and critique established thinking and methodology in economics and examine alternative approaches. Heterodox theory will be covered and used to analyze a number of themes of recent and contemporary interest, including the debate on austerity, the origin of financial crises, the crisis in the Eurozone and inequality. Heterodox approaches examined will include: post-Keynesian, ecological, feminist, institutional and behavioral economics. Students will also gain an introduction to development economics. The course will also examine the moral and social aspects of economic policy decisions. A further objective is to enable students to apply their knowledge from the course to assess current economic issues. The course satisfies economics skills in BME guidelines. This course is offered for our International Education program students. Prerequisites: Macroeconomics ECON 2015.
Attributes: Liberal

ECON 3005 Applied Microeconomics (4 Credits)
Microeconomics studies incentives, constraints and allocation decisions taken by individuals and firms. In Applied Microeconomics, students will deepen their knowledge gained at introductory level and will apply it to real life cases. They will explore various economic tools, analytical techniques, sources of economic data and will perform in depth quantitative analysis of demand and supply, trends, optimal pricing, market activities, and competitive strategies. This study can overlap with Applied Macroeconomics as some of the initial concepts offer in-depth knowledge of the basic economic tools and models that are considered to be building blocks for any economic studies. Applied microeconomics focuses on analytical tools and techniques used to discuss and evaluate microeconomic concepts. It can also include a study and methods used in analysis of specialized economic fields such as real estate, sport, health, labor, agricultural, or industrial organization. It is not a substitute for Intermediate Microeconomics which builds on introductory studies by expanding microeconomic theories and concepts. The course satisfies economics skills in BME guidelines. Prerequisites: Principles of Microeconomics, an understanding of graphs and basic mathematical concepts.

ECON 3010 Behavioral Economics (4 Credits)
Behavioral economics studies the impact of social, cognitive and emotional factors on our economic decisions. Neoclassical economic analysis assumes that consumers, producers, borrowers and investors are selfish rational optimizing agents with well-defined preferences and perfect self-control. Research in psychology suggests that humans display irrational phenomena known as cognitive biases such as overconfidence, loss-aversion, altruism, mental accounting, endowment and status-quo bias. Our choices are influenced by the environment, framing of alternatives, anchoring, trust, social norm of fairness and mistakes in probabilistic judgment. Implications for financial decision making, marketing and pricing strategies by firms, and the design of public policies will be discussed. The course satisfies economics skills in BME guidelines. Prerequisites: Microeconomics ECON-2020.
Attributes: *Social Sciences Gen Ed, Liberal

ECON 3015 Behavioral Economics & Finance (4 Credits)
Behavioral Economics & Finance looks at the emotional and cognitive factors that affect how managers and professionals process information and make decisions in an economic environment. This course will explore how managers and professionals analyze factors like personal perspective, motivation, self-control, and internal versus external habits, in predicting and modeling behavior that influences economic choices.

  Topics will include the psychology of economics, financial decision making, rationality, overconfidence, motivation, and the impact of societal values and altruism as influencing factors in economics. It is expected that students will come away with a greater understanding of the impact of psychological and behavioral evidence has in economic and financial decision making. Behavioral Economics provides a more general introduction to the influence of psychology on economic theory, and covers a wider range of market phenomena and theoretical approaches. Behavioral Finance is much more focused on financial decisions, and on challenging the established theoretical precepts of financial economics. This course combines the study of psychology and its impact on economics and also provides an introduction to the more specific applications of psychology to finance. This course is offered for our International Education program students. Prerequisites: Macroeconomics (ECON 2015).
Attributes: Liberal

ECON 3020 Ecological Economics (4 Credits)
This advanced level economics study is open to all students and is also part of the Business and Environmental Sustainability Certificate. Ecological economics is a relatively new field that tries to incorporate fundamental resource constraints, scientific principles including the second law of thermodynamics and environmental problems into thinking about the economy, markets and policy. Much of the focus is on systems, global perspectives, and long run concerns. Several areas will be investigated in depth including externalities, public goods, and policies for dealing with these issues. Students can explore specific problems and possible remedies in areas such as water and air quality, energy consumption, transportation, biodiversity, or recycling in detail. Prior to taking this course, student should have an understanding of basic microeconomics. The course satisfies economics and understanding organization in a global context skills in BME guidelines.
Attributes: Social Science Gen Ed, Liberal

ECON 3025 Econometrics (4 Credits)
This course is an introduction to regression analysis. Econometrics is a powerful tool that helps answer questions that arise out of economic theory with data. It refers to the application of statistical methods to the quantification and critical assessment of hypothetical economic relationships using data. Students will be introduced to data collection and management, summary statistics and to regression models used in empirical economic as well as financial analysis. The course satisfies economics and quantitative skills in BME guidelines. Prerequisites: ECON-2020 and MATH-1065, or equivalent.
Attributes: Liberal

ECON 3030 Economic Policies of the European Union (3 Credits)
The first objective of this course is to enable students to critically analyze the flow of economic, financial and political information that deals with the global economy and directly or indirectly involves the European Union. The second objective is to develop an awareness of the multi-dimensional impacts of the economic policies actually conducted by the European Union, their objectives, logic, consistency and consequences within the context of 21st Century globalized capitalism. The third objective is to enable students to assess the workings of the complex institutional framework (Commission, European Investment Bank, specialized agencies, European Central Bank, Court of Justice...) which characterizes the European Union, from the point of view of their possible careers in public service, politics, journalism, corporate sector or simply as informed global citizens. This course is a very specialized overview of the economic policies adopted by EU institutions. The applications will therefore not be covered by any other course offering. However, there may be some overlap with material taught in Money & Banking, International Finance, International Trade & Finance and Economic and Social Contexts of Globalization. However, in none of these cases will there be sufficient duplication as to consider any combination of these courses as equivalent to Economic Policies of the EU. This course is offered for our International Education program students.
Attributes: Liberal

ECON 3035 Economics of Crime (4 Credits)
Economics of Crime will apply economic theories to examine decisions by potential criminals, the impact of crime on society, the full cost of crime and punishment, and the allocation of criminal justice resources. Basic economics concepts will be introduced: rational choice, opportunity costs, incentives and tradeoffs, marginal benefits and costs, supply and demand, market equilibrium, efficiency, externalities. Using these tools, in addition to current statistics and findings from economic literature, students will analyze public policies around corrections and prevention, legalization of drugs, gambling and prostitution, death penalty, gun control, private prisons, gangs, cheating, white collar crime and cyber crime. The course satisfies economics skills in BME guidelines.
Attributes: *Social Sciences Gen Ed, Liberal

ECON 3040 Economics of Gender Work & Family (4 Credits)
This course covers selected topics in labor economics, including the economic experiences of women, men, and ethnic minorities in the United States and economic theories that explain recent trends in work and family life. Basic economics concepts will be introduced: rational choice, opportunity costs, incentives and tradeoffs, comparative advantage, benefits and costs of marriage and children, labor supply and demand, wage determination, pay gaps, compensating wage differentials, labor unions, efficiency wage, minimum wage, unemployment, household production, human capital investment, and theories of discrimination. Using these tools, we will examine causes and consequence of gender and racial differences in wealth, earnings, labor force participation, marriage, divorce, fertility, longevity, and educational attainment. Economic policies related to labor markets and family will also be discussed. The course satisfies economics skills in BME guidelines.
Attributes: Liberal

ECON 3045 Economics of Labor Markets (4 Credits)
This course provides an economic analysis of the market for workers (the labor market). Students will analyze the determinants of labor supply and labor demand. Topics include educational and training investments, occupational choice, worker mobility, pay and productivity, wage structure, income inequality and policy issues such as labor shortages, the effects of minimum wage on employment, the labor effects of outsourcing, economic analysis of unemployment, the impact of welfare policy on labor supply and demand and the role of unions. Students will examine additional topics that may vary across terms. Additional topics may include gender wage differentials, economics of marriage and divorce, demographic trends and economic issues related to occupational health and safety, changes in levels of unionization and immigration. The course satisfies economics skills in BME guidelines. Highly Recommended (not required): Knowledge in Algebra that is needed for the introductory course in microeconomics. Note: This course is also listed as LABR 3055 Labor Economics. Students should not enroll in both ECON 3045 and LABR 3055. This course was previously LAB 263174 Labor Economics. Prerequisites: Microeconomics ECON 2020, or equivalent.
Attributes: *Social Sciences Gen Ed, Liberal

ECON 3050 Environmental Economics & Policy (4 Credits)
This study explores economic and policy issues related to natural resources and the environment. Several topics in the area of natural resource and environmental economics will be investigated in depth including externalities, property rights, and sustainable development. These topics and problems will be approached from multiple perspectives including consumers, firms, and policy makers. The objective of this study is to help students to think critically and analytically about our natural resources and the environment, with a particular focus on policy. Students must have an understanding of basic microeconomics. The course satisfies economics skills in BME guidelines.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 3055 Economic Issues in Health Care (4 Credits)
Healthcare economics uses the tools of microeconomic analysis to examine markets in the health sector including physician markets, hospital markets, pharmaceutical markets and health insurance markets. Students learn about managed care, and other types of health insurance, explore the effects of insurance on behavior, investigate reimbursement systems including new reimbursement models like value-based and bundled payments, and discuss factors that influence market outcomes in the healthcare sector including uncertainty, information asymmetries, and externalities. Current trends and issues facing the healthcare industry such as rising expenditures and new technologies are also investigated in this course. Prerequisites: Microeconomics (ECON 2020), or significant experience in the health sector.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 3060 History of Economic Thought (4 Credits)
History of Economic Thought examines major contributions to the field of economics through the development of ideas by the major thinkers. Systems of economic thought, theory and ideas, and consideration of application to former and current problems, are studied and compared in order to understand the historical development of the field. By the end of the course students should have developed a general understanding of the main approaches to the history of economic thought, a sound knowledge of the discipline of economics, and the ability to critically evaluate the major contributions to the theories of value, production, and distribution. The course satisfies economics skills in BME guidelines. Highly Recommended (not required): Appropriate Writing and internet and/or library research skills. This course was previously BME-213124 History of Economic Thought. Prerequisites: Microeconomics (ECON 3080) and Macroeconomics (ECON 2015), or equivalents.
Attributes: Liberal

ECON 3065 Industrial Economics (4 Credits)
Macroeconomics focuses on the national economy and its links to the worldwide economy. Intermediate macroeconomics deepens students' knowledge gained at the introductory level by exploring more advanced theories of the long-run aggregate equilibrium, economic growth, business cycles and economic fluctuations. Relationships between national income, unemployment, inflation, interest rates, exchange rates, consumption, investment, savings, taxes, government spending and money supply are examined. Applications of models to current government policies, the role of uncertainty in the decisions of different economic actors and the impact of policy changes on various sectors of the economy are also covered in this course. This course is offered for our International Education program students. Prerequisites: Macroeconomics (ECON 2015) and College Mathematics (MATH 1000).
Attributes: Liberal

ECON 3070 Industrial Organization (4 Credits)
Industrial organization examines the structure, conduct, and performance of firms and industries. Industrial organization is essentially the economic analysis of the conduct and performance of firms in imperfectly competitive markets and the relationship of this behavior to various market structures. Strategic behavior of firms is studied using game theory. Antitrust issues and the regulation of real-world competition are examined in detail. The goal of this course is to provide an understanding of how the qualities of actual markets and firms found in advanced capitalist economies influence firm performance and market outcomes when firms and markets differ substantially from models of perfect competition. The course satisfies economics skills in BME guidelines. Note: This course builds on learning gained through a study of introductory microeconomics. Prerequisites: Microeconomics (ECON 3080), or equivalent.
Attributes: Liberal

ECON 3075 Intermediate Macroeconomics (4 Credits)
Macroeconomics focuses on the national economy and its links to the worldwide economy. Intermediate macroeconomics deepens students' knowledge gained at the introductory level by exploring more advanced theories of the long-run aggregate equilibrium, economic growth, business cycles and economic fluctuations. Relationships between national income, unemployment, inflation, interest rates, exchange rates, consumption, investment, savings, taxes, government spending and money supply are examined. Applications of models to current government policies, the role of uncertainty in the decisions of different economic actors and the impact of policy changes on various sectors of the economy are also covered in this course. The course satisfies economics skills in BME guidelines. Prerequisites: Principles of Macroeconomics, College Level Math.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 3080 Intermediate Microeconomics (4 Credits)
Microeconomics is the study of rational choice behavior on the part of individual consumers and firms. Intermediate microeconomics builds up on students' knowledge gained at the introductory level and explores more advanced theoretical issues including supply and demand interaction, utility maximization, profit maximization, elasticity, labor markets, externalities, public goods, perfect competition, monopoly power, imperfect competition, and game theory. Policy applications and business strategies are discussed. The course satisfies economics skills in BME guidelines. Prerequisites: Microeconomics (ECON 2020).
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 3085 International Economics (4 Credits)
The purpose of this course is to build an in-depth understanding of international economics. Students will build on foundational courses in economics, extending their knowledge to cover open economies interacting under the conditions of the contemporary financial system. The theoretical grounding for trade policy will be covered as well as the functioning of the international trade system. Students will learn the basics of international finance and gain an understanding of the institutional architecture of the global financial system. The knowledge learned in this course will be applied to the process of decision making within businesses working across national borders. International Finance provides a deeper focus on the financial aspects of the international economic system; although there is some degree of overlap with International Economics, the theoretical focus of the latter course means that they are far from being equivalent. Money & Banking involves a more detailed examination of the role of the banking system and money creation in a modern economy, and to some extent inevitably touches on the international financial system, but the emphasis is very different. Other specialized courses may examine the functioning of specific sectors as well as the gender and environmental aspects of economic decision making. The course satisfies economics and understanding organization in a global context skills in BME guidelines. This course was previously BME-214514 Corequisites: Microeconomics (ECON 2020) Macroeconomics (ECON 2015).
Attributes: *Social Sciences Gen Ed, Liberal

ECON 3090 International Political Economy (4 Credits)
Learn about the growing interdependence of global economic and political problems over last 25 years. Explore why the current set of global problems cannot be understood as just international politics or international economics. Focus on a complex multidisciplinary approach to study the causes and effects of globalization of markets. Topics include the nature and main theories of international political economy; the national systems of political economy; the evolution of international trade; the evolution of international financial system; the state and multinationals; the state and economic development; the political economy of regional integration; the nation-state in the global economy; the governance in the global economy. International Finance provides a deeper focus on the financial aspects of the international economic system. International Economics examines international trade, but without the political and institutional perspectives. Highly Recommended (not required): A course in economics or, equivalent. This course was previously BME-214424 International Political Economy.
Attributes: *Social Sciences Gen Ed, Liberal

ECON 3095 International Trade & Finance (3,4 Credits)
The purpose of the course is to provide students with the knowledge to understand and analyze international financial movements, incentives for foreign exchange of goods and services on the international level, and trade policies. Students will also learn about foreign exchange rates and international capital markets, the balance of payments accounts, and processes correcting surpluses and deficits. The course will also provide an overview of international institutions related to trade in the context of current issues. International Finance provides a deeper focus on the financial aspects of the international economic system, although there is sufficient overlap to merit a recommendation that students do not take both International Trade & Finance and International Finance. Money & Banking involves a more detailed examination of the role of the banking system and money creation in a modern economy. The technical details of the workings of capital markets and valuation would similarly be covered in courses on investment, security analysis and portfolio management. While the major exchange rate risks and exposures will be introduced, as well as the concept of hedging, the course will not cover the details of internal corporate management. Moreover this course does not cover in any great detail the field of development economics, which is also the subject of separate courses. This course is offered for our International Education program students. Prerequisites: Macroeconomics (ECON 2015).
Attributes: Liberal

ECON 3100 Public Finance (4 Credits)
Public finance is the study of the theory and practice of how governments raise revenue and make expenditures. Students learn about taxation at the federal and state level and public spending primarily at the federal level. On the expenditure side, students learn about the theory of public goods and externalities as well as specific spending programs such as health care and income security. On the taxation side, students learn about the incidence of taxation, how taxes affect the efficiency of markets, and the structure of the federal tax system for individuals and corporations. Students consider both fairness/equity and efficiency criteria in examining expenditures and taxation. Prerequisite (must complete before registering): Microeconomics (ECON 2020), or equivalent Note: This course builds on learning gained through a study of Microeconomics (ECON 3080).
Attributes: Liberal

ECON 3105 Public Finance & Economics (4 Credits)
This advanced, liberal arts course analyzes the interaction of government and the economy. The primary purpose of this course is to use microeconomic tools to study the effects of government policies on economic agent behavior and the impact of public expenditures and public taxation on the distribution of resources. The objective is to provide a comprehensive understanding of public economics, to explore models of public finance and their dynamics and to provide answers for economic and policy related questions. This course is offered for our International Education program students. Prerequisites: Macroeconomics (ECON 2015).
Attributes: Liberal

ECON 3110 Social & Economic Contexts of Globalization (3 Credits)
This course is designed to introduce students to the various aspects of globalization and help them understand and critically evaluate its effects on various spheres of our lives. It will deal with globalization in the areas of international politics, business and all kinds of social interactions. Students will learn to describe, analyze and discuss the effects of globalization on trade, business, media, social interaction, culture, environment, migration, religion and the power of international organizations and national governments. This course is offered for our International Education program students.
Attributes: Liberal

ECON 3115 The Global Financial Crisis & the Great Recession (3 Credits)
The purpose of this course is to introduce students to the financial crisis of 2008 and its aftermath in the context of history and economic theory. The course will introduce economic bubbles and crashes as financial phenomena. Students will learn about the functioning of financial markets through this study. Students will also gain an understanding of the impact of the bubble/crash cycle on the wider economy. Students will analyze the causes of these phenomena and examine possible policy options that might prevent them, or at least soften their impact. The course will also examine the longer-term social consequences of the crisis. This course is offered for our International Education program students. Prerequisites: Macroeconomics (ECON 2015).
Attributes: Liberal

ECON 3120 Economic Policies of the European Union (4 Credits)
The first objective of this course is to enable students to critically analyze the flow of economic, financial and political information that deals with the global economy and directly or indirectly involves the European Union (EU). The second objective is to develop an awareness of the multi-dimensional impacts of the economic policies actually conducted by the EU, their objectives, logics, consistency and consequences within the context of the 21st Century globalized capitalism. The third objective is to enable students to assess the workings of the complex institutional framework which characterizes the EU, from the point of view of their possible careers in the public service, politics, journalism, corporate sector or simply as informed global citizens. The fourth objective is to enable students to apply their knowledge from the course in a comprehensive assessment of a major current issue facing the EU. Assessment will be through a substantial written assignment. This course is offered for our International Education program students. Prerequisites: Microeconomics (ECON 2020) and Macroeconomics (ECON 2015).
Attributes: Liberal

ECON 3122 Money & Banking (4 Credits)
The course covers the monetary transmission mechanism, monetary policy and its relationship to assets pricing models. It introduces the theoretical, institutional, historical, and empirical aspects of money and banking, and investigates the insight into the relationship between the government's changing fiscal and monetary policies (especially the role of the Federal Reserve System), and the economy and business decisions. The course also examines the tools of monetary policies and their implications for households, businesses, and global economies. Prerequisite (must complete before registering): Microeconomics (ECON 2020), Macroeconomics (ECON 2015), or Principles of Economics (MGMT 6015), or equivalents. Notes: This course provides a basis for understanding International Finance as well as Monetary Policy. Coupled with Fiscal Policy it provides a theoretical understanding of the wider role of the federal government in attempting to provide full employment and price level stability for the economy. This course was previously BME-214414 Money and Banking.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 3125 New Perspectives in Economics (4 Credits)
This course will introduce students to non-mainstream ideas in economics. Students will learn to challenge and critique established thinking and methodology in economics and examine alternative approaches. Heterodox theory will be covered and used to analyze a number of themes of recent and contemporary interest, including the debate on austerity, the origin of financial crises, the crisis in the Eurozone and inequality. Heterodox approaches examined will include: post-Keynesian, ecological, feminist, institutional and behavioral economics. Students will also gain an introduction to development economics. The course will also examine the moral and social aspects of economic policy decisions. A further objective is to enable students to apply their knowledge from the course in a comprehensive assessment of a major current economic issue. Assessment will be through a substantial written assignment. This course is offered for our International Education program students. Prerequisites: Macroeconomics (ECON 2015).
Attributes: Liberal

ECON 3130 Topics in Contemporary Business & Economic Issues (3 Credits)
The purpose of this advanced level course is to present a multi-disciplinary study of the contemporary world through a major current event. Students will be introduced to a selected event (or possibly a set of related events). This will include a historical overview, an analysis of the political forces which led to the event, and an analysis of the reasons for the outcome and the possible impact. The aim of the course is to focus students' attention on the link between their studies and current affairs, presenting contemporary issues in the global economic and political system. Students will analyze the challenges and stresses that this system faces. This course is offered for our International Education program students. Prerequisites: Macroeconomics (ECON 2015).
Attributes: Liberal

ECON 3135 Business Government & Society (4 Credits)
Business, Government, and Society is an interdisciplinary approach to the study of the dynamic interrelationships among the three major sectors of an economy. It is an advanced level study that enables the student to develop insights into roles of government and business in society. It is a general audience study that can be taken by: students in management and business to help them meet the ethical and social responsibility aspect of the BUSINESS, MANAGEMENT & ECONOMICS (BME) guidelines; students in economics adding breadth to their concentration; and students outside the BME area of study who wish to further the interdisciplinary perspectives in their degree program plans. Prerequisites (must complete before registering): Some knowledge of economics is required while some background in any of the following is useful - management, history, political science, and philosophy. Students must demonstrate abilities to: write at an advanced level; conduct disciplined internet/library research; analyze case study issues and problems, discuss alternatives approaches to their resolution, and create well defended recommendations. This course was previously BME-214544 Business. The course satisfies BME guideline "ethical and social responsibility".
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

ECON 3140 American Economic History (4 Credits)
This course is an overview of the development of the American economy from the antebellum period and the coming of the Civil War to the present day. The course combines economic analysis with political, social, and cultural history to understand the American economic experience. Students will also be expected to engage in independent research using library and internet resources and participate in class discussions and debates. Prerequisites: N/A. Corequisites: N/A.
Attributes: *US History & Civ Engmt Gen Ed, Liberal

ECON 3996 Special Topics in ECON (8 Credits)
Attributes: Liberal

ECON 3998 Individualized Studies in Economics (ECON) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Economics (ECON). Registration for this class must be approved by the student's mentor.

ECON 4045 US Economic Policy: Its Domestic & Global Implications (4 Credits)
The aim of this course is to engage students in the examination and analysis of contemporary American economic policies that impact the domestic and international scene, and to evaluate the effectiveness of current and/or proposed new policies. Prerequisites: Microeconomics or Macroeconomics, or equivalent.
Attributes: Liberal

ECON 4998 Individualized Studies in Economics (ECON) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Economics (ECON). Registration for this class must be approved by the student's mentor.

EDET: Educ in Emerging Tech (Undergraduate)

EDET 3997 Special Topics in EDET (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDPL: Educational Planning (Undergraduate)

EDPL 1005 Educational Planning: Introductory I (2 Credits)
Students develop an individualized degree plan and accompanying materials that respond to personal needs and interests as well as broad knowledge and skills expectations identified in ESC Area of Study Guidelines and SUNY General Education requirements. Students investigate personal, academic, and career goals and consider relationships among these goals, prior learning and experience, and relevant academic and professional criteria. Students and mentors may individualize this study as appropriate to the student's academic and/or professional goals. This course was previously EDU-232092 Planning and Finalizing the Degree: Introductory.
Attributes: Liberal

EDPL 1010 Educational Planning: Introductory II (4 Credits)
Students develop an individualized degree plan and accompanying materials that respond to personal needs and interests as well as broad knowledge and skills expectations identified in ESC Area of Study Guidelines and SUNY General Education requirements. Students investigate personal, academic, and career goals and consider relationships among these goals, prior learning and experience, and relevant academic and professional criteria. Students and mentors may individualize this study as appropriate to the student's academic and/or professional goals. The 4-credit version of this course requires work beyond the expectations of the 2-credit version.
Attributes: Liberal

EDPL 1015 Topics in Educational Planning: Introductory I (2 Credits)
This course will allow student and mentor to individualize learning activities that support planning the degree, based on student needs and interests. Students may work on a mixture of activities related to the nature of academic learning, expected academic skills, learning management skills, prior learning, and/or professional expectations. This course was previously EDU-232082 Educational Planning Workshop: Introductory.
Attributes: Liberal

EDPL 1020 Topics in Educational Planning: Introductory II (4 Credits)
This course will allow student and mentor to individualize learning activities that support planning the degree, based on student needs and interests. Students may work on a mixture of activities related to the nature of academic learning, expected academic skills, learning management skills, prior learning, and/or professional expectations. The 4-credit version of this course requires work beyond the expectations of the 2-credit version.
Attributes: Liberal

EDPL 1122 Introduction to Academic and Career Planning (4 Credits)
The student will be making important inquiries and decisions regarding a liberal arts education at Empire State College and the way this education will meet personal, academic, and career goals during this academic planning course. The purpose of this study is to assist the student in planning his or her degree program, sort out their prior learning and where it fits into the degree plan, and plan the studies needed to complete the degree. The process of Academic Planning outlined in this contract will provide the foundation for the development of an academic program that meets the student's personal and academic needs.

EDPL 1998 Individualized Studies in Educational Planning (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Educational Planning (EDPL). Please contact your mentor/advisor for more details.

EDPL 2005 Prior Learning Assessment (2 Credits)
This course focuses on individualized Prior Learning Assessment (iPLA). The purpose of the course is to help you think through what you've learned and how you've gained that knowledge, and to translate that thinking into appropriate requests for college credit-appropriate in terms of college-level learning, and appropriate to your degree plan. The course alternates and interweaves very concrete information (e.g., how Empire State College's prior learning assessment process works) and more abstract investigation (e.g., the nature of college-level learning). Each type of investigation informs the other. Not only will the course help you through the process of describing and documenting your learning, it will also help you understand the theory, conceptual framework, and different approaches to prior learning assessment. In this way, the course will add to your knowledge about learning and assessing learning. Note: Students need to have at least 3 potential areas for prior learning assessment; please consult Should I Pursue Credit through PLA? (https://courses.lumenlearning.com/suny-esc-educationalplanning/chapter/should-i-pursue-credit-through-pla/) for a brief self-assessment to determine if this course is appropriate. Students should also consult with their mentors before taking this course to determine appropriate areas to pursue through PLA. This course may be used to fulfill educational planning credit with mentor approval. This course was previously EDU-232192 Educational Planning Workshop: Prior Learning Assessment.
Attributes: Liberal

EDPL 2998 Individualized Studies in Educational Planning (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Educational Planning (EDPL). Please contact your mentor/advisor for more details.

EDPL 3005 Educational Planning: Advanced I (2 Credits)
Students develop an individualized degree plan and accompanying materials that respond to personal needs and interests as well as broad knowledge and skills expectations identified in ESC Area of Study Guidelines and SUNY General Education Requirements. Students investigate personal, academic, and career goals and consider relationships among these goals, prior learning and experience, and relevant academic and professional criteria. Students and mentors may individualize this study as appropriate to the student's academic and/or professional goals. The 4-credit version of this course requires work beyond the expectations of the 2-credit version. This course was previously EDU-233092 Planning and Finalizing the Degree: Advanced.
Attributes: Liberal

EDPL 3010 Educational Planning: Advanced II (4 Credits)
Students develop an individualized degree plan and accompanying materials that respond to personal needs and interests as well as broad knowledge and skills expectations identified in ESC Area of Study Guidelines and SUNY General Education Requirements. Students investigate personal, academic, and career goals and consider relationships among these goals, prior learning and experience, and relevant academic and professional criteria. Students and mentors may individualize this study as appropriate to the student's academic and/or professional goals. The 4-credit version of this course requires work beyond the expectations of the 2-credit version.
Attributes: Liberal

EDPL 3015 Topics in Educational Planning: Advanced I (2 Credits)
This course will allow student and mentor to individualize learning activities that support planning the degree, based on student needs and interests. Students may work on a mixture of activities related to the nature of academic learning, expected academic skills, learning management skills, prior learning, and/or professional expectations. As this is an upper-level study, students will complete additional analytical work, developed in consultation with their mentor. The 4-credit version of this course requires work beyond the expectations of the 2-credit version. This course was previously EDU-233082 Educational Planning Workshop: Advanced.
Attributes: Liberal

EDPL 3020 Topics in Educational Planning: Advanced II (4 Credits)
This course will allow student and mentor to individualize learning activities that support planning the degree, based on student needs and interests. Students may work on a mixture of activities related to the nature of academic learning, expected academic skills, learning management skills, prior learning, and/or professional expectations. As this is an upper-level study, students will complete additional analytical work, developed in consultation with their mentor. The 4-credit version of this course requires work beyond the expectations of the 2-credit version.
Attributes: Liberal

EDPL 3996 Special Topics in Educ Plnng (1-8 Credits)

EDPL 3998 Individualized Studies in Educational Planning (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Educational Planning (EDPL). Please contact your mentor/advisor for more details.

EDPL 4998 Individualized Studies in Educational Planning (EDPL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Educational Planning (EDPL). Please contact your mentor/advisor for more details.

EDSP: Special Education (Undergraduate)

EDSP 2025 Introduction to Special Education (4 Credits)
This survey course is designed for students interested in developing a broad understanding of inclusion/mainstreaming students with disabilities and special health care needs in classroom settings. It includes an examination of the general education teacher's role working with a team of collaborating professionals and family members of students with disabilities. This course also includes the professional, ethical, and legal foundations of special education services and inclusive practices that guide school policy and procedures. Students will be introduced to the categories of disabilities and the classification process, and state and federal special education laws and regulation. Effective practices such as differentiated instruction and accommodations, mainstreaming, inclusion, least restrictive environment, and the individualized education program (IEP).

EDSP 3005 Managing the Environment for Students with Disabilities (4 Credits)
The purpose of this course is to explore the theories and strategies of behavior management for students with disabilities in the pk-12 classroom setting. It covers broad conceptual and practical perspectives in addressing challenging behavior and behavior analysis. Topics include developing a positive atmosphere, using space effectively, time management, student accountability, behavioral intervention plans and functional behavior analysis, discipline models and/or specific techniques that promote the development of positive social interaction skills in classroom settings. Please note: This course was formerly EDST 3005 Classroom Management K-6 Prerequisites: EDSP 2025 Introduction to Special Education, EDSP 3025 Curriculum and Instruction for Students With Disabilities.

EDSP 3025 Curriculum and Instruction for Students with Disabilities (4 Credits)
This course will introduce evidence-based components to support the development of curricula and the selection of appropriate instructional strategies for teaching prek-12 students with the full range of disabilities. Students will be presented with characteristics of the range of disabilities, and specific instructional strategies and methods linked to learning processes and human development. Students will approach curriculum and instruction through a Universal Design for Learning/neurodiverse perspective including how to provide differentiated instruction and supports that enhance the learning of all students. Prerequisites: EDSP 2025 Intro to Special Education.

EDSP 3123 Autism Spectrum Disorder in Education (2 Credits)
This course offers a practical approach to understanding Autism Spectrum Disorders (ASD) including assessment and progress monitoring, and a variety of practices that support inclusion of children in classroom environments. Students will review both theory and evidence-based practices as the foundation for success when working with young children with ASD, including the principles of mainstreaming, inclusion, individualized educations program (IEP), and Positive Behavioral Intervention Supports (PBIS).

EDSP 4000 Assessment, Diagnosis and Evaluation of Student with Disabilities (4 Credits)
This study focuses on understanding the role of assessment and its applications to the identification of learners with disabilities. This includes the process of identifying, assessing, and diagnosing students with disabilities, including how to select and administer appropriate tests, interpret their results, and develop individualized education plans. This study will include practices of assessment, diagnosis and evaluation such as: planning, developing, and implementing Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs), methods of monitoring learners' progress through formal and informal evaluation approaches to diagnosis and remediation of specific learning problems, and the assessment of cognitive development, motor skill development, language development and communication skills. Students will practice using information gathered through assessment and analysis to plan or modify instruction. Prerequisites: EDSP 2025 Intro to Special Education, EDSP 3025 Curriculum & Instruction for Students with Disabilities.

EDST: Educational Studies (Undergraduate)

EDST 1005 Introduction to Teaching (2 Credits)
This course will introduce students to the profession of teaching and education. Students will be encouraged to think more deeply, more broadly, and more systematically about the role of teachers and explore teaching practices, various contexts of teaching and learning, as well as contemporary issues that relate to the teaching profession.

EDST 1122 Introduction to Digital Literacy (4 Credits)
Literacy in the 21st Century has gone beyond the ability to read and write. Cornell University defined digital literacy as, "the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet (Cornell University, The Digital Literacy Project, n.d.)." This introductory course will examine digital literacy in the 21st Century, including, what it means to be digitally literate, key concepts in digital and information literacy, how to evaluate sources on the Internet, organizing information, presenting information, and effective research skills in the Internet age for educators. Students will contrast different types of literacy, explore digital citizenship, and evaluate different types of information from an educational perspective.
Attributes: Liberal

EDST 1996 Special Topics in EDST (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

EDST 1997 Special Topics in Educational Studies (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDST 1998 Individualized Studies in Educational Studies (EDST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Educational Studies (EDST). Please contact your mentor/advisor for more details.

EDST 2005 Schooling in America (4 Credits)
This course provides students with the sociological and historical background necessary to understand schooling in America. This course explores the various forms of schooling such as public, private, public schools, and others; education reforms and innovations that are transforming schools; and the role of our educational system in a democratic society. This course was previously SOC-282244 Schooling in America. This course is also cross listed as SOSC 2005. Credit cannot be given for both.
Cross-listed with SOSC 2005.
Attributes: Liberal

EDST 2006 School Age Programs: Introduction (4 Credits)
This introductory-level course will help students develop the skills necessary to work as staff or administrator in the many modalities of school-age care. This course covers professionalism in school-age care, predictable development of the school-age child, positive behavior management strategies, safety, health and nutrition. Competencies needed for excellence as a school age childcare professional are discussed. This course supports and enhances critical thinking, problem solving, self-reflections, self-management and provides a foundation for theory and application.
Attributes: Liberal

EDST 2010 Children's Literature Across the Curriculum (4 Credits)
This course offers students an opportunity to develop thematic activities based on quality children's literature that extend into content areas such as math, science, creative arts, technology, and/or social studies. Topics may include different approaches to integrating literature, lesson plans, the application of National Standards, family literacy, the differentiation of instruction for individual learners, and critical literacy. Prerequisites: Introduction to Children's Literature (or equivalent).

EDST 2998 Individualized Studies in Educational Studies (EDST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Educational Studies (EDST). Please contact your mentor/advisor for more details.

EDST 3006 School-Age Programs: Curriculum and Program Management (4 Credits)
This advanced-level course goes beyond the basic care of children in out-of-school environments and into curriculum development. Students will go on to study the challenging aspects of program planning, working with families, and how to evaluate and manage a high-quality school-age program. Competencies needed for excellence as a school age childcare professional are discussed. This course will help students apply theory and application necessary to manage to school-age programs.

EDST 3008 LGBTQ+ Youth & Education (4 Credits)
In this course, we will explore key issues that LGBTQ+ youth face within the P-12 U.S. educational system, and ways in which teachers and advocates are striving to make education more inclusive and welcoming to LGBTQ+ students. Issues may include: the risk of suicide for LGBTQ youth; history of LGBTQ+ inclusivity in public education in the U.S.; supportive movements in LGBTQ education; the role of educators and support staff; intersections of race, class, gender and sexuality and their impact on educational and health outcomes for students. In this course we will explore both the challenges that educators face and successes to date providing welcoming and inclusive educational experiences for LGBTQ+ youth. LGBTQ+ Youth and Education is a companion course to the 4 credit GSST 2005 Introduction to LGBTQ+ Studies; students may enroll in both courses. Introductory level course in LGBTQ+ Studies, or Women, Gender and Sexuality Studies is strongly recommended. Cross-listed with GSST 3008.
Attributes: *Diversity Gen Ed, Liberal

EDST 3012 Deaf Education in Bilingual Communities (4 Credits)
This course recognizes the fundamentals of general, special, and bilingual education and how they are infused into Deaf education. It will acquaint students with current issues, trends, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from the educational perspective. Students are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions. Please note: This course is open only to participants in the ASL-English Interpretation Program (AEIP) through SUNY Empire State College and CUNY LaGuardia Community College.
Attributes: Liberal

EDST 3015 Curriculum Instruction & Assessment (4 Credits)
In this course students will explore theories of curriculum design and study examples of how they are applied in instructional practice in elementary, middle and/or high school settings. They will learn how to align learning outcomes with instruction and how to utilize assessment strategies such as informal and formal assessments, formative and summative assessments, portfolios, standardized testing, outcomes, and/or practical applications. Consideration is given to how different contexts and characteristics of learners influence design. This course was previously EDU-234144. Prerequisites: Learning Theories EDST 3045 or equivalent.

EDST 3020 Diversity in Educational Settings (4 Credits)
Students will develop an awareness of diversity, equity, inclusion and social justice through the lens of culture, race, gender, religion, economic class, family structures, abilities, and others. Topics include the ways children and families from various cultures are affected by, and effect, schools and programs; the role of the staff in creating open and inclusive environments; and/or the link between multicultural and environmental issues in educational settings.
Attributes: *Diversity Gen Ed, Liberal

EDST 3021 Language, Literacy, & Learning for School-age Children (4 Credits)
Students will explore the processes of language and literacy as they emerge in diverse educational settings with emphasis on theoretical approaches that support the learning process for learners. Topics are varied but focus on upper primary and typically include vocabulary acquisition, the development of reading, and writing competency, investigating instructional techniques including: the integration of language and literacy across all curricular areas; creating environments that support children's language and literacy learning within different cultural contexts, and theoretical frameworks.
Attributes: Liberal

EDST 3030 Historical Foundation of American Education (4 Credits)
This course focuses on the evolution of education in the United States beginning in colonial times. The student will examine the history of education and the historical evolution of curriculum and instruction in American schools. Topics include the legal and judicial issues both at the national and state level, the economics and politics of schooling, and the significant social and cultural challenges emerging in our country.
Attributes: Liberal

EDST 3036 Legal and Ethical Dimensions of Technology for Educators (2 Credits)
Our two-credit liberal learning course supports the Educational Area of Study Guideline in Professional Standards. It is designed to assist educators in developing a greater understanding of the ways in which technology, especially computer technology, affects our views of legal and ethical questions relating to intellectual property, individual liberty, and personal privacy. An emphasis will be placed on application in the K12 classroom, but all educators are encouraged to participate and apply the knowledge to their own settings. This course will cover various ways in which technology impacts education, from political decisions to student safety. Course participants have the opportunity to research areas such as cyberethics, cyberbullying, online education, and social media and to apply their findings to individualized projects and journal reflections.
Attributes: Liberal

EDST 3037 Culturally Responsive Engagement in Home, School, and Community (2 Credits)
This course will include a study of the relationship between the child, family, school, and the community with an emphasis on culturally responsive family engagement in educational settings. Topics typically include barriers to family engagement, informal and formal communication, developing partnerships, and innovative approaches to engaging families in their children's learning in school and at home. Family involvement in education and parent education will be emphasized.

EDST 3040 Learning Styles (2 Credits)
The purpose of the course is for the learner to understand how diverse learning styles impact the life of others as well as their own life. The concept 'learning styles' is a broad frame within which to include diverse paradigms for different ways of knowing. Learners will analyze learning style concepts from Western, Eastern, and Indigenous learning styles as well as learning styles within different learning contexts. Please note: This course does not meet the area of study guideline for learning theories. Please note: This course may be used for educational planning credit with mentor approval. This course was previously EDU-233222 Learning Styles.
Attributes: Liberal

EDST 3045 Learning Theories (4 Credits)
The purpose of this course is to reinforce the major learning theories and allow the student to identify characteristics associated with each theory. Students will examine the human capacity for learning and learn how to create assessments that are aligned with the content, content delivery, and the theoretical framework upon which the content delivery was based.   Prerequisites: HUDV 3015 Child Development or equivalent.
Attributes: Liberal

EDST 3050 Reflective Learning (2 Credits)
This course will help students better understand how adults learn and the importance of reflection to the learning process. Students will review traditional learning theory (Knowles) and contemporary learning theory (Zull) that investigate the importance of self-reflection, the social nature of learning, biological bases for learning, and emotional aspects of learning. The purpose of the course is to enable students to both learn about learning and apply concepts to become more aware of themselves as learners (and thus more able to direct their own learning). Please note: This course may be used for educational planning credit with mentor approval. This course was previously EDU-233022 Reflective Learning.
Attributes: Liberal

EDST 3065 Utilizing Technology in the Classroom (4 Credits)
This course will examine specific methods for utilizing technology (hardware, software, and networks) in educational settings. Students will research the various forms of electronic and digital technology used in today's schools, explore how to integrate it into teaching and learning practice, and learn to evaluate its success or failure in applied settings. Topics may include integrating technology into lesson plans, the Internet safety, and cyberbullying. Prerequisites: At least 1 course in curriculum development such as EDST 3015 Curriculum, Instruction, and Assessment.

EDST 3127 Models of Instructional Design (4 Credits)
This course will provide an overview of significant instructional design models used in training and educational settings. Students will explore each stage of the instructional design process and integrate those concepts into a practical application utilizing instructional technology. Different modes of learning will be explored. Prerequisites: EDST 3045 Learning Theories or equivalent.

EDST 3996 Special Topics in EDST (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

EDST 3997 Special Topics in EDST (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDST 3998 Individualized Studies in Educational Studies (EDST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Educational Studies (EDST). Please contact your mentor/advisor for more details.

EDST 4005 Adults as Learners: Theories & Strategies (4 Credits)
This course provides an understanding of adults as learners, making use of key learning theories from cognitive, emotional, and metacognitive perspectives. It is appropriate for students who are (or will be) involved with adult learners in academia, communities, or business; and who, as adult learners, wish to reflect on their personal process. The course focuses on approaches to adult learning and learning strategies associated with each approach. Prerequisites: HUDV 1015 Human Development or equivalent Please note: This course may be used for educational planning credit with mentor approval. This course was previously HDV-283184 Adults as Learners: Theories and Strategies.
Attributes: Liberal

EDST 4010 Human Learning: A Developmental Approach (4 Credits)
This course will examine developmental learning from its distant origins to the present. It surveys multiple perspectives (historical, biological, linguistic/symbolic, cognitive, and social/emotional) to ascertain various aspects of developmental and educational learning. Major theories will be discussed, with an emphasis on language and learning acquisition from birth through adulthood. Students will learn how behaviorism, constructivism, and other developmental lenses have contributed to the knowledge base of learning theories. Key points from learning theories will be used to help students understand developmental and educational theories and how to apply them to their practice. Note: This course may be used for educational planning credit with mentor approval.
Attributes: Liberal

EDST 4015 Teaching Critical Literacy (4 Credits)
Critical literacy is the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships. The purpose of this course is to help current and future teachers incorporate critical literacy regarding race, class, and gender as they plan literacy activities for children. Through texts and articles, students will explore issues of race, how it shapes our society, and how we handle those issues in the classroom. Students will explore how their choices can unconsciously marginalize certain groups of people as they integrate their knowledge of teaching, learning, and instructional design, and explore how the curricular choices they make can work both for and against them. Prerequisites: EDST 3045 Learning Theories (or equivalent), EDST 3015 Curriculum, Instruction, and Assessment (or equivalent), at least 1 course in written expression.
Attributes: Liberal

EDST 4020 Teaching Methods: Mathematics (4 Credits)
The purpose of this study is to examine the latest research and methods for mathematics instruction in elementary and/or middle school. Students will investigate how children develop number sense and skills in mathematical computation. Students will further investigate manipulatives and other instructional materials used to maximize the development of math skills. Finally, students will explore goals, objectives, and assessments in accordance with national and state standards. Please note: This study has not been approved and is not valid for future New York State certification. Prerequisites: At least 2 general education courses in mathematical processes.

EDST 4025 Teaching Methods: Reading in Elementary Schools (4 Credits)
This study examines the theories and methodologies of teaching reading in elementary schools. This course introduces the student to state and national standards related to reading and the use of expository and informational texts in elementary classroom settings. Students will explore a variety of techniques and assessment strategies. Additional topics may include literal understanding, text complexity, and close reading. Please note: This study has not been approved and is not valid for future New York State certification. Prerequisites: EDST 3045 Learning Theories, EDST 3015 Curriculum, Instruction, Assessment (or equivalent), and at least 1 course in written expression.

EDST 4030 Teaching Methods: Science (4 Credits)
Discover ways to engage students in learning activities that deepen their curiosity for science! The purpose of this study is to examine the latest research and methods for science instruction in elementary and/or middle school. Students will review scientific concepts and explore inquiry-based approaches that make teaching science fun for everyone. Students will explore goals, objectives, and assessments in accordance with national and state standards. Please note: This study has not been approved and is not valid for future New York State certification. Prerequisites: At least 2 general education courses in scientific processes.

EDST 4035 Teaching Methods: Writing in Elementary Schools (4 Credits)
This course introduces the best practices for teaching writing process in an elementary classroom. Students will be introduced to state and national standards related to writing such as composing narrative, argument, and informational texts. Components of the writing process will be explored from generating ideas and publication to writing across all disciplines for real purposes. Students will explore a variety of methods utilized in writing workshop such as guided writing, shared writing, and independent writing. Summative and formative assessment strategies will be examined. Please note: This study has not been approved and is not valid for future New York State certification. Prerequisites: EDST 3045 Learning Theories, EDST 3015 Curriculum, Instruction, and Assessment (or equivalent), and at least 1 course in written expression.

EDST 4040 Technology in Mathematics Education (4 Credits)
This course is designed to help students gain competence in selection, evaluation, and utilization of various instructional technologies in mathematics education. Application of new technologies to teaching and learning will be emphasized along with performance-based activities in instructional design for middle school and/or high school mathematics. This course will provide the student with an understanding of learning models and the impact technology can have toward enhancing and enriching the learning process. The use of technology tools for solving a variety of problems, evaluating student performance, and implementing blended learning systems will also be explored. Prerequisites: At least 2 general education courses in mathematical processes (such as MATH 1040 Algebra) are required. Recommended courses: Precalculus or higher. This study has not been approved and is not valid for future New York State certification.

EDST 4122 Measuring Learning (4 Credits)
In this study, students will review the types, purposes, procedures, uses, and limitations of assessment strategies and techniques, including formative and summative, and their implications for course-based assessment. The characteristics and uses of both formal and informal assessment instruments and procedures will be studied with emphasis on principles and practices for effective objective and standards-based instruction, including online learning environments. Prerequisites: EDST 3127 Models of Instructional Design.

EDST 4998 Individualized Studies in Educational Studies (EDST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Educational Studies (EDST). Please contact your mentor/advisor for more details.

EMGT: Emergency Management (Undergraduate)

EMGT 1998 Individualized Studies in Emergency Management (EMGT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Emergency Management (EMGT). Please contact your mentor/advisor for more details.

EMGT 2005 Introduction to Emergency Management (4 Credits)
This course introduces the student to the fundamental principles of emergency management and the related practices and policies of the profession. Concepts such as mitigation, preparedness, response, and recovery are covered as well as the relationship among federal, state and local agencies who share responsibility in managing emergencies. Further, the social, political and economic implications of disasters are explored.

EMGT 2998 Individualized Studies in Emergency Management (EMGT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Emergency Management (EMGT). Please contact your mentor/advisor for more details.

EMGT 3015 Emergency Communications (4 Credits)
This course provides students with an understanding of the fundamentals of communications and their application in emergency situations. Students will examine the use of oral and written communications in various levels of emergency and crisis situations. Prior to taking this course, students should be familiar with the fundamental principles of emergency management -- such as mitigation, preparedness, response and recovery -- and the relationship among federal, state and local agencies that share responsibility in managing emergencies. This course was previously CHS-263824 . Prerequisites: EMGT 2005 or equivalent.
Attributes: Liberal

EMGT 3020 Hazardous Materials & Public Awareness (4 Credits)
This study explores various characteristics of hazardous materials which fall on the BNICE spectrum, i.e. biological, nuclear, incendiary, chemical and explosives. These hazardous materials can be physically altered and used as Weapons of Mass Destruction. By studying the chemical and physical properties of hazardous materials, students discover exactly how and why the products are harmful and the range of outcomes that occur when someone is exposed to these substances. Students will learn that the release of hazardous material, whether accidental or intentional can be very harmful to the environment and people. Prerequisites: Introductory Biology or Chemistry
Attributes: Natural Science Gen Ed, Liberal

EMGT 3025 Incident Management & Leadership (4 Credits)
This study explores strategies and tactics used by skilled practitioners and emergency management personnel to protect life and property in their communities. The management of incidents using the Incident Command System, a nationwide standard that is federally mandated, will be explored. Since great managerial qualities often partner with great leadership skills, students will study principle-centered management and be exposed to the necessary methods to make effective decisions in extreme situations.
Attributes: Liberal

EMGT 3030 Leadership & Management in Disaster Response (4 Credits)
This course will help students deepen their managerial skills and leadership abilities by studying and applying leadership and management frameworks to situations and decisions that arise in the course of catastrophic events. Students will learn how to balance the needs for flexibility vs. control and the internal vs. external orientation to enhance the effectiveness of their organization in responding to events. Topics include historical perspectives of management in disasters, management of public resources, information systems, and command systems, understanding managerial styles and leadership strategies, and the elements of decision-making in extreme situations. NOTE: This course was previously offered as Organization and Management of Disaster Response. Students who have taken 264304, should not enroll in Leadership and Management in Disaster Response. This course was previously CHS-264304 Leadership and Management in Disaster Response. Prerequisites: MGMT 1005, or equivalent experience in some aspect of Emergency Management.

EMGT 3035 Managing Biological Terrorism as a Public Health Emergency (4 Credits)
The purpose of this course is to examine the roles and responsibilities of hospitals and public health agencies in planning for, responding to, and recovering from natural and human-made disasters, including bioterrorism. Depending on student's concentration, an introductory course, or equivalent, in emergency management, health administration, public health, public administration or public policy should be taken prior to taking this course. This course was previously CHS-264834 Managing Bioterrorism and Public Health Emergencies. Prerequisites: .
Attributes: Liberal

EMGT 3045 Mass Disasters: Implications for Public Policy (4 Credits)
This course explores the consequences of federal, state, and local policy decisions on the way that emergency managers carry out their work. An understanding of these consequences can help the emergency manager or policy analyst be an advocate for policies that help communities mitigate, plan and prepare for, respond to, and recover from natural and human-caused disasters. Students will draw policy lessons from studying a variety of disasters, large and small, that have occurred over the past several decades. Topics include federalism and inter-governmental relations and their connection to disaster planning and response, community resilience in recovery, and the legal and ethical obligations of the emergency management profession, among others. This course was previously CHS-264854 Mass Disasters: Implications for Public Policy. Students must have taken EMGT 2005 Introduction to Emergency Management or equivalent; and POLI 2100 The U.S. Political System or PAFF 2132 Introduction to Public Policy or equivalents.
Attributes: Liberal

EMGT 3050 Risk Analysis & Hazard Mitigation (4 Credits)
This course integrates the strategic planning of an organization or municipal entity with the risk assessment and mitigation process. Risk analysis and hazard mitigation can be applied to a wide range of functions and activities. Several special applications, however, are uniquely significant to organizations that, in the course of delivering their services to the public, cope with high-risk situations as an integral component of their missions. It is a fundamental tenet of risk management that it is an ongoing, evolving, regularly refreshed and continuously improved process. Students will develop an understanding of the complex evolution of risk management as both a concept and a physical fact. This course was previously CHS-264424 Risk Analysis and Hazard Mitigation.
Attributes: Liberal

EMGT 3996 Special Topics in Emergency Management (4 Credits)
The content of this course will vary by term and section. Each offering will be dedicated to a detailed investigation of a focused theme, idea, or problem associated with Emergency Management. Please refer to the Term Guide for course topic offerings. Students may repeat this course for credit as long as the topic differs.
Attributes: Liberal

EMGT 3997 Special Topics in Emergency Management (2-6 Credits)
The content of this course will vary by term and section. Each offering will be dedicated to a detailed investigation of a focused theme, idea, or problem associated with Emergency Management. Please refer to the Term Guide for course topic offerings. Students may repeat this course for credit as long as the topic differs.
Attributes: Liberal

EMGT 3998 Individualized Studies in Emergency Management (EMGT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Emergency Management (EMGT). Please contact your mentor/advisor for more details.

EMGT 4122 Disaster Intervention (4 Credits)
This course will explore various world wide catastrophic events and examine the means and methods brought to bear in response to these occurrences. Additionally, the politics of intervention will be explored since this complicated process usually determines the extent of the government's role, illustrated by the response of various public and private agencies. This course will explore various world wide catastrophic events and examine the means and methods brought to bear in response to these occurrences. Additionally, the politics of intervention will be explored since this complicated process usually determines the extent of the government's role, illustrated by the response of various public and private agencies.
Attributes: Liberal

EMGT 4998 Individualized Studies in Emergency Management (EMGT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Emergency Management (EMGT). Please contact your mentor/advisor for more details.

ENSC: Environmental Science (Undergraduate)

ENSC 1000 Earth Science (4 Credits)
The natural physical environment undergoes constant change that impacts human populations and natural ecosystems around the world. To better understand the dynamic interactions driving these patterns of change, Earth scientists employ a system science approach to the study of the dynamic interactions within and among the 4 spheres of the Earth: geosphere, hydrosphere, atmosphere, and biosphere. In this study, students examine Earth system dynamics including the rock cycle, tectonic activity, stream and ocean dynamics, and weather and climate systems. Students explore methods by which geological and climate histories have been reconstructed to establish a record of long term environmental change. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

ENSC 1002 Energy: The Issues & the Science (4 Credits)
This course will discuss fundamental energy science principles. Students will examine the origin and flow of energy through the system, what it does, and its ultimate fate. Topics will include origins of energy resources, and the science of energy. Fundamental energy resources such as fossil fuels, nuclear, geothermal, tidal, solar, and wind will be examined along with their issues and related technologies. The course will look at current issues in energy involving economics, public policy, and environmental concerns through the scientific method. Students will be challenged to critically examine the use of energy in our society. This course was previously SMT-271544 Energy: The Issues and the Science.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

ENSC 1004 Global Climate Change (4 Credits)
There is little doubt that the Earth's climate is changing due to the influence of human activities. In this course, students will explore the evidence that climate change is occurring, how human activities have affected this process, the primary forces influencing the Earth's climates, and what steps can be taken to adapt to or mitigate these changes. This course requires students to examine, critique, and analyze global climate change using the scientific method and disciplinary approaches from social, political, and economic studies. They will also research climate solutions requiring analysis, synthesis, and evaluation. This course was previously SMT-272114 Global Climate Change.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

ENSC 1006 Introduction to Ecology & Sustainability (4 Credits)
This study provides an introduction to the principles of ecology, and an overview of biological adaptation and sustainable development. Emphasis will be on using the scientific method to learn about the organization and function of ecosystems, the interactions of human social systems with them, and how social institutions and processes contribute to, or conflict with, sustainability. Specific topics will include general ecology, population ecology, energy, pollution, global climate change, conservation, and land use issues. The course will integrate longstanding ecological principles with a more recent focus on achieving ecologically sustainable development. This course was previously SMT-271504 Introduction to Ecology and Sustainability.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

ENSC 1200 Environmental Science (4 Credits)
This study provides an introduction to the theories, principles, and concepts which are broadly related to the functioning of natural environmental systems and which are essential for understanding specific issues related to human use of resources and human interaction with the environment. The topics covered include the laws of matter and energy; ecosystems; evolutionary theory; species characteristics and speciation; population biology; climate and biomes; and air, water, soil, and energy resources. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

ENSC 1998 Individualized Studies in Environmental Science (ENSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Environmental Science (ENSC). Registration for this class must be approved by the student's mentor.

ENSC 2000 Principles of Environmental Sustainability (4 Credits)
This is an interdisciplinary study designed to introduce key concepts of environmental sustainability. Students will be introduced to the definitions of sustainability, systems thinking, and the skills needed to analyze human-environment interactions from a sustainability perspective. Students will learn how the biophysical world works, covering topics such as: ecosystem organization and functions; material cycles; ecological diversity and complexity; and the rate of ecological change. They will also consider the environmental impacts of human activities such as agriculture, fishing, extraction, manufacturing and building and propose sustainable solutions. The learning activities emphasize real-world problem-solving and critical thinking.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

ENSC 2998 Individualized Studies in Environmental Science (ENSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Environmental Science (ENSC). Registration for this class must be approved by the student's mentor.

ENSC 3000 Meteorology (4 Credits)
In this study, students will explore meteorological processes and phenomena as they build upon their basic knowledge of atmospheric science: physical, chemical, and biological characteristics of the atmosphere, air masses, cloud formation, weather patterns, severe weather, global climates, and geological/historical patterns of climate change. Students will study flows of energy and moisture which drive global, regional, and local weather patterns. They will explore ways weather is forecasted-the methods and technologies behind the analysis of atmospheric conditions and weather prediction. They will analyze patterns and dynamics of severe weather including: tornadoes, hurricanes, typhoons, flooding, drought, heat waves, and blizzards. Prerequisites: Earth Science, Introduction to Geology, or Environmental Science. Foundational knowledge about Earth's system processes gained in a lower level earth science or atmospheric science course.
Attributes: Liberal

ENSC 3002 Global Climates (4 Credits)
The Earth's climates provide the temperature and moisture contexts for life on Earth. In this course, students will study ways the Earth's astronomical position and the atmosphere's interactions with land surfaces, oceans, and aquatic/terrestrial organisms create the global climates to which entire ecosystems have adapted. Students will apply methods of climate classification and climate data analysis. Students will explore methods by which climate has changed throughout geological time and examine current trends in climate change. Particular emphasis will be placed on the impacts of climate change on weather patterns (trends towards the extremes), species/species populations, water availability, and food security. Foundational knowledge in the natural sciences is required. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Earth Science, Introduction to Geology, or Environmental Science, or equivalent.
Attributes: Liberal

ENSC 3004 Dendrology (2 Credits)
This course is an applied study in tree identification / classification (taxonomy) and habitat interpretation (forest composition and structure). Students will learn and apply diagnostic skills using a dichotomous key (focus on use of leaves, stems, and twigs in identification). They will explore the relationships between species characteristics-morphology, life history, etc.-and population and community patterns of distribution on a regional and global scale. Prerequisite (must complete before registering): Foundational knowledge gained in an introductory biology, environmental science, or ecology course, or equivalent.

ENSC 3006 Natural Disasters (4 Credits)
As human populations continue to increase, the probability of human encounters with natural hazards such as hurricanes, earthquakes, volcanic eruptions, flooding, mudslides, tornadoes, forest fires, blizzards, and tsunamis, also increases. This course explores the scientific processes behind natural disasters and examines the way disasters have impacted human populations--environmentally, culturally, economically, and politically--throughout history. The course heightens students' awareness of the impacts of more recent natural disasters on current populations around the world. Students explore ways inequities related to race, ethnicity, gender, access, and economy affect characteristics of disaster impact and apply their research to develop sustainable mitigation and recovery strategies. Highly Recommended (not required): Students should demonstrate proficiency in writing or critical thinking skills. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Diversity Gen Ed, *Natural Science Gen Ed, Liberal

ENSC 3008 National Parks of the US: Geology Ecology & History (4 Credits)
In 1916, the US government established the National Park Service in an effort to conserve unique and breathtaking landforms and ecosystems for the enjoyment of future generations. In this study, students explore North American geology, physical geography, and ecology through their examination of the national parks. Students will compare approaches to the conservation and management of natural environments. They will consider possible answers to the paradox: How do conservationists and park managers preserve natural areas which are constantly changing? Prior to taking this course, students must have taken an introductory earth science or environmental science study, or equivalent College writing or critical thinking study, or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

ENSC 3200 Urban Ecology (4 Credits)
Over half of the world's human population resides in urban areas. Within this context, research focused on urban socio-ecological systems becomes increasingly important; however, urban areas present natural and social scientists with unique challenges when conducting research. In this study, students will explore the broad, interdisciplinary field of Urban Ecology and the environmental issues and challenges facing growing urban populations. Examples of possible topics to be explored include: air quality, environmental justice, food accessibility, fragmentation, green spaces, light pollution, microclimates, sustainability, transportation, waste management, water resources, and urban ecosystems. Prerequisite (must complete before registering): An introductory environmental science or urban studies study, or equivalent.
Attributes: *Natural Science Gen Ed, Liberal

ENSC 3202 Forest Ecology (4 Credits)
Forest Ecology is a branch of the ecological sciences which focuses on species, species populations, and species communities that inhabit forest ecosystems. Students examine forest ecosystem dynamics, as they explore forest ecosystems around the world. Students consider the impacts human activities have had on global forests, in terms of conservation, restoration, and deforestation. Topics covered include biodiversity, climate and climate change-influences on forest distribution, dendrochronology, ecological disturbance, endemism, extinction, evolution, fire ecology, fragmentation and urbanization, invasive species, migration, soil ecology, sustainability, and vegetation dynamics. Prerequisites: Biology I, Biology of Ecosystems, Environmental Science, Ecology, or equivalent.
Attributes: Liberal

ENSC 3300 Soil Science (4 Credits)
Students will build upon their basic knowledge of soil forming processes, soil properties, and soil classification. Students will explore the many ways plants in natural and managed ecosystems interact with the soil upon which they depend for sustenance and support. Students will examine the physical properties of soils which promote or inhibit plant growth and regeneration and the pathways through which water and nutrients cycle in the environment. Students will also consider the impacts human activities have on soil quality, health, and resiliency, with particular emphasis on degradation/erosion, restoration/remediation, and the development of sustainable soil management strategies. Foundational knowledge in the area of Earth's systems gained in a lower-level earth or environmental science course is required. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Earth Science (ENSC 1000), Environmental Science (ENSC 1200), Introduction to Geology (GEOL 1200), or equivalent.
Attributes: Liberal

ENSC 3302 Sustainable Living: Food & Energy (4 Credits)
Sustainability has been a major topic of public discussion and debate in recent years. At the same time, media headlines regularly grab our attention to current national health issues such as obesity. This upper level course combines both topics by exploring how our eating habits and current energy consumption impact the natural world. Students will become familiar with current trends to move communities to a more sustainable way of living. Topics will include: natural resources (focused on land and energy); why sustainability; food systems; energy and transportation choices; challenges and opportunities. Foundational knowledge about environmental systems gained in a lower level earth science or environmental science course. Prerequisites: Environmental Science (ENSC 1200) or equivalent.
Attributes: Liberal

ENSC 3304 Environmental Health (4 Credits)
Environmental Health examines how the environment can impact people, including chemical contamination by pesticides, industrial discharges of toxicants, hazardous wastes, diseases, radiation, air pollution, water pollution, and food safety. The course will discuss relevant laws, regulations, and policies. Students will discuss: what can be done to minimize the impacts of environmental hazards on public health; how human activities are having large-scale impacts on the Earth through global climate change; and, practical guidelines for occupational health and safety. This course is appropriate for students interested in furthering their knowledge on issues related to health and environmental hazards regardless of their concentration. Foundational knowledge in biology as well as earth and environmental science are necessary to understand basic concepts underlying the fate and transport of chemicals and diseases. Prerequisites: Biology I with Lab (BIOL 1200), Biology II with Lab (BIOL 1201), AND Introduction to Geology (GEOL 1200) or Global Climate Change (ENSC 1004) or Environmental Science (ENSC 1200) or equivalents.

ENSC 3600 Field Methods (4 Credits)
This study provides students with practical experience conducting independent fieldwork on research topics related to environmental geosciences. Students participate in data collection and data analysis and explore processes of science research and presentation. Examples of field research topics related to the analysis of natural environmental systems from which students can select include, but are not limited to: air quality, climate, ecosystem dynamics, geology, invasive species, soils, stream dynamics, water quality, and weather. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Liberal

ENSC 3996 Special Topics in ENSC Special Topics in ENSC Special Topics in ENSC (2-4 Credits)
Attributes: Liberal

ENSC 3998 Individualized Studies in Environmental Science (ENSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Environmental Science (ENSC). Registration for this class must be approved by the student's mentor.

ENSC 4200 Contemporary Environmental Issues (4 Credits)
This interdisciplinary course examines a broad range of contemporary global environmental issues, such as biodiversity, pollution, population growth, and global warming, and focuses on how those big issues might affect us locally. It develops students' environmental literacy and enables them to take part in informed debate and action. It explores environmental materials in a variety of media and teaches students how to navigate these materials; how to analyze and evaluate information; how to balance information from a variety of scientific and non-scientific, objective and subjective sources; and how to develop arguments surrounding environmental problems. An understanding of basic environmental issues and concepts that would be gained in a lower-level ecology course is required. This course was previously SMT-274544 Contemporary Environmental Issues. Prerequisites: Introduction to Ecology and Sustainability (ENSC 1006) or Environmental Science (ENSC 1200) or Biology of Ecosystems (BIOL 2202) or equivalents.
Attributes: Natural Science Gen Ed, Liberal

ENSC 4202 Biogeography (4 Credits)
Biogeography is the study of the spatial and temporal distribution of plants, animals, and microorganisms. It is an interdisciplinary field of science which draws upon the theories and methodologies of ecology, historical geology, and physical geography to understand and to describe global, regional, and local patterns of life. Biogeographers study the ways patterns of species, populations, and communities vary from place to place and the ways those patterns have changed over geological and ecological spans of time. Biogeography has emerged as a field of study which informs conservation efforts and the design of effective natural reserves. Prerequisites: Biology I, or Environmental Science, or Ecology, or Biology of Ecosystems, or Introduction to Ecology and Sustainability Knowledge gained in an introductory biology, environmental science, physical geography, or ecology course or equivalent is required.
Attributes: Liberal

ENSC 4600 Ecology & Earth Systems Field Research (4 Credits)
This is a residency course that requires a three-day on-site meeting out in the field. Students will work collaboratively with a team of instructors on a scientific problem of their choice in the areas of ecology, biology, environmental science, earth science, and/or geology to design a research project, collect data and perform analysis, interpret results and prepare a written scientific paper of the work. The goal of this course is to provide students with an enriched learning experience based on skills necessary to undertake similar projects in their careers or future graduate program. Prerequisites: At least two of the following: Biology I and II; or Introduction to Cell Biology and Genetics, and Introduction to Organismal Biology or Introduction to Population Biology; or Ecology, or Biology of Ecosystems, or Introduction to Geology, or Environmental Science, or equivalent. Students should have foundational knowledge about ecology, biology, and/or earth sciences. Advanced level knowledge in any of these areas gained through 2000- and 3000-level courses is strongly recommended. This course is intended for students with concentrations in disciplines such as ecology, biology, geology, earth science, environmental science, and related fields.

ENSC 4800 Environmental Science Capstone (4 Credits)
The capstone course is a culminating experience which brings together the knowledge and experiences gained by a student throughout their undergraduate study. Students who undertake a capstone project in environmental science will work collaboratively with the tutor on a scientific problem of their choice as a final integrating experience in their degree plan. Students will develop and present a research project related to the environment or human interactions with the environment. Writing and presenting the thesis provides students with the skills necessary to undertake similar projects in their career field or future graduate program. Prerequisite (must complete before registering): Students need to have completed advanced level study in the environmental sciences. Note: Typically, this course is taken in a student's final year of study. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Liberal

ENSC 4998 Individualized Studies in Environmental Science (ENSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Environmental Science (ENSC). Registration for this class must be approved by the student's mentor.

ENST: Environmental Studies (Undergraduate)

ENST 1998 Individualized Studies in Environmental Studies (ENST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Environmental Studies (ENST). Please contact your mentor/advisor for more details.

ENST 2998 Individualized Studies in Environmental Studies (ENST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Environmental Studies (ENST). Please contact your mentor/advisor for more details.

ENST 3005 Community Supported Agriculture (4 Credits)
Community Supported Agriculture holds great promise for reviving parts of rural America, providing a sustainable model of agriculture, and delivering high quality food to families. Students will learn about differences between community supported agriculture and other modern farming business and agricultural practices and techniques. Students will investigate different business models for community supported agriculture and how this approach to farming developed. Students will examine the benefits and challenges of this approach to food production and consider various ways in which community supported agriculture is beneficial to the environment, individuals and communities. This course integrates learning from business and economics, agricultural science and ecology in the study of community supported agriculture. Prerequisites: . Solid writing and research skills.
Attributes: Liberal

ENST 3010 Sustainability & Agriculture (4 Credits)
In this interdisciplinary study, students investigate efforts to create systems of sustainable agriculture in both the developed and the developing world. Students examine current and traditional agricultural practices and their use of water, soil and other resources from a critical sustainability perspective. Students also learn about economic, political, social and technological forces that influence agriculture and efforts to move agricultural practices in a sustainable direction. According to the UN, the world's population is projected to grow from roughly 7 billion people today to over 9 billion people in 2050. Feeding an additional 2 billion people will put further stresses on the environment, particularly water and soil resources. In addition, many people in the developing world as well as some in the developed world are struggling today to maintain healthy diets. Upon the completion of this course, students shall be able to: 1. Assess the differences between practices of sustainable agriculture and traditional agricultural practices and evaluate the different impacts on resource depletion. 2. Explain the challenges that developing countries face in ensuring food security and evaluate whether sustainable agricultural practices might improve food security in developing countries. 3. Compare innovative practices in sustainable agriculture, particularly related to soil and water, and explain how some organizations and countries are succeeding in using sustainable agriculture.
Attributes: Social Science Gen Ed, Liberal

ENST 3015 Iroquois Cultural Botany (4 Credits)
This study looks at the historical and cultural botanical practices of the Iroquois peoples who inhabit NY State and the surrounding region and the botanical interactions that occurred before and after European contact. Students will analyze the traditional ecological knowledge (Ethnoecology, TEK) of the Iroquois culture and how Native peoples utilized both indigenous and non-native species of plants for everyday life. Students will also develop hypothesizes of the potential implications for modern culture, medicine and biocultural diversity. Students will also collect and analyze data pertaining to phytochemistry: the chemical composition of plants. Prerequisites: BIOL 2204 Ethnobotany or BIOL 2002 Populations and Diseases or BIOL 1200 Biology I or ENSC 1006 Introduction to Ecology and Sustainability.
Attributes: Natural Science Gen Ed, Liberal

ENST 3998 Individualized Studies in Environmental Studies (ENST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Environmental Studies (ENST). Please contact your mentor/advisor for more details.

ENST 4998 Individualized Studies in Environmental Studies (ENST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Environmental Studies (ENST). Please contact your mentor/advisor for more details.

FILM: Film (Undergraduate)

FILM 1005 Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Introductory) (4 Credits)
What do children learn from the films they watch? In this course, students learn to analyze how films teach children about gender, sexuality, race, class, and more. Through the perspectives of gender studies, child development studies, and film studies, students will analyze a range of popular films aimed at young audiences. They will learn techniques for analyzing films and for understanding how audiences make meaning from what they perceive on the screen. Students in this course will also question the relationship between film and culture, especially as they consider how and when films direct children toward certain beliefs and when current cultural values guide the content of such films. Note: Students may take either the introductory or advanced version of this course, but not both.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 1010 Harry Potter & The Entertainment Industry: Introductory (4 Credits)
In this course, students will consider some of the Harry Potter books as literature and will then consider how these specific books were adapted into films for international audiences. Students will look at how Harry Potter has become a marketing sensation by investigating how Harry Potter souvenirs, parties, costumes and more have become common household items for so many people. Lastly, students will study various Harry Potter theme parks. Throughout the term, students will consider the impact of Harry Potter on the literary and entertainment industries and on US culture as a whole. Note: Students should take the introductory or advanced level of this course but not both.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 1025 Introduction to Documentary Filmmaking (4 Credits)
Documentary filmmaking is an effective tool for both social justice and any form of non-narrative storytelling and gives individuals the power to tell profound stories with little to no-budget. This introductory course will give students an overview of how to create a documentary film by experimenting with tools in production along with learning techniques from established filmmakers to implement in their work.
Attributes: Liberal

FILM 1998 Individualized Studies in Film (FILM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Film (FILM). Please contact your mentor/advisor for more details.

FILM 2005 America on Film: Race Class & Gender (4 Credits)
Students in this course will screen a series of films that reflect issues of American identity, culture and the cultural politics of representation. Subjects under discussion will include race, class, gender, sexuality, changing definitions of American citizenship, sacred cultural myths, cultural politics, historical memory and the mythologizing of the American political process. Films representing a wide range of genres, styles, points of view and moments in cinema history will be screened and discussed.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 2010 Cell-phone Cinematography (4 Credits)
Although many market and political forces would like to maintain cell phones, iPods, iPads and other new media technologies solely as devices of distraction and entertainment, we have the capabilities and ingenuity to restore their potential as tools of social transformation and education. Students in this study will learn framing, camera movement, sound recording, control of natural light and the basics of story telling for small digital formats. We will also study compression techniques, hosting videos, and discuss the best distribution options or delivery mechanism for your project.
Attributes: Liberal

FILM 2015 Documentary Film (4 Credits)
This course will provide students with an opportunity to study the genre of documentary film. Particular attention will be paid to the ways in which these films are both material products of the culture and catalysts for change within that culture. Students will study the history, theory, and aesthetics of documentary film while also exploring current practices in this genre.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 2998 Individualized Studies in Film (FILM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Film (FILM). Please contact your mentor/advisor for more details.

FILM 3005 Advanced Documentary Film Production (4 Credits)
Documentary filmmaking is an effective tool for both social justice and any form of non-narrative storytelling and gives individuals the power to tell profound stories with little to no-budget. This course will give students an overview of how to create a documentary film by experimenting with tools in production along with learning techniques from established filmmakers to implement in their work.
Attributes: Liberal

FILM 3010 Frozen, Encanto, and Beyond: Analyzing Children's Animated Films (Advanced) (4 Credits)
What do children learn from the films they watch? In this advanced level course, students learn to analyze how films teach children about gender, sexuality, race, class, and more. This course is grounded in the study of theory including cultural theory, child development theory, and film theory. Students use these theories to help them analyze a range of popular films aimed at young audiences. They will deepen their skills in using techniques for analyzing films and for understanding how audiences make meaning from what they perceive on the screen. Students in this course will also analyze the relationship between film and culture, especially as they consider how and when films direct children toward certain beliefs and when current cultural values guide the content of such films. Note: Students may take either the introductory or advanced version of this course, but not both. Students should have advanced level college reading and writing skills.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 3015 Cuban Film Festival Residency (4 Credits)
In this dynamic, interactive course, students will attend three group meetings and then attend the Havana Film Festival New York (HFFNY) in New York City. Students will have the opportunity to meet with filmmakers and see the most recent films coming out of Cuba. Through the lens of media production, students will examine how issues related to cultural identity and social change are reflected in Cuban cinema today. [Only offered periodically when the festival is taking place.]
Attributes: Other World Civilization Gn Ed, Arts Gen Ed, *The Arts Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

FILM 3020 El Surrealismo - Salvador Dali: Advanced (4 Credits)
This course presents a survey of the work of Salvador Dali expressed via film, a fascination that spanned his career -- his vision. Through the use of empirical evidence and theory, we will examine his successes, failures, the relationship of his art to film, the surrealist's vision of cinema as the intermediary state between life/dream, and the audience. A rich collection of film lends support to this study, one that produces a vivid filmic art history of a major 20th century surrealist.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 3025 Gender & Power in American Film (4 Credits)
This course will provide the student with an opportunity to examine the issues of gender and power in American film. It will consider film in its cultural context--examining the ways in which cinema is an expression of our culture and the ways in which our society is influenced and shaped by what we see on the screen. Important writings on the theory of film and its social consequences will provide a background for the discussion of the films.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 3030 Harry Potter & The Entertainment Industry: Advanced (4 Credits)
In this advanced level course, students will consider some of the Harry Potter books as literature and will then consider how these specific books were adapted into films for international audiences. Students will also look at how Harry Potter has become a marketing sensation by investigating how Harry Potter souvenirs, parties, costumes and more have become common household items for so many people. Lastly, students will study various Harry Potter theme parks. Throughout the term, students will consider the impact of Harry Potter on the literary and entertainment industries and on US culture as a whole. Note: Students should take the introductory or advanced level of this course but not both.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 3040 Race & Representation in Cinema (4 Credits)
Students in this course will screen a series of films that are instructive for studying race and representation in American cinema. Films representing a wide range of genres, styles, points of view and moments in cinema history will be screened and discussed.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 3045 The Films of Alfred Hitchcock (4 Credits)
This course familiarizes students with the historical importance, themes, characterizations, social and religious perspectives, and formal/aesthetic innovations which are central to the work of Alfred Hitchcock. Students will learn about Hitchcock's artistic/aesthetic choices and unique visual style. They will also explore his approach to narrative development, cinematography, composition, editing and scoring with an emphasis on how these formal elements contribute to a body of work which continues to engage audiences.
Attributes: Humanities Gen Ed, *The Arts Gen Ed, Liberal

FILM 3050 The Golden Age: Hollywood Movies of the 1930s & 40s (4 Credits)
The 1930s was one of the most trying and transformative decades in American history. Otherwise known as the Great Depression, this era had a profound and lasting impact on our economic, political, social, and cultural life. The Depression was a body blow to the American psyche, a fundamental challenge to cherished ideals and beliefs about our society. Yet this time of terrible hardship also produced a 'golden age' in American popular culture. From movies and music to dance and design, many of the era's cultural achievements have stood the test of time. This course will provide an overview and exploration of Hollywood's Golden Age. Along with introducing you to many of the most important films (and film genres) from the 1930s & 40s, the study will explore how movies served as a kind of 'mirror' to American society: reflecting, sometimes reinforcing, but also challenging the social mores and dreams of Depression and WWII era America. Thus, in the process of placing these films within their historical context, my hope is that you will gain a greater understanding and appreciation of this crucial period in American life, as well as of the enduring legacy of movies from those years on our culture.
Attributes: Liberal

FILM 3052 The American Cinema (4 Credits)
In this course, students will study film as a cultural, social and artistic expression. They will investigate American cinema's origin and development, the rise of the studio and star systems, and the impact of television on film. We will also consider film genres and the American cinema's use of genre to reflect societal concerns. Students will investigate film techniques and develop a vocabulary for discussing the art of film. We will study the origin and development of classical Hollywood style and investigate Hollywood as an institution. Students will also practice active and critical viewing, and will complete research and critical writing about American film. Students must have at least one lower level humanities or arts criticism course. This course was previously COMM 3050 The American Cinema aka Film Studies Film Criticism Film Theory.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 3998 Individualized Studies in Film (FILM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Film (FILM). Please contact your mentor/advisor for more details.

FILM 4005 Advanced Topics in Documentary Film (4 Credits)
Students in this advanced course will screen and respond to a series of documentary films and texts that engage with the ongoing conversation about representing reality on screen. Subjects under discussion will include ethics, propaganda, participant observation, reception, objectivity and framing. Films representing a wide range of styles, points of view and moments in documentary film history will be screened and discussed.
Attributes: Humanities Gen Ed, *The Arts Gen Ed, Liberal

FILM 4015 Dark Dreams: Studying the Horror Film (4 Credits)
Students will study the history and analysis of the horror film in this course. The course is organized around the gradual introduction of several key theories and approaches to studying horror film.
Attributes: Humanities Gen Ed, *The Arts Gen Ed, Liberal

FILM 4020 Experiments in Motion Media (4 Credits)
This course will delve into the world of experimental video and motion graphics. Students will choose from a variety of mediums (video, photos, cell phones, stopmotion animation, film, graphic design, etc.) to create experimental pieces of their own. We will begin the semester examining the historical development of motion media (with a specific emphasis on avant-garde cinema) and students will choose a specific artist and genre for in depth research. This artist and genre will serve as inspiration as students develop experimental works of their own and we explore the treatment of 'personal history' in artistic processes.
Attributes: Liberal

FILM 4025 Film Production Internship (4 Credits)
In this course, students will engage in a professional film production internship.
Attributes: Arts Gen Ed

FILM 4030 Leadership Through Film (4 Credits)
Have you ever admired the leadership qualities of certain film characters? This course teaches students the principles of leadership and helps them identify and analyze these principles through the medium of film. Students study topics related to leadership such as the traits and behaviors of successful leaders as well as how leaders use motivation and empowerment to build successful teams. Each topic about leadership will be explored through one or more films that demonstrate that topic in action. As you study leadership, you will also learn how to analyze and critique films.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 4040 Transgender in American Film (4 Credits)
The purpose of this course is to provide the student with an opportunity to study the representation of transgender experience in film, and to consider these representations in terms of gender identity as a performative construct. Students will learn about the tools to engage in film analysis and apply these tools with the focus on the depiction of gender identity framed within transgender experience and representation.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

FILM 4998 Individualized Studies in Film (FILM) (1-12 Credits)
Students have the opportunity to develop individualized studies with their mentor in Film (FILM). Please contact your mentor/advisor for more details.

FIRA: Fire Administration (Undergraduate)

FIRA 1998 Individualized Studies in Fire Services Administration (FIRA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Fire Services Administration (FIRA). Please contact your mentor/advisor for more details.

FIRA 2998 Individualized Studies in Fire Services Administration (FIRA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Fire Services Administration (FIRA). Please contact your mentor/advisor for more details.

FIRA 3020 Emergency Services Training & Education (4 Credits)
This course prepares students to manage and administer training and education programs in fire and emergency services. Topics include the many systems of training and education available and the concept of professional development on both individual and organizational levels. The focus is on safety, especially understanding and preventing training deaths and injuries. Discussion explores how higher education/training contributes to the professional development of fire-service personnel. This course was previously CHS-263284 Emergency Services Training and Education.
Attributes: Liberal

FIRA 3025 Fire Investigation & Analysis (4 Credits)
This course examines the technical, investigative, legal, and social aspects of the arson problem, including principles of incendiary fire analysis and detection, environmental and psychological factors of arson, legal considerations, intervention and mitigation strategies. Prerequisites: A basic knowledge of fire behavior and fire suppression. This course was previously CHS-264104 Fire Investigation and Analysis.

FIRA 3035 Fire Protection Structures & Systems (4 Credits)
This course examines the underlying principles involved in structural fire protection systems, building furnishings, and fire protection systems including water-based fire suppression systems, fire alarm and detection systems, special hazard suppression systems, and smoke management systems. Recommended: previous study in Algebra, College Writing or equivalents, and knowledge of building construction. This course was previously CHS-264074 Fire Protection Structures and Systems.

FIRA 3040 Fire & Emergency Services Administration (4 Credits)
This course reviews the history and development of the American Fire Service. Topics include: value engineering for capital resources; cost effectiveness in service delivery; fire prevention, suppression and investigation; and emergency medical services. Prerequisites: Introduction to Public Administration or equivalent, or significant practical background in administration and management. Recommended (1 or more): Accounting for Decision Makers, Management Principles, The American Political System, College Writing, Communication Decisions, Human Service Management or equivalents. This course was previously CHS-264014 Fire and Emergency Services Administration.

FIRA 3045 Personnel Management for the Fire & Emergency Services (4 Credits)
This course examines the functions of personnel management as they relate to the field of Fire and Emergency Services. Topics include personnel planning, staffing, supervision and discipline, labor relations, affirmative action and equal employment opportunity, employee motivation, productivity, compensation and performance evaluations. Prerequisites: Introduction to Public Administration and/or Advanced Fire Administration or equivalents, and have significant experience as a line officer. Recommended: Management Principles, Labor/Management Relations, Human Service Management, Theories of the Labor Movement, College Writing or equivalents. This course was previously CHS-264034 Personnel Management for the Fire and Emergency Services.

FIRA 3998 Individualized Studies in Fire Services Administration (FIRA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Fire Services Administration (FIRA). Please contact your mentor/advisor for more details.

FIRA 4005 Analytical Approaches for the Fire & Emergency Services (4 Credits)
This course explores the foundations of systems analysis, including fire prevention and suppression systems. Because fire department deployment analysis is the focus of much of the course, significant application of mathematics to the fire service is required, including formulas for resolving such issues as response time and resource utilization. Recommended: previous study in Accounting for Decision Makers, Business Mathematics, Statistics, Economics/Micro, Algebra or equivalents. This course was previously CHS-264044 Analytical Approaches for the Fire and Emergency Services.
Attributes: Liberal

FIRA 4020 Political & Legal Foundations of Fire Protection (4 Credits)
This course examines the legal aspects of the fire service and the political and social impacts of legal issues. A review of the U.S. legal system and in-depth coverage of legal and political issues will be used to frame the study. Recommended: Previous study in college writing, law and government. This course was previously CHS-264084 Political and Legal Foundations of Fire Protection.
Attributes: Liberal

FIRA 4998 Individualized Studies in Fire Services Administration (FIRA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Fire Services Administration (FIRA). Please contact your mentor/advisor for more details.

FREN: French (Undergraduate)

FREN 1005 French I (4 Credits)
This course is designed for students who have no previous French instruction. The course focuses on enabling students to communicate effectively in elementary French, and introduces students to the cultures of the Francophone world. All language skills will be practiced: listening, speaking, reading and writing. Students will be exposed to authentic French material from films, songs and websites. Students should be available for oral practices at least twice a week. Synchronous practices will take place between 7:30-9:00 pm (ET), unless advised otherwise. Special accommodations will be made for army students. This is the first course in a sequence French I and French II. This course was previously CUL 221324 French 1.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

FREN 1010 French II (4 Credits)
This course is designed to be a continuation of French I. Students will build on their introductory studies in French language and culture. They will learn functional grammar, vocabulary and cultural concepts that apply to many different practical real-life situations. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to weekly practice speaking and listening skills in real time. Synchronous practices will take place between 7:30-9:00 pm (ET), unless advised otherwise. Special accommodations will be made for army students. This course was previously CUL 221334 French 2. Prerequisites: French I or equivalent completion of French I.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

FREN 1998 Individualized Studies in French (FREN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in French (FREN). Please contact your mentor/advisor for more details.

FREN 2998 Individualized Studies in French (FREN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in French (FREN). Please contact your mentor/advisor for more details.

FREN 3998 Individualized Studies in French (FREN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in French (FREN). Please contact your mentor/advisor for more details.

FREN 4998 Individualized Studies in French (FREN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in French (FREN). Please contact your mentor/advisor for more details.

FSMA: Finance (Undergraduate)

FSMA 1998 Individualized Studies in Finance (FSMA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Finance (FSMA). Registration for this class must be approved by the student's mentor.

FSMA 2005 Introduction to Finance (4 Credits)
This introductory-level study introduces students to the key concepts and terminology of finance and lays the framework for the more advanced corporate finance course. The course will focus on general finance concepts, general business concepts, fundamentals of valuation, corporate decision making, and investor decision making. The student will be introduced to such topics as the objectives and functions of financial management, the financial environment affecting the firm, time value of money, capital budgeting, management and financing of working capital, financial analysis and planning, and debt structure. Prerequisites (must complete before registering): Introductory Accounting I (ACCT 2005), or basic knowledge of financial accounting and terminologies or equivalent, Economics/Macro or Economics/Micro, Algebra and/or Statistics or their equivalents Notes: There may be some overlap with basic topics in Corporate Finance (FSMA_3010) as an advanced-level course that follows, this course may lay the foundation for subsequent advanced finance courses. The course satisfies quantitative skills of business guidelines.

FSMA 2998 Individualized Studies in Finance (FSMA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Finance (FSMA). Registration for this class must be approved by the student's mentor.

FSMA 3005 Behavioral Finance (4 Credits)
This course is the study of how our choices and financial decisions are influenced by surrounding environment and bias that is based on our psychological and social foundations, framing of alternatives, anchoring trust, social norms of fairness and mistakes in probabilistic judgement. It examines the predictable factors and errors that can be avoided to guide decision-makers in making better financial choices in future investing, spending and saving decision in personal finance, corporate finance. It investigates the traditional financial theory, alongside main stream economic theory, assuming that individuals target utility maximization, intelligent and rational decision makers. Students will also learn how behavioral biases influence ethical decision making. Behavioral Economics provides a more general introduction to the influence of psychology on economic theory, and covers a wider range of market phenomena and theoretical approaches. Behavioral Finance is much more focused on financial decisions, and on challenging the established theoretical precepts of financial economics. This course is offered for our International Education program students.
Attributes: Liberal

FSMA 3010 Corporate Finance (4 Credits)
This study provides students with the fundamental theories of managerial finance which will enable them to understand the allocation of capital funds. The study focuses on the dynamic financial economic environment in which corporate financial decisions are made, the role of the financial manager within the firm and the empirical aspects of corporate finance. Topics include the financial environment; time value of money; risk and return tradeoff; techniques of financial analysis and planning; management of working capital; fixed assets and capital budgeting; capital structure, cost of capital; dividend policies; and sources of long-term financing. Highly Recommended (not required) to take concurrently: Introductory Accounting II (ACCT_2010) and Managerial Accounting Notes: While the course covers some valuation techniques at corporate level, greater depth would be covered in an Investing or Security Analysis course. Moreover, the course may touch upon topics in banking and international business as it applies to the (multi-national) corporations. The course satisfies the quantitative skills in business. This course was previously BME-213514 Corporate Finance. Prerequisite: Introductory Accounting I (ACCT 2005), Macroeconomics (ECON 2015), Microeconomics (ECON 2020), Algebra (MATH 1040), or Statistics (MATH 1065), or equivalents.

FSMA 3015 Entrepreneurial Finance for Small Business (4 Credits)
The course examines the financial aspects and strategies to establish and operate a small business in forms of sole proprietorships, partnerships, and small non-public held corporations. Among topics covered are obtaining funding for a new business, various sources of capital, entering and exit strategy, analysis of business processes and financial needs for business operations and sustainability. Prerequisites (must complete before registering): College Mathematics (MATH 1000), or equivalent, Understanding of accounting terminologies Notes: This study overlaps with Corporate Finance (FSMA 3010) as they both offer knowledge of the capital budgeting and Time Value of Money. Also, Entrepreneurial Finance for Small Business includes elements of Financial Statement Analysis that are included in accounting studies. The course satisfies the quantitative skills in business.

FSMA 3020 Finance Society & Ethics (4 Credits)
This course will examine the social purpose of finance. Students will discuss the role of financial intermediation in the broader economy and question the deepening process of financialization (i.e. the increasing reliance on financial markets). Topics covered will include the allocation of risk between financial institutions and the rest of society, corporate governance and the responsibilities of financial institutions towards the environment and the developing world. Alternative institutional models will be presented. Moreover, the ethical implications of the questions examined form a key element of the course. The course does not assume knowledge of the material of other finance courses, and is focused on broad conceptual issues and discussions of the impact of the financial sector on society rather than detailed quantitative analysis. The course will include some of the material covered in other more general business ethics courses, but there is no significant duplication since here there is a much deeper focus on finance and on the specific issues facing the financial sector. This course is offered for our International Education program students.
Attributes: Liberal

FSMA 3025 Healthcare Finance (4 Credits)
Healthcare Finance is designed to introduce and reinforce the concepts of accounting and financial management principles as well as practices Applied to healthcare enterprises. It provides students with the practices and tools used to analyze financial management statistics and issues in both for-profit and not-for-profit organizations in the US. Students will explore basic insurance concepts, reimbursement approaches, Medicare and Medicaid payment methods and foundations of medical coding. It provides students with basic foundation to examine and prepare financial statements, analyze cost behavior and allocation, perform profit analysis, pricing, planning, and budgeting. The study also covers basic financial and ethical concepts: financial risk and required return and long-term financing. Notes: This study overlaps with managerial and financial accounting studies by including basic concepts of statement analysis as well as pricing and service decisions and cost allocations. In addition, principle knowledge of financial management is introduced covering Time Value of Money and risk management. This course is part of the BS in Public Health program. Prerequisites: College Mathematics (MATH 1000), or equivalent.

FSMA 3030 International Finance (4 Credits)
This course prepares students to be leaders and catalysts in multinational business corporation's financial decision-making. Its objective is to educate the students, not only to function in a financially high-risk environment, but also to search for opportunities that create value to the organization by integrating the strategic and financial challenges that face today's multinational business enterprises. The course examines topics related to international trade, international currency values and exchange, international financial strategies and policies, foreign exchange exposures and risk in international markets, strategy to effectively penetrate foreign equity capital market, and debt structures of multinational business enterprises. Prerequisites (must complete before registering): Macroeconomics (ECON 2015) and Corporate Finance (FSMA 3010) Notes: It is assumed that trade policies will not be covered in detail in this course, since this would be covered in greater detail in other courses on international business. The technical details of the workings of capital markets and valuation would similarly be covered in investment courses. Whilst the major exchange rate risks and exposures will be introduced, as well as the concept of hedging, the course will not cover the details of internal corporate management. Moreover this course does not cover in any great detail the field of development economics, which is also the subject of separate courses. The course satisfied the skills of understanding organization in a global context. This course was previously BME-213424 International Finance.

FSMA 3035 Investment Analysis & Portfolio Management (3 Credits)
This course covers both the theory and practice of investing with an emphasis on introducing related important concepts. The main topics covered will be: types of investments and securities, markets, key concepts, elements of asset valuation, portfolio theory and derivatives. The course will also cover modern portfolio theory. The course will mirror current developments and the changing regulatory environment. Notes: Courses in accounting will lay the foundations for financial statement analysis that are a key part of understanding the process of valuing financial securities. While not an essential prerequisite for this course, a knowledge of accounting would provide a helpful background. While courses such as International Economics or International Finance touch on global capital markets, this course goes into much greater operational detail and the courses complement each other rather than serving as substitutes. This course is offered for our International Education program students. Highly Recommended (not required): Accounting Prerequisites: Macroeconomics (ECON 2015) and Introduction to Finance (FSMA 2005) or Corporate Finance (FSMA 3010) or equivalents.

FSMA 3040 Investment Banking (4 Credits)
The main objective of this course is to provide students with the necessary theoretical and conceptual tools to understand the investment banking industry. This course will provide an introduction to investment banking activities and the overall role of investment banking in the financial sector, the broader economy and in society. The course will provide an introduction to the skills necessary for investment, such as applied financial analysis, the mechanics of deal structuring, negotiation and alternative assets. Highly Recommended (not required): Courses in investment, such as Investing, Investment Analysis & Portfolio Management or Security Analysis and Portfolio Management should provide helpful background knowledge. But such courses are neither necessary for this course nor do they result in needless duplication. These courses provide technical skills. Investment Banking provides an overview of the structure and purpose of the investment banking industry, a very specific area, which would only be covered in passing in other finance courses. The knowledge required to manage the material covered in this course will be covered by a corporate finance course, or its equivalent. This course is offered for our International Education program students. Prerequisites: Corporate Finance (FSMA 3010), or equivalent.

FSMA 3045 Investment Management (4 Credits)
The course provides an overview of investment analysis, portfolio management, and financial markets. Students will examine major securities such as stocks, bonds and commodities, explore basic concepts related to Time Value of Money and expand them to valuation theories and techniques. Instruction also includes forces affecting security values, investment risk and return as well as investment vehicles. The study covers the development of modern portfolio theory, including elements of behavioral finance. Prerequisite (must complete before registering): Corporate Finance (FSMA 3010) Highly Recommended (not required): Basic knowledge in finance gained in the Corporate Finance or Managerial Finance studies. Notes: This study overlaps with Portfolio Management as they both offer in-depth knowledge of the financial markets and investment strategies. Also, Investment Management includes elements of Financial Statement Analysis that are included in accounting studies. This course was previously BME-213524 Investing.

FSMA 3055 Risk Management & Insurance (4 Credits)
The course introduces students to the general concept of risk and its management. It explores the various risks faced by individuals and firms, exposures to loss, and different techniques for managing these risks. They will explore different types of risk attitudes, steps of the risk management process, as well as different types of insurance policies. Prerequisites (must complete before registering): Introductory Accounting I (ACCT 2005) and Corporate Finance (FSMA 3010) or Investing, or equivalents.

FSMA 3122 Personal Financial Planning (4 Credits)
In this study, students examine key issues in personal financial planning and explore the underlying mathematical concepts as they build a personalized financial plan. Students will examine various saving and investment options, including but not limited to retirement saving and income, insurance, employee benefits, estate and trust planning, investment planning, and tax planning. Students apply financial modeling techniques to personal financial planning problems. Fundamental ethical considerations related to saving and investment will also be studied. Prerequisites (must complete before registering): Fundamentals of Finance or Personal Finance (FSMA 2010), or equivalent and a college math course such as algebra or statistics or equivalent.

FSMA 3998 Individualized Studies in Finance (FSMA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Finance (FSMA). Registration for this class must be approved by the student's mentor.

FSMA 4005 Financial Markets & Institutions (4 Credits)
This study provides an analysis and discussion of the role played by the financial markets and institutions in directing financial industry. The course perspective is both macro- and micro-financial. Among topics covered are the development of central banking and the Federal Reserve System and the impact of monetary policy on structure of interest rates and policy. It examines the process controlled by financial institutions such as investment banks, commercial banks, insurance companies, mutual funds agencies, and hedging funds. Prerequisites (must complete before registering): Microeconomics (ECON 2020), Macroeconomics (ECON 2015), Principles of Economics (MGMT 6015), Survey of Economics, Corporate Finance (FSMA 3010) or Managerial Finance , or Introduction to Finance (FSMA 2005) Introductory Accounting; college Level Math or equivalent Highly Recommended (not required): Basic knowledge in finance gained in the Corporate Finance or Managerial Finance studies. This study overlaps with Money and Banking as they both offer in-depth knowledge of the central banking. In addition, Financial Markets and Institutions reviews financial markets and investments which are also discussed in Portfolio Management and Investment Management studies.

FSMA 4010 Security Analysis & Portfolio Management (4 Credits)
This course examines various concurrent theories of investment portfolio management. Among topics to be covered are types of investments and securities, markets, key concepts such as net present value and basic discounted cash flow calculations, elements of asset valuation, portfolio theory and derivatives. The course will also cover the development of modern portfolio theory and newer thinking on the theoretical foundations of investment. Prerequisite (must complete before registering): Macroeconomics (ECON_2015), Introductory Accounting I (ACCT_2005), Mathematics for Business (MATH_1050), Corporate Finance (FSMA_3010) or Investment Management (FSMA_3045), or equivalents Corequisite: Statistics (MATH_1065) Notes: Courses in accounting will lay the foundations for financial statement analysis that are a key part of understanding the process of valuing financial securities. Whilst not an essential prerequisite for this course, a knowledge of accounting would provide a helpful background. Moreover, courses in introductory finance and / or corporate finance would provide a useful grounding in the working of the finance function within corporations. Whilst courses such as International Economics or International Finance touch on global capital markets, this course goes into much greater operational detail and the courses complement each other rather than serving as substitutes. This course was previously BME-214334 Security Analysis and Portfolio Management.

FSMA 4998 Individualized Studies in Finance (FSMA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Finance (FSMA). Registration for this class must be approved by the student's mentor.

GEOL: Geology (Undergraduate)

GEOL 1200 Introduction to Geology (4 Credits)
Geology is the core discipline of the Earth sciences and encompasses many different phenomena. This study focuses on the physical aspects of the Earth system, its major features, and the processes responsible for their formation. Themes central to the Earth system will be introduced: plate tectonics, rock cycle, volcanism, earthquakes, mass wasting, groundwater, streams, and climate. Students will become familiar with the material and then challenged to defend their views on the interplay of human activities and these natural processes. They will use data to understand geological systems and learn the roles of both science and policy. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

GEOL 1998 Individualized Studies in Geology (GEOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Geology (GEOL). Registration for this class must be approved by the student's mentor.

GEOL 2200 Historical Geology with Lab (4 Credits)
Historical geology serves as an introduction to the development and history of Earth. On the grand scale, Earth is a constantly changing planet. Emphasis will be placed on: understanding the environments of the changing earth; evolutionary processes; the fossil record; application of fundamental principles of sequence stratigraphy to the reconstruction of ancient tectonic relationships; and, the procedures used in scientific analysis. Laboratory exercises provide support and reinforce the core concepts of the course. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. Highly Recommended (not required): Introduction to Geology (GEOL 1200) or Earth Science (ENSC 1000). This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

GEOL 2998 Individualized Studies in Geology (GEOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Geology (GEOL). Registration for this class must be approved by the student's mentor.

GEOL 3200 Geomorphology (4 Credits)
Geomorphology is the study of landforms and the processes that create them. The course examines how factors such as climate and bedrock structure influence landform development. We concentrate on the physical character of the United States and the geologic configurations which determine landform distribution. Students will explore topics in geomorphology through readings, hands-on activities and data sets. Readings will cover the areas of climatic geomorphology, chemical and physical weathering, fluvial processes, wind processes, glacial landform and coastal processes. Prerequisites: Introduction to Geology (GEOL 1200) or Earth Science (ENSC 1000) or foundational knowledge in geology and/or earth sciences.
Attributes: Natural Science Gen Ed, Liberal

GEOL 3202 Hydrology (4 Credits)
In this study, students will follow the pathways water takes through the environment as it interacts with the Earth's atmosphere (influencing patterns of precipitation and moderating climates), flows across the Earth's surface (cutting stream channels and valleys), provides habitats for diverse populations of aquatic organisms, and supplies humans with an essential resource for life, agricultural activities, and industrial processes. Students will examine ways human activities have altered local, regional, and global water cycles, and as a result, have altered patterns of relative humidity and precipitation, changed flood frequencies, modified channel flow, and impacted water quality and access to potable water. Foundational knowledge about Earth's system processes gained in a lower level course as well as proficiency in basic algebraic and statistical analysis are required. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Earth Science, or Introduction to Geology; and, Algebra and Statistics, or equivalent.
Attributes: Liberal

GEOL 3996 Special Topics in GEOL: (1-8 Credits)
Attributes: Liberal

GEOL 3998 Individualized Studies in Geology (GEOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Geology (GEOL). Registration for this class must be approved by the student's mentor.

GEOL 4998 Individualized Studies in Geology (GEOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Geology (GEOL). Registration for this class must be approved by the student's mentor.

GSCI: General Science (Undergraduate)

GSCI 1000 Integrated Sciences (4 Credits)
This study seeks to introduce students to basic scientific principles and methods by integrating the following branches of science: physics, chemistry, astronomy, earth science and biology. These principles will be emphasized by applying them to real-world situations. Topics that will be introduced include: energy, laws of conservation of energy and matter, laws of thermodynamics, electricity, magnetism, atomic structure, wave properties, electromagnetic radiation, chemical bonding, materials in today's world, stars and the solar system, plate tectonics, earth cycles, classification of living organisms and the living cell. Student should select either this course or Physical Science as part of their degree program as there is substantial overlap in the course curriculums.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

GSCI 1004 Introduction to Forensic Science (4 Credits)
This study introduces students to the field of forensic science. Students will learn about the processes of correctly identifying, collecting, handling, and managing potential forensic evidence. In addition, the scientific concepts, principles and equipment that are employed in a forensic laboratory to analyze collected evidence will be discussed. Topics that will be covered include: physical evidence, physical properties of glass, soil, hairs, fibers and paint, organic and inorganic analysis of matter, microscope types, arson forensic, computers forensic, DNA and fingerprints.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

GSCI 1006 The Science of Cooking (4 Credits)
Cooking is a common, everyday activity and this course explores the fundamental concepts of biology, chemistry, and physics of food preparation. The chemistry and biology of basic food molecules and tastes and flavors are investigated and the impact of cooking on meats, vegetables, and baked goods is highlighted. The physics of heat transfer associated with different cooking methods is also explored. The course uses experimentation and observation to develop a broad understanding of an applied science. In doing so, applications of cooking methods requires access to a kitchen. This course is designed for non-science majors. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

GSCI 1020 Physical Science (4 Credits)
This course introduces the fundamental principles of physics and chemistry. Conceptual understanding of scientific principles and their practical applications will be discussed in the context of students' everyday experiences with the natural world. Topics in physics include measurement, force, motion, work, energy, temperature and heat, waves and wave effects, optics, electricity and magnetism, atomic structure, and nuclear physics. The chemistry portion will introduce chemical elements and the periodicity of their properties, chemical bonding, different types of chemical reactions, and major classes of organic compounds. Prior to taking this course, students must have the ability to manipulate simple algebraic expressions. Notes: Students should select either this course or Integrated Science. This course would be of interest to parents of young children and future elementary school teachers.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

GSCI 1500 Science Colloquium (4 Credits)
This course aims to present an interdisciplinary seminar series that integrates science with current, popular, cultural, political, and environmental perspectives. Invited guest speakers across the natural and physical sciences present their research throughout the term. The research topics may include biology, chemistry, physics, ecology, environmental science, paleontology, geology, astronomy, psychology, and medicine. The goal of the course is to introduce students to an array of scientific disciplines through the application of the scientific method. As such, students will learn to use the scientific method to solve specific research questions and to consider how research may be important to everyday life. Students will have the opportunity to attend all seminars and interact directly with the guest scientists.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

GSCI 1998 Individualized Studies in General Science (GSCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in General Science (GSCI). Registration for this class must be approved by the student's mentor.

GSCI 2200 GPS & The New Geography (4 Credits)
The environment is a major topic of public discussion and debate. Spatial information and geographic literacy is a basis for a growing number of disciplines since location affects our understanding of natural systems, from agriculture to climate change. In this activity-based course students will explore environmental science from a geographic perspective using global positioning systems and mass GIS to gather and analyze geographically referenced environmental data while learning about the broader applications of these tools to environmental science and other fields. At the same time, they will gain some hands-on experience in gathering geographic data and entering it into maps. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

GSCI 2998 Individualized Studies in General Science (GSCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in General Science (GSCI). Registration for this class must be approved by the student's mentor.

GSCI 3200 Geographic Information Systems (4 Credits)
Students will explore the application of spatial information to a range of problems in different organizational settings. Application areas might include: natural and social science, such as geography, geology, oceanography, archaeology and meteorology; government, such as city planning, law enforcement, military and social services; natural resource management, such as forestry and water resources management; and business, such as marketing. Topics will include data acquisition, accuracy, analysis and presentation and social and legal issues. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Statistics (MATH 1065) or equivalent.

GSCI 3998 Individualized Studies in General Science (GSCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in General Science (GSCI). Registration for this class must be approved by the student's mentor.

GSCI 4200 Materials Science (4 Credits)
Materials Science will explore the different materials used in our world (metals, ceramics, polymers, composites and biomaterials), as well as their properties, history and applications. Topics that will be covered include: crystallographic structures identification and structures, metals, polymers, ceramics, carbon materials and composites, and measurement of mechanical properties. This course is designed for students majoring in the natural sciences and requires strong quantitative skills and mastery of topics typically covered in General Chemistry and Physics. Prerequisites: Organic Chemistry I, Algebra, and Physics I, or equivalent. This course is designed for students majoring in the natural sciences and requires strong quantitative skills and mastery of topics typically covered in introductory level courses in chemistry and physics as well as organic chemistry.
Attributes: Liberal

GSCI 4998 Individualized Studies in General Science (GSCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in General Science (GSCI). Registration for this class must be approved by the student's mentor.

GSST: Gender & Sexuality Studies (Undergraduate)

GSST 1005 Introduction to Women's Gender & Sexuality Studies (4 Credits)
This course offers students an overview of Women's, Gender, and Sexuality Studies, an interdisciplinary field that establishes gender and sexuality as fundamental categories of social power and cultural analysis. Students will learn about different types of feminism and a variety of social movements that gave rise to feminist thought and practices in the United States and globally. Considering scholarship from various fields and perspectives, students will explore intersections of gender, sexuality, race, ethnicity, class, nationality, religion, dis/ability, body size, and other facets of social identity that impact people's lives. Related courses may be disciplinary rather than interdisciplinary or multidisciplinary; for example: Women, Girls, and the Media (COMM), U.S. Women's Multicultural Life-Writings (LIT), Images of Women in Western Civilization (ART), Feminist Theory (CUL), Theories of LGBTQ Identities (CUL). This course was previously CUL 281324 Introduction to Women's and Gender Studies.
Attributes: Humanities Gen Ed, Liberal

GSST 1996 Speical Topics in GSST (2-8 Credits)

GSST 1998 Individualized Studies in Gender and Sexuality Studies (GSST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Gender and Sexuality Studies (GSST). Please contact your mentor/advisor for more details.

GSST 2005 Introduction to LGBTQ+ Studies (4 Credits)
This course provides an introduction to the field of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Studies. We will ask, what does it means to be lesbian, gay, bisexual, transgender, or queer, both historically and today? We will explore multiple answers to this question by learning about LGBTQ+ life through a variety of disciplines, including anthropology, history, psychology, educational, health and wellness, and the study of queer culture and media. Furthermore, we will incorporate race, class, gender and sexuality and other aspects of identity into our analyses of power, privilege, and oppression for LGBTQ+ people.
Attributes: Humanities Gen Ed, *Diversity Gen Ed, Liberal

GSST 2998 Individualized Studies in Gender and Sexuality Studies (GSST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Gender and Sexuality Studies (GSST). Please contact your mentor/advisor for more details.

GSST 3005 Queer Theory (4 Credits)
This course provides students with an in-depth knowledge of contemporary theories of sexuality, an interdisciplinary field called 'queer theory.' While queer theory often focuses on the complexity of lesbian, gay, bisexual, and transgendered identity, the elasticity of the term queer is one of its defining characteristics; the aim of queer theory is to challenge rigid categories and definitions. We will examine the inconsistencies and erasures that often characterize notions of sex, gender, sexuality, and sexual desire, and the categories that intersect with sexual identities such as race, ethnicity, class, nationality, dis/ability, and age. Students will apply queer theory to an array of events and texts Prerequisites: an introductory course in Women's, Gender, and Sexuality Studies
Attributes: Liberal

GSST 3008 LGBTQ+ Youth & Education (4 Credits)
In this course, we will explore key issues that LGBTQ+ youth face within the P-12 U.S. educational system, and ways in which teachers and advocates are striving to make education more inclusive and welcoming to LGBTQ+ students. Issues may include: the risk of suicide for LGBTQ youth; history of LGBTQ+ inclusivity in public education in the U.S.; supportive movements in LGBTQ education; the role of educators and support staff; intersections of race, class, gender and sexuality and their impact on educational and health outcomes for students. In this course we will explore both the challenges that educators face and successes to date providing welcoming and inclusive educational experiences for LGBTQ+ youth. LGBTQ+ Youth and Education is a companion course to the 4 credit GSST 2005 Introduction to LGBTQ+ Studies; students may enroll in both courses. Introductory level course in LGBTQ+ Studies, or Women, Gender and Sexuality Studies is strongly recommended. Cross-listed with EDST 3008.
Attributes: *Diversity Gen Ed, Liberal

GSST 3015 Feminist Theory (4 Credits)
This interdisciplinary course explores the central issues of feminist theory, such as ideologies of woman and man, sexual politics, the political economy of patriarchy, and the ways that race, ethnicity, dis/ability, age, nationality, class and other aspects of social identity intersect with gender and sexuality. Students will apply feminist theory to a variety of texts and events. Prerequisites: an introductory class in Women's, Gender, and Sexuality Studies.
Attributes: Liberal

GSST 3030 Sex & Gender in Global Perspective (4 Credits)
This course is a comparative exploration of gender and gender relations in different regions of the world. Using the concepts of intersectionality (of race, class, gender, etc.) and globalization we will examine how inequalities across sexes and genders are created and perpetuated in different cultural contexts. The course will examine topics such as: non-binary gender systems, variations in the sexual division of labor and economic organization, gender-based violence, and the impact of forces such as colonialism and globalization on gender issues. This course was previously SOC-283324 Sex and Gender in Cross-Cultural Perspective: Advanced.
Cross-listed with ANTH 3122.
Attributes: Social Science Gen Ed, *Diversity Gen Ed, Liberal

GSST 3152 Queering American Culture (4 Credits)
Examine recent and historical forms of cultural representation in the U.S. (e.g., plays, novels, movies, memoirs, television programming, comic strips, and/or other cultural texts) for what they say about LGBTQ+ lives in America. Questions that may be considered include: How have LGBTQ+ people historically been represented in American culture? How do LGBTQ+ people seek to represent themselves? How has LGBTQ+ activism sought to challenge systems and structures of oppression organized around gender, sexuality, race, class, and other aspects of social difference? What does it mean to "queer" American culture? This course was previously CUL-243204 Queering American Culture. Prerequisites: Introduction to LGBTQ+ Studies, Introduction, or general background knowledge of gay and lesbian history and culture. Cross-listed with CUST 3152.
Attributes: *Diversity Gen Ed, *Humanities Gen Ed, Liberal

GSST 3998 Individualized Studies in Gender and Sexuality Studies (GSST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Gender and Sexuality Studies (GSST). Please contact your mentor/advisor for more details.

GSST 4998 Individualized Studies in Gender and Sexuality Studies (GSST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Gender and Sexuality Studies (GSST). Please contact your mentor/advisor for more details.

HCLM: Healthcare Ldrshp & Mgmt (Undergraduate)

HCLM 3998 Individualized Studies in Healthcare Leadership and Management (HCLM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Healthcare Leadership and Management (HCLM). Registration for this class must be approved by the student's mentor.

HCLM 4998 Individualized Studies in Healthcare Leadership and Management (HCLM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in. Healthcare Leadership and Management (HCLM). Registration for this class must be approved by the student's mentor.

HIST: History (Undergraduate)

HIST 1010 African- American History to 1861 (4 Credits)
This study examines how the growth of the United States to the Civil War embodied free enterprise and slavery, small farms and workshops along with plantations, and visions of liberty that simultaneously denied basic human rights to millions. The goal is to understand why and how these contrasts originated and evolved and how they shaped the course of U.S. history to 1861.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 1015 African-American History: 1861 –1941 (4 Credits)
Students in this course examine the degree to which Emancipation changed the quality of life for African Americans. Students consider how the slow pace of economic transformation in the South gave rise to sharecropping and the convict leasing system, which served to prevent African Americans from migrating to other regions of the country and influenced political, social, and cultural endeavors within the African-American community. This course concludes by analyzing how "external" developments such as U.S. involvement in World War I affected prospects for migration out of the South and created opportunities for a new beginning. This course was previously HIS-243124 The African American Experience.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 1020 American Art: The New World to the Modern World (4 Credits)
From very humble beginnings in the 17th century, American art ultimately displaced Paris as the center of the art world in the post - WWII era. The course examines the relationship of artists to major historical themes and developments, which means at each juncture we look at the topic from historical and art-historical perspectives. Throughout those years, there were incredible successes, raging controversies, and numerous struggles for dominance, as artists, patrons, critics, and the public made and remade their place in American society. In the 17th century, we explore European influences on painting and architecture, which mostly derive from English and Dutch sources, but then consider the arts in connection to the Triangle Trade and Consumer Revolution. In the 18th century, the Colonies see more immigration from other parts of Europe (German, Scots-Irish, French) and slavery becomes more widespread, which we follow through the 19th century to distinguish between planter culture and what becomes the more industrialized North – all of that influences the artistic tastes and expenditures of peoples in the colonies and states, as do the great variety of political and religious views. From the 19th century through the 20th century, the public is exposed to art through media, public monuments, museums, and exhibitions, and paintings increasingly depicted immigrants, Indians, slaves, as well as people of all classes. Students will consider how artists gradually found a place in American culture, how art became a profession in an evolving nation, and how art influences and is influenced by diverse societies.
Attributes: American History Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 1025 American Colonial History (4 Credits)
During this course students will explore important events in Colonial American history from the pre-colonial era through the mid-eighteenth century. Students will examine various political, social and cultural themes in this course, including European conquest; the American Natives' response to the European presence; the beginnings of English America; the settlement of the Puritan Colonies; growth and conflict in New England; Spanish policy and Native Response in New Mexico; ethnic diversity of the Middle Colonies; the Caribbean connection; expansion in the south; slave life and culture; religious awakenings; America in the early eighteenth century; and colonial America at the mid-eighteenth century. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized. .
Attributes: Liberal

HIST 1030 American Military History (4 Credits)
This course, offered through the Civil War Residency, explores important events in American Military history from the pre-colonial era through the 21st century. While every aspect of American history will not be discussed in depth, students will examine various political, social and cultural themes in this study, some in great detail. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 1045 Arab Israeli Conflict (4 Credits)
The student will study the basic historical contours of the Arab-Israeli conflict starting in the nineteenth century, but with a particular focus on the period since the founding of the state of Israel in 1948 up to the present day. The student will examine the economic, political, military, and religious perspectives of Israeli Jews and Palestinian Arabs.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 1055 East Asia (4 Credits)
This course is a survey of the political and social development of 'monsoon Asia' from the origins of its civilization to the present. Students will consider various philosophical and religious theories, as well as the wars, environmental phenomena, and class structures that have influenced the development of East Asia.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 1060 Europe & Its Impact on the World (4 Credits)
This study will focus on the growth and impact of a market economy throughout the world and explore the ways European economic development helped to transform societies in Africa, the Americas, and Asia since (approx.) 1400. Through tracing the emergence of a market economy, students will assess social, political and cultural trends in Europe that were effected by economic change and consider how Europe was transformed by contact with the rest of the world. Similarly, they will examine how the traditional relationships in Africa and the Americas dissolved in the face of international economic expansion coordinated by European businessmen. Students will: analyze the growth of international trade; trace the interaction between rural and urban areas within Europe; explain how developments in one part of the world had consequences in other regions; and discuss how economic change influenced ideas and politics the world over.
Attributes: Other World Civilization Gn Ed, Western Civilization Gen Ed, Liberal

HIST 1070 Global History from the 1500 (4 Credits)
This study explores the rise of modern life as defined by major turning points in world events, e.g. industrialism, nationalism, and globalization. In addition, this study provides students with an introduction to the meaning of history and aspects of the historical process. This course was previously HIS-242114 .
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal, Partial West Civ Gen Ed

HIST 1075 Global History to 1500 (4 Credits)
This course will introduce students to Global History to 1500, through texts, film, and interactivity. The course will explore the rise of the world's first major civilizations (including Mesopotamia, China, India and Egypt); specific cultural, political and social encounters; the classical foundations of both the Greek and Roman civilizations; and the impact of religion, memory schemes, and oral traditions in shaping world civilizations. Students will begin to learn the art and science of historical inquiry through the use of primary sources, maps and timelines, to bring into perspective our contemporary view of the origins of civilizations. This course was previously HIS-242104.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 1080 History of World Religions (4 Credits)
This study will survey the history of the development of the major religious traditions of the world including Hinduism, Jainism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity and Islam, as well as many of the indigenous religious traditions. In the process, students will have the opportunity to answer the question, 'What is religion?'
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 1095 Progressive Era in American History (4 Credits)
Who were the Progressives? And what was their legacy? Through this study, students will have the opportunity to analyze and assess the variety of historical theories proposed by historians to explain the origins, legacy, and demise of Progressivism. During this course the student will explore important events during the Progressive Era in American History. While every aspect of this period in American history will not be discussed in depth, students will examine various political, social and cultural themes in this course, including the Gilded Age and Progressive Era; the price of progress: capitalism; the wild west; the new South; the rise of industry; the Gilded Age; economic depression and political crisis; professionalism; the language of empire; race and power under Jim Crow; consumer culture and leisure; progressivism: the reform Vision; environmental issues; and the Great War.
Attributes: Liberal

HIST 1100 Revolutionary America (4 Credits)
Students will examine the origins, events and major personalities of the American Revolution, in the period from 1763-1789. Topics include the development of the American colonies, the reasons for the break with Great Britain, the course and character of the revolution, as well as the philosophical and political debate over the Constitution. The student will gain a better understanding of the major political, intellectual, social, economic, and cultural trends of the revolutionary period in American history, with a focus on the Revolution itself and the subsequent creation of a new constitutional system of government.
Attributes: Liberal

HIST 1105 Sex History & Art (4 Credits)
Sex, History and Art will introduce the student to the practices of sex and the role of art in the development of Western society. Although it is often a controversial topic, sex is a necessity for survival as are food, clothing, and shelter. Sex is a powerful force in the development of religion, politics, and art. Throughout the period of study, culture and the role of ideas will be emphasized as students examine the symbolism and narratives of sex across a range of topics.
Attributes: Arts Gen Ed, Western Civilization Gen Ed, *The Arts Gen Ed, Liberal

HIST 1115 Western Civilization I (4 Credits)
This study explores the ideas and institutions that arose from the ancient and medieval worlds, e.g. philosophy, law, and Christianity, that lay the foundations of western society. In addition, the study examines the development of the west in the context of world affairs. Finally, this study provides students with an introduction to the meaning of history and aspects of the historical process.
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 1120 Western Civilization II (4 Credits)
This study of the rise of the modern age as defined by major turning points in western history, e.g. industrialism, revolution, and world war. In addition, the study examines the development of the West in the context of world affairs. Finally, this study provides students with an introduction to the meaning of history and aspects of the historical process.
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 1122 Art Music & History I (4 Credits)
"Art, Music, and History I" is a survey of European culture from Ancient Greece through the Renaissance, which examines the many historical contexts that underlie art and music. Students do not need any background in the arts, as this is a course we will build from the ground up by first exploring the questions: What is art? Is it necessary? Where does it come from? Why is it important? And "What does it mean?" Our world is filled with art and music, and it did not get that way by accident. Broadly speaking, this is a course about cultural history, or how people live their lives in society--what they think, what they value, and what they do. If you can understand these basic ideas within your own life, then you will be able to understand them in history and vice versa. Although our focus here is on the arts, it is important to emphasize that we will study them within the political, social, economic and technological backgrounds from which they sprang and which they also influenced. Hopefully, you will see art, music, history and the world around you in ways you never thought possible.
Attributes: Western Civilization Gen Ed, *The Arts Gen Ed, Liberal

HIST 1127 Introduction to Guitar & Guitar Music in European History (4 Credits)
Introduction to Guitar and Guitar Music is designed to introduce students to the instrument of guitar and the music associated with it from a historical, as well as a practical, perspective. We will also explore the mechanical aspects of guitar construction as it evolved over the centuries by considering various materials such as wood, metal, bone, glue, synthetics, and strings, and we'll look at the building techniques/tools of luthiers (guitar-builders). This study will focus on American History, asking students to consider and write about the Baroque, Classical, or Romantic as styles of music/eras important within a broad outline of Western Civilization.
Attributes: *The Arts Gen Ed, Liberal

HIST 1128 Global Civilization (3 Credits)
This course is intended to provide students with an overview of the history, diversity and impact of human habitation across the entire globe. It shares with Karl Jaspers the sense that we live in a period that "requires the whole history of mankind to furnish us with the standards by which to measure the meaning of what is happening." Three questions are central to the courses: 1) why are some countries richer than others; 2) what difference do beliefs and ideas (as opposed to material circumstances) make to human history; and 3) what impact have these differences had on the lives of the world's peoples?
Attributes: Other World Civilization Gn Ed, Liberal

HIST 1130 Understanding the US Constitution: Introductory (4 Credits)
Focused on the U.S. Constitution, this course will help students understand and interpret the document that outlines America's fundamental rules and government structures and discover major constitutional issues. Students will examine a variety of topics related to the history and content of the Constitution and its role in American life.
Attributes: Liberal

HIST 1996 Special Topics in HIST (3-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HIST 1998 Individualized Studies in Historical Studies (HIST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Historical Studies (HIST). Please contact your mentor/advisor for more details.

HIST 2005 American West (4 Credits)
The goal of this study is to introduce students to an understanding of the American West that transcends traditional perceptions of the American Frontier and its related mythology. Students in this study will examine various political, social and cultural themes in this course and explore the history of the American West from the pre-colonial era through the 21st Century. Topics will include definitions of 'the American West' from several perspectives, the historiography of the American West, and the social, political and cultural history of the American 'frontier.' Issues of race and gender are integrated throughout.
Attributes: Liberal

HIST 2010 Mexico: History & Culture (4 Credits)
This study provides an overview of Mexican history and material culture. Themes addressed in this study include the interaction of indigenous, European, and African peoples, the use and spread of material wealth, and the impacts of religion, education, and imperialism on expansion and development. The basic structure of this study is chronologically based but incorporates geography and cultural themes to addressed variations within the Mexican experience.
Attributes: Liberal

HIST 2013 Race in United States Politics (4 Credits)
The student will examine the issue of race in contemporary US politics. Students will examine issues relating to white supremacy/white nationalism, immigration and demographic/cultural change, and how racial resentments connect to economic issues, among others. Students will explore how these issues affect electoral politics, campaigns, and how office-holders govern. We will learn how politicians and partisan media use these issues to move public opinion, and how mainstream media cover these issues. This course is cross listed with POLI 2013. Cross-listed with POLI 2013.
Attributes: Liberal

HIST 2015 Native American Histories & Cultures: Introduction (4 Credits)
The purpose of this study is to understand and appreciate the variety of cultures developed by the Native American peoples of the Americas, and how they influenced Euro-American society. During the course of this study the student will examine the role of Native Americans in American history and the distinctive features of the history, institutions, economy, society, and culture of Native American Indian Nations. First Peoples may be included in Interdisciplinary & Multidisciplinary Studies This course was previously HIS-243134 First Peoples of North America.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 2020 Novel America: The Story of the Story in American Literature to 1850 (4 Credits)
Why are we so fascinated with stories? Is it just because we like identifying with characters and circumstances; peering into lives outside our own; escaping to a world not possible for us? Or is there something more essential to who we are? In the New World, millions of people with their countless stories forged an identity that collectively became the American narrative. How did that develop? Is there such a thing as an American Identity? If so, how could we define it? From selections of literature in the period 1607-1850 students will discover how Americans thought of themselves, of others, of the world they inhabited, and of the supernatural. Students will dig deep into their meaning; examine the role of thinking in the creation of literature; analyze how writers write; and ask questions that they might not be able to answer. The readings are a diverse selection of literature by an even more diverse assortment of authors, including works by preachers and drunks, philosophers and fools, heroes and slaves, and radicals and Romantics.
Attributes: Humanities Gen Ed, Liberal

HIST 2025 US History to 1865: What Does it Mean to be a Free Nation? (3-4 Credits)
What was life like for the first European colonists? What were the ideas, events and actions that led to the American Revolution? What did the Declaration of Independence and the Constitution mean to the people who wrote it? How did the idea of liberty and the practice of slavery develop and co-exist? What was it like to be a woman, an immigrant, a slave, or a poor worker in America's formative years? This course will explore such questions. In doing so, we will meet and hear the voices of a diverse group of people ranging from well-known figures such as Thomas Jefferson and George Washington to others who by law and custom were excluded from the political process but still made a significant impact upon our nation's history and identity. This course was previously HIS-241214 U.S. History to 1865: What Does It Mean To Be A Free Nation?.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2030 US History From 1865 to the Present (3,4 Credits)
In 1865, the United States was in tatters. Civil War had divided the nation into two, and even after the war ended, deep rifts remained between whites and blacks, immigrants and 'natives,' and the descendants of European settlers and indigenous Americans. The meaning of a simple word - freedom - lies at the core of these rifts and that word will guide our study. The course begins with a look at how the meaning of freedom changed in the Reconstruction era before moving into an exploration of America's westward and overseas expansion in the late 19th century, the economic booms and busts of the period between the two world wars, the social upheavals of the civil rights movements of the 1960s, and the conservative turn of the post-Reagan era. This course was previously HIS-241224 U.S. History From 1865 to the Present.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2035 Women & Work in American History (4 Credits)
This study will examine the History of Women and Work from the colonial period to the late 20th century. Students will explore the ways historical events and circumstances have shaped women's wage work, as well as the diversity of women's work experiences arising from different cultural backgrounds and socioeconomic status. Students will also explore how social expectations and ideologies shaped women's work.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2040 An Economic History of the West (4 Credits)
The scholarship of many historians suggests that trade and commerce are among the most important factors that have influenced the evolution and direction of human civilizations. Accordingly, this course examines how economic developments have served as a catalyst for change throughout the development and spread of Western Civilization. In order to understand the distinctive features of the history, institutions, society, culture, and politics of Western Civilization, students will be introduced to Western philosophies or theorizations of 'economy' in terms of history and civilization, and examine differricultural expansion. They will follow the evolution of such theories and consider how they have shaped historical developments from antiquity to the present. Students will illustrate connections between economic, social, cultural, and political developments within the context of the historical and contemporary West. In short, students will engage with 'the economic' as a particularly useful lens for understanding Western Civilization. This course was previously HIS-242504 An Economic History of the West.
Attributes: Western Civilization Gen Ed, Liberal

HIST 2045 American Environmental History: Introduction (4 Credits)
This study examines the changing environmental geography of North America from prehistoric times to the 21st century. Readings cover the history of the physical interactions between humans and the natural world as well as the intellectual transformations and the changing ways in which human societies inhabiting North America have conceptualized the environment. This study focuses on key turning points in U.S. environmental history and the historical forces behind those transformations in the modern era, emphasizing events in the 19th, 20th and 21st centuries.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2050 History of American Medicine and Public Health: Introductory (4 Credits)
Students will study the evolution of medicine and public health in the US from colonial times to the present. This course will consider the relationship between American History and medicine and health. Each section of the course will focus on a different component of that history. Assignments will ask students to demonstrate their understanding of how individuals and communities respond to laws and regulations of health care systems. Students will apply historical and contemporary evidence to draw, support and verify conclusions in a se4ries of essay assignments.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2055 History of American Families and Children: Introductory (4 Credits)
Students will explore important events in the history of American families and children from the pre-colonial era through the 21st Century. The diversity in family life that we see today is the result of changes in the way we make a living and the rise of the American value of self-actualization that has taken place over the past 300 years. We will explore the social developments and the 20th century challenges of economic collapse and world wars to understand the shifts in values and expectations that have accompanied the transition.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2060 History of Social Welfare: Introductory (4 Credits)
This course examines the development of, and debates about, U.S. social welfare institutions and policies. In particular, this course examines how social welfare philosophy, mission, and practice evolved from its original altruistic and voluntary roots to become professionalized and identified with casework rather than social reform. Topics of this study include: the origins and inspirations of social welfare programs and philosophy in the United States; the impact of the Civil War; the "Scientific Charity" Movement; the history and evolution of Child Welfare policy; the Settlement House Movement; The Great Depression and the origins and evolution of Social Security Policy; the Johnson Administration's Great Society programs and War on Poverty; Welfare to Workfare in the 1970s; the state of social welfare in the USA today.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2065 Long Island History: Introduction (4 Credits)
During this study students will examine the rich history and political, social, economic and cultural development of Long Island from the prehistoric period, through the colonial era and up to the present day.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2070 Decisive Battles (4 Credits)
In this course, students will examine decisive battles that have shaped the character and course of Western Civilization and America from the origins of organized warfare in ancient Western Asia through the recent Gulf Wars. Students will also examine the nature and the evolution of military strategy throughout the history of the West.
Attributes: Liberal

HIST 2122 American Business History (4 Credits)
We will examine the people, events, and ideas in an economic context from the first settlements in 1607 through the 20th century in order to understand their many connections; to learn how to think about the discipline of History; and to understand why business and economics are essential to history. Leraning Objectives: 1. Demonstrate a working knowledge of historical events within the context of business and economics 2. Understand how to think about and analyze history 3. Use those skills in essays that demonstrate college-level writing ability 4. Understand the importance of history, business, and economics in their personal lives.
Attributes: American History Gen Ed, Liberal

HIST 2127 The Hudson River and its Valley (4 Credits)
In this course, we will examine American History from the discovery of the Hudson River by Europeans to the present day by studying the river, its valley, and the places directly connected to that large swathe of New York State. We will see how far and wide its impact stretched as we learn how to think about the disciplines of History and the Arts; understand their many connections; and to understand why history and art are so important to civilization. We will study the notion of local history and its connections to state, national, and international history, as well as how the Hudson River Valley influenced and was influenced by the arts of literature, painting, architecture, sculpture, and music. Materials assigned for the course will cover the diverse groups living in the region. The course culminates in a research project as an essay, photographic essay, or short documentary.
Attributes: American History Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2132 Genealogy (4 Credits)
Genealogy, Family, and History is a course in which we will explore fundamentals of genealogical and historical research for the purpose of connecting ancestry and history. To that end, a student will select a branch or branches of their family tree to make those connections.
Attributes: Liberal

HIST 2137 The Civil War: Introduction (4 Credits)
The purpose of this study is to give students the opportunity to survey the history of Antebellum slavery, the Civil War and the Reconstruction era, and introduce them to the major historical problems of the American Civil War and Reconstruction era. These include the causes of the war; the character of Antebellum American slavery; the causes behind the Confederacy's defeat; the Lincoln enigma; and the character and legacy of Reconstruction, within the context of the broad sweep of American history from the Colonial period through the Reconstruction era. The Civil War: Introduction is offered in conjunction with the Civil War History Residency.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2142 History of Management (4 Credits)
Students will examine history and management practices in order to understand their many connections, and why they are so important in business.
Attributes: Liberal

HIST 2155 The Pursuit of Happiness in American History (4 Credits)
This study introduces students to the vast and diverse history of the United States using the theme, "the pursuit of happiness," as a lens through which to explore social, political, economic, and cultural changes over time. In addition, students will explore the theme through the lens of the diverse communities that make up the United States. The study also introduces students to the practice of "doing history," particularly of searching for and examining "primary" documents. This study can also be used for student seeking credit in educational planning.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 2162 1970s America: Introductory (4 Credits)
This course explores American history and culture during the critical decade of the 1970's. Students will read and view a variety of works (textual and cinematic) through which they will learn about important economic, political, social and cultural events, individuals, debates, and developments in the 1970's. Themes discussed throughout the course may include, but are not limited to: the fate of liberalism in post-1960's America, the rise of ethnic identity and its impact on the rights revolution, gender and the politics of sexuality, religion and the rise of the South, Nixon and Watergate, Carter and political malaise, urban decay, environmentalism, and encounters with terrorism.
Attributes: Liberal

HIST 2998 Individualized Studies in Historical Studies (HIST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Historical Studies (HIST). Please contact your mentor/advisor for more details.

HIST 3000 20th Century European History (4 Credits)
The study will focus on the social, political, economic, and cultural history of 20th century Europe. Students will begin by reading an overview of the period and will then do additional reading and writing in specific areas of interest.
Attributes: Western Civilization Gen Ed, Liberal

HIST 3002 American Art-The New World to the Modern World: Advanced (4 Credits)
From very humble beginnings in the 17th century, American art ultimately displaced Paris as the center of the art world in the post - WWII era. The course examines the relationship of artists to major historical themes and developments, which means at each juncture we look at the topic from historical and art-historical perspectives. Throughout those years, there were incredible successes, raging controversies, and numerous struggles for dominance, as artists, patrons, critics, and the public made and remade their place in American society. In the 17th century, we explore European influences on painting and architecture, which mostly derive from English and Dutch sources, but then consider the arts in connection to the Triangle Trade and Consumer Revolution. In the 18th century, the Colonies see more immigration from other parts of Europe (German, Scots-Irish, French) and slavery becomes more widespread, which we follow through the 19th century to distinguish between planter culture and what becomes the more industrialized North – all of that influences the artistic tastes and expenditures of peoples in the colonies and states, as do the great variety of political and religious views. From the 19th century through the 20th century, the public is exposed to art through media, public monuments, museums, and exhibitions, and paintings increasingly depicted immigrants, Indians, slaves, as well as people of all classes. Students will consider how artists gradually found a place in American culture, how art became a profession in an evolving nation, and how art influences and is influenced by diverse societies.
Attributes: American History Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3005 19th Century Eastern Europe (4 Credits)
Students will examine the history of Eastern Europe during the so-called 'long' nineteenth century including the impact of the French Revolution and the Napoleonic period, the post-Revolution restoration, the Polish uprisings in Russia in 1830 and 1863, the 1848 revolutions, the abolition of serfdom in mid-century, the Balkan states' gaining independence, and the First World War. Students will focus on the divisions of Eastern European territory among the great powers of the region: Prussia/Germany, Austria-Hungary, and Russia, as well as the rise of mass politics, nationalism, and socialism as forces that shaped the region. Prerequisites: An introductory level course in European history and/or Western Civilization is strongly recommended.
Attributes: Liberal

HIST 3007 History of Management (4 Credits)
Students will examine history and management practices in order to understand their many connections, and why they are so important in business.
Attributes: Liberal

HIST 3010 African History & Culture (4 Credits)
In this multidisciplinary approach to Africa's civilizations and cultures, students will gain knowledge of African history and its interactions with the Western world. Students will gain an understanding of structures, systems, and interrelationships between and across the nations of the continent through an exploration of the history of colonization and its impacts; different geographic regions of the continent; and a variety of literary and journalistic texts. Students also will explore such issues as sustainability and well-being by bringing in shared resources on such topical issues as disease prevention and spread, climate change, family and kinship networks, women and development, religion, and literature. Students engage in discussions, prepare case studies, and write short essays and a research paper, and prepare a visual presentation based on some aspect of their research. This course was previously HIS-243344 African History and Culture. Prerequisites: Introductory coursework in world history, advanced level research and writing skills.
Cross-listed with CUST 3167.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3012 Hillary vs. Trump: The 2016 Presidential Election (4 Credits)
The student will gain an understanding of the campaign for the 2016 presidential election, including the major policy issues relating to economics, race, gender, foreign policy, and other categories of issues. The student will gain an understanding of political and ideological divisions within each of the major parties, as well as between them.
Attributes: Liberal

HIST 3017 Sex History and Art: Advanced (4 Credits)
Sex, History, and Art is a course in which we will examine how sex has shaped history and appears in art. We will focus on making connections between those concepts as we learn how to think about the discipline of History, and to understand sex, history, and art are so important to civilization.
Attributes: Arts Gen Ed, Western Civilization Gen Ed, *The Arts Gen Ed, Liberal

HIST 3031 American Revolution: Military History (4 Credits)
The Revolutionary War Residency provides students the opportunity to survey the history of the American Revolution from the end of the Seven Years War until the end of the War of 1812 and to introduce them to the major historical issues of his era. Students, who take this particular study will examine in depth the military history of the period including the Seven Years, and the War of 1812, and especially the American Revolutionary War, all within the larger cultural, social, and political context of the times.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3032 American Revolution: Constitution History (4 Credits)
The Revolutionary War Residency provides students the opportunity to survey the history of the American Revolution from the end of the Seven Years War until the end of the War of 1812 and to introduce them to the major historical issues of his era. Students who take this particular study will examine in depth the Constitutional history of the Revolutionary era, all within the larger military, cultural, social, and political context of the times.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3033 American Revolution: Federalists and Jeffersonians (4 Credits)
The Revolutionary War Residency provides students the opportunity to survey the history of the American Revolution from the end of the Seven Years War until the end of the War of 1812 and to introduce them to the major historical issues of his era. Students who take this particular study will examine in depth the origins and character of the first political party system in American History, all within the larger military, cultural, social, and political context of the times.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3034 American Revolution: Medical and Military History (4 Credits)
The Revolutionary War Residency provides students the opportunity to survey the history of the American Revolution from the end of the Seven Years War until the end of the War of 1812 and to introduce them to the major historical issues of this era, such as the causes of the war, the relationship between the First Great Awakening, the Enlightenment, the Renaissance and the Revolution; the factors behind America's triumph in the war; revolutionary ideology and the institution of slavery; the Critical Period in American history; the creation and ratification of the U.S. Constitution; the origins and character of the first national party system in America; and the causes and course of the War of 1812. This section on Medical and Military history explores the impact of disease on the military and civilian populations as well as society overall during the American Revolution.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3035 American Revolution: Women's History (4 Credits)
The Revolutionary War Residency provides students the opportunity to survey the history of the American Revolution from the end of the Seven Years War until the end of the War of 1812 and to introduce them to the major historical issues of this era, such as the causes of the war, the relationship between the First Great Awakening, the Enlightenment, the Renaissance and the Revolution; the factors behind America's triumph in the war; revolutionary ideology and the institution of slavery; the Critical Period in American history; the creation and ratification of the U.S. Constitution; the origins and character of the first national party system in America; and the causes and course of the War of 1812. In this section we will focus on what the American Revolution meant to—and for—women, highlighting women's participation in and contributions to the revolutionary movement. We will focus on diverse experiences of individuals as women's participation was influenced by their race, socio-economic class, free or enslaved status, family circumstance, and whether they supported the patriot/colonial independence cause or remained loyal to the British crown.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3036 American Revolution: Founding Fathers (4 Credits)
The Revolutionary War Residency provides students the opportunity to survey the history of the American Revolution from the end of the Seven Years War until the end of the War of 1812 and to introduce them to the major historical issues of this era, such as the causes of the war, the relationship between the First Great Awakening, the Enlightenment, the Renaissance and the Revolution; the factors behind America's triumph in the war; revolutionary ideology and the institution of slavery; the Critical Period in American history; the creation and ratification of the U.S. Constitution; the origins and character of the first national party system in America; and the causes and course of the War of 1812. This section uses biography to explore major questions of the Revolutionary and early national periods. Students will research and write about a member of the revolutionary generation (their choice) with input from the professor.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3037 American Revolution: Religious History (4 Credits)
The Revolutionary War Residency provides students the opportunity to survey the history of the American Revolution from the end of the Seven Years War until the end of the War of 1812 and to introduce them to the major historical issues of this era, such as the causes of the war, the relationship between the First Great Awakening, the Enlightenment, the Renaissance and the Revolution; the factors behind America's triumph in the war; revolutionary ideology and the institution of slavery; the Critical Period in American history; the creation and ratification of the U.S. Constitution; the origins and character of the first national party system in America; and the causes and course of the War of 1812. This section on religious history explores the origins and meaning of the First and Second Great Awakening, the role of religion in the Revolutionary War, and the experience of Roman Catholics in the early national period.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3038 American Revolution: Slavery and the Founding (4 Credits)
The Revolutionary War Residency provides students the opportunity to survey the history of the American Revolution from the end of the Seven Years War until the end of the War of 1812 and to introduce them to the major historical issues of his era. Students who take this particular study will examine in depth the relationship between the institution of slavery and the Founding Fathers of the United States.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3040 American 20th Century History (4 Credits)
Sections under this title might include: The Age of Reagan; The Liberal Ascendancy; American Culture and The Cold War; History of America in the 1960s; American Modernism; No Ordinary Time: America in the Depression Years, 1929-1941; The Progressive Era in American history. This course will consider the history of the United States in the 20th century. Each section of the study will a different component of that history. After discussion with their advisors, students may complete more than one of the sections listed under this title.
Attributes: American History Gen Ed, Liberal

HIST 3045 American Business History: Advanced (4 Credits)
Students will examine the people, events, and ideas in an economic context from the first settlements in 1607 through the 20th century in order to understand their many connections; to learn how to think about the discipline of History; and to understand why business and economics are essential to history.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3050 American Colonial History: Advanced (4 Credits)
During this course students will explore important events in Colonial American history from the pre-colonial era through the mid-eighteenth century. Students will examine various political, social and cultural themes in this course, including European conquest; the American Natives' response to the European presence; the beginnings of English America; the settlement of the Puritan Colonies; growth and conflict in New England; Spanish policy and Native Response in New Mexico; ethnic diversity of the Middle Colonies; the Caribbean connection; expansion in the south; slave life and culture; religious awakenings; America in the early eighteenth century; and colonial America at the mid-eighteenth century. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized. Students who enroll in this study at the advanced level also will complete a research paper of substantive length and scholarly value.
Attributes: Liberal

HIST 3060 American Environmental History (4 Credits)
This course examines the changing environmental geography of North America from prehistoric times to the 21st century. Readings cover the history of the physical interactions between humans and the natural world as well as the intellectual transformations and the changing ways in which human societies inhabiting North America have conceptualized the environment. This study focuses on key turning points in U.S. environmental history and the historical forces behind those transformations in the modern era, emphasizing events in the 19th, 20th and 21st centuries.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3062 Global Art History (4 Credits)
This study is a global, thematic approach to visual and performing arts history that integrates both Western and Non-Western visual and performing arts in terms of style, aesthetic and meaning. In this context arts considered 'western' are examined in tandem with Indigenous 'Non-Western' expressions in which both similarities and differences will be explored. Building on a foundational discussion of the creative process, definitions of this process, design methods and iconography, the arts will be understood within cultural, political, social, economic and institutional influences on artists and human creativity. Within this thematic consideration of the role, function and meaning of the arts the course provides a broad overview throughout the known history of the human experience, particularly in Non-Western Cultures.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 3065 American History & the Arts (4 Credits)
Sections under this title might include: American History, Cinema and Jazz; American History, Culture and the Arts; History of American Jazz Music. This course will consider the intersection of the arts and American history. Each section of the study will focus on a different facet of that history. After discussion with their advisors, students may complete more than one of the sections listed under this title.
Attributes: American History Gen Ed, Liberal

HIST 3070 American Immigration (4 Credits)
This course examines the history of immigration to cities and urban areas of the United States since the nineteenth century. It considers the causes of immigration, the social, cultural, and economic adaptation of various groups, return immigration, the significance of race, the varied experience of different immigrant groups, the development of ethnic group identities, changing American policy and attitudes towards immigrants and ethnic groups, and the impact of immigration on American society and culture.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3085 American Labor History (4 Credits)
Sections under this title might include Blue Collar America; American Labor History; Labor Movements in the U.S. This course traces the experiences of working-class Americans from the beginnings of the Second Industrial Revolution at the end of the 19th century to the recent advent of a service-based economy. Regardless of the specific section, this course will consider work, family, community, and politics - these and other dimensions of working people's lives will be considered through reading and writing assignments. Each of the sections will also place the American labor movement(s) in the context of the larger, international labor movement. After consultation with their advisors, students may complete more than one of the sections listed under this title.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3086 U.S. Unions since the 1960s (4 Credits)
In the 1960's labor unions were at the height of their economic and political powers. Collective bargaining provided union members with wages and benefits that kept pace with corporate profits, and even set standards for non-union workers. In politics, unions were an essential base of the Democratic coalition and crucial to passing social legislation like the Civil Rights Act and Medicare. Today, unions represent fewer than one in ten workers and struggle to produce political and economic wins for the working class. This course will examine this historic decline and its impact on society, as well as attempts by unions and workers to fight back and restore the power of unions. It is recommended that students who enroll in this course have experience in labor unions, or take a prior course on the labor movement or working class themes. (Recommended: HIST 3085 American Labor History and/or LABR 3020 Development of the Labor Movement)
Attributes: *US History & Civ Engmt Gen Ed, Liberal

HIST 3090 American Military History: Advanced (4 Credits)
This course is part of the Civil War Residency with a required field trip April 21 - April 23, 2023, in Sharpsburg, Maryland and Gettysburg Pennsylvania. This course will investigate in depth the military history of the United States from the colonial period through the 20th century. Prior advanced level coursework on the American Civil War, era of Reconstruction, and/or American military history is recommended for registration in this course.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3095 American National Identity: Past Present & Future (4 Credits)
Students will examine the way Americans have defined and currently define our national identity as a people, as a community. That definition has changed over time as groups once excluded gradually found greater acceptance. Students will consider those changes and the struggles necessary to overcome resistance on the part of those who hope to define American national identity in more exclusionary terms. They will also study contemporary debates around the changing nature of American national identity, and exclusionary definitions of American national identity that some Americans continue to believe in. The course will explore how questions of immigration, ethnic/racial/religious identity, and demographic changes to our population affect the question of American national identity. Prerequisites: An introductory course in American history is strongly recommended.
Attributes: Liberal

HIST 3100 American Religious History I (4 Credits)
This course covers religion in American history from colonial times to the present. Sections might include: Jefferson's Bible: Reason and Religion in America. This course explores American Religious History from pre-colonial times to the present. Students will evaluate some facet of Native American, colonial, early republican, antebellum, regional and contemporary religion, alternative religions and other topics from a wide variety of perspectives. Students will also evaluate the impact of religious institutions upon Americans of various ethnic backgrounds, races and social classes. After consultation with their advisors, students may complete more than one of the sections listed under this title.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3110 American Urban & Suburban History (4 Credits)
This course offers an examination of the nation's urban (and suburban) development and reflects the city's pivotal role in the unfolding of American history. Students will focus on various aspects of urban development, social class and class relations, the evolution of technology, race relations, redevelopment in the post-World War II nation, and significant changes in urbanization in a post-9/11 nation.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3112 Novel America: Advanced (4 Credits)
We will read a variety of selections from American Literature and then discuss them as a group. In those discussions, each student will explain their insights into the material as a way to understand the creative process, historical context, and meaning of those works over time.
Attributes: Humanities Gen Ed, Liberal

HIST 3115 American Women's History (4 Credits)
Sections might include: America in the Age of Revolution; History of African-American Women; Women's Issues in American History; The Women's Suffrage Movement. This course examines the histories of women in the U.S., from the time of Europeans' first contact with the New World to the present. Students will explore how historical events and circumstances have shaped gender roles and the structure of family relationships, as well as the diversity of women's experiences as a result of differing cultural, racial, and ethnic backgrounds and socioeconomic status. Students might focus on women's daily lives, their interactions with their families and other social institutions (e.g. government, religion, etc...), women's activism, and women's impact on sociopolitical structures in the United States, and in the world today. After consultation with their advisors, students may complete more than one of the sections listed under this title. Some introductory level coursework in U.S History is recommended but not required for this course. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized. This course was previously HIS-243254 U.S. Women's History: Lives and Voices.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3120 Ancient Greece: Advanced (4 Credits)
This study will investigate history of Ancient Greece from the Bronze Age through the Hellenistic period in Greece, Southern Italy, Sicily and Western Asia. This will include political, cultural, artistic, intellectual, and economic aspects of the Greek world. Students will explore the distinctive features of the history, institutions, economy, society, and culture of Western civilization and relates that development to the history of other world civilizations.
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3122 New York's Canals: A Social & Cultural History (2 Credits)
This course, which may be taken in conjunction with other sections of "New York's Canals," will focus on the social history of the canal system. Students will be expected to participate in on-site sessions to learn more about the canal systems, their role in New York's social and cultural history, and the changes they wrought in the society, culture, economics, and politics of New York State and the larger world.
Attributes: Liberal

HIST 3125 Ancient Rome: Republic & Empire: Advanced (4 Credits)
This study will chart the development of the Roman Republic and Empire. Students will investigate the history of the Italian peninsula from the development of settled villages through the end of Justinian I's reign in 565 CE. Through the use of primary and secondary sources students will explore the political, social, artistic, military, and religious contributions to both the ancient and modern worlds.
Attributes: Liberal

HIST 3127 Western Civilization II: Advanced (4 Credits)
Students will examine the events, ideas, and variety of peoples during the period 1500-1960 in order to understand their many connections; to learn how to think about the discipline of History; and to understand why history is so important to civilization.
Attributes: Liberal

HIST 3135 Art Music & History I: Advanced (4 Credits)
"Art, Music, and History I" is a survey of European culture from Ancient Greece through the Renaissance, which examines the many historical contexts that underlie art and music. Students do not need any background in the arts, as this is a course we will build from the ground up by first exploring the questions: What is art? Is it necessary? Where does it come from? Why is it important? And "What does it mean?" Our world is filled with art and music, and it did not get that way by accident. Broadly speaking, this is a course about cultural history, or how people live their lives in society--what they think, what they value, and what they do. If you can understand these basic ideas within your own life, then you will be able to understand them in history and vice versa. Although our focus here is on the arts, it is important to emphasize that we will study them within the political, social, economic and technological backgrounds from which they sprang and which they also influenced. Hopefully, you will see art, music, history and the world around you in ways you never thought possible.
Attributes: Western Civilization Gen Ed, *The Arts Gen Ed, Liberal

HIST 3140 Caribbean: Cruises Carnival & Colonization (4 Credits)
Students in this course will travel figuratively from the neo-colonial realities of the early 21st century Caribbean into the historic past. In doing so, they gain an opportunity to view and understand the situation in the Caribbean in a global context. Internationalization of the region, plantation societies, piracy, and cultural contacts between the native peoples of region and Europeans will be covered. Students will examine primary documents and work with a mapping tool to gain insights of the region's broader history in the Atlantic world as well as the similarities and differences of the British, French, and Spanish Caribbean. This course was previously HIS-244224 Caribbean: Cruises.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 3142 1970s America (4 Credits)
This course explores American history and culture during the critical decade of the 1970s. The student will read and view a variety of works (textual and cinematic) through which they will learn about important economic, political, social, and cultural events, individuals, debates, and developments in the 1970s. Themes discussed throughout the course may include but are not limited to: the fate of liberalism in post-1960s America, the rise of ethnic identity and its impact on the rights revolution, gender and the politics of sexuality, religion and the rise of the South, Nixon and Watergate, Carter and political malaise, urban decay, environmentalism, and encounters with terrorism.
Attributes: American History Gen Ed, Liberal

HIST 3147 Tourism Cars & Geography-Marketing America (4 Credits)
The period between 1880 and 1940 is characterized by the escalation of national tourism. This occurrence was dependent upon the continual development of communication networks and transportation systems across the American landscape. It resulted in tourism emerging as a form of geographical consumption. Students will examine the growth of the tourist industry, which centered on the various sights and scenes of the American landscape, as well as the individuals, agencies, and corporations that advocated tourism as one's patriotic duty, or as an individual's right in relation to American citizenship. James Agee in Fortune noted that the automobile was "the opium of the American people," and went on to describe the American roadside by 1934 as "incomparably the most hugely extensive market the human race has ever set up to tease and tempt and take money from the human race."
Attributes: Liberal

HIST 3152 History of Social Welfare in the US: Advanced (4 Credits)
This course examines the development of, and debates about, U.S. social welfare institutions and policies. In particular, this course examines how social welfare philosophy, mission, and practice evolved from its original altruistic and voluntary roots to become professionalized and identified with casework rather than social reform. Topics of this study include: the origins and inspirations of social welfare programs and philosophy in the United States; the impact of the Civil War; the "Scientific Charity" Movement; the history and evolution of Child Welfare policy; the Settlement House Movement; the Great Depression and the origins and evolution of Social Security Policy; the Johnson Administration's Great Society programs and War on Poverty; Welfare to Workfare in the 1970s; the state of social welfare in the USA today. This course combines critical reading, writing, and discussion to illuminate the elements of evidence, values, and interpretation in the study of social welfare history and to fulfill guidelines for the Historical Studies Area of Study. This study can provide Historical Perspectives for Community and Human Services degrees and Historical and Comparative Perspectives for Public Affairs degrees. It also includes coverage of the basic narrative of American history from the 1800s to the present, knowledge of U.S. government and private philanthropies and how their policies and practices have impacted the quality of life for diverse population groups, and how the U.S. social welfare practices compared and contrasted to Western European welfare practices.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3157 Women and Rural America (4 Credits)
The groundswell of support that President Trump gained in the 2016 presidential election from voters residing in rural areas caught the nation by surprise. Since then, scholars, popular commentators and others have been looking at issues of race, economics, religion and gender in efforts to understand better not only the history and current socio-economics of rural and deindustrialized parts of the United States but also the role of women. Women both contributed to Trump's popularity and formed significant coalitions in protest of the president's racial, anti-immigrant and anti-feminist politics. This study uses a set of contemporary texts as a basis for delving into historic moments of the mid-20th through early 21st century that have contributed to shaping a rural American identity. Through readings and discussions – online and face-to-face – we use a feminist lens to analyze and critique texts that offer multiple perspectives. In doing so, we examine our own assumptions of rural America and the role that gender plays in shaping rural identities, perceptions, and critiques.
Attributes: Liberal

HIST 3158 Globalization: Business and Society in the Information Age (4 Credits)
Examine international trends and the nature of socio-technological change over the past 25 years. Develop skills to forecast current and future trends in business, employment, trade, capital and labor flows, human rights issues and politics.
Attributes: Liberal

HIST 3162 Public History and Popular Culture (4 Credits)
Popular culture increasingly includes references to historical figures, events, and commemorations. Often, those references actually take the much more focused form of biopics, miniseries, or popular works of fiction or non-fiction. This study will examine that trend, asking how it started, who is consuming these historical forms, and how accurate the history portrayed is. Lerning Objectives: 1. define and explain public history as a discipline and popular culture as a method of framing history. 2. analyze the manner in which popular culture demonstrates and uses history. 3. demonstrate the ability to use primary and secondary sources when investigating and writing history.
Attributes: Liberal

HIST 3165 Disease in History (4 Credits)
Sections under this title might include: History/Politics of Infectious Disease; Disease in History. This study will focus on the ways in which human history has been and continues to be shaped by the phenomenon of disease. Students will consider the range of diseases that plague humans, where they come from, how they became significant elements in human life, and how inquiry has enlarged our understanding of their history. Each section of the course will take a different approach to the history of disease. After consultation with their advisor, students may complete more than one of the sections listed under this title.
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3167 New York's Canals: A Natural History (2 Credits)
This course, which may be taken in conjunction with other sections of "New York's Canals," will focus on the natural history of the canal system. Students will be expected to participate in on-site sessions to learn more about the canal systems, their role in New York's natural history, and the changes they wrought in the natural world.
Attributes: Liberal

HIST 3172 New York's Canals: Museums in Action (2 Credits)
his course, which may be taken in conjunction with other sections of "New York's Canals," will focus on the preservation and exhibition of the canal system. Students will be expected to participate in on-site sessions to learn more about the canal systems, their role in New York's heritage preservation movements, their role as exhibition objects, and their function as a centralizing force in exhibition and fundraising efforts.
Attributes: Liberal

HIST 3173 The Early American Republic: 1789-1815 (4 Credits)
The student will explore the history of the early American Republic from 1789-1815. The student will gain a better understanding of the major political, intellectual, social, economic, and cultural trends of the tumultuous early years of the American Republic after the Constitution through the end of the War of 1812. Issues of particular focus will include: slavery, the development of government institutions and political parties, and American foreign policy.
Attributes: Liberal

HIST 3175 Education & Interpretation in Museums (4 Credits)
This study presents an aspect within the growing field of Public History - the Museum Educator. Museum education has expanded from a limited focus on teaching school-aged children to a wide range of activities that fosters community, addresses social issues, and provides educational programming to a diverse audience within museums and galleries of all subjects - history, art, cultural history, science, etc. Museum educators direct education departments, create museum/web-based programs and learning resources, collaborate with exhibition development teams, and work with various community groups.
Attributes: Liberal

HIST 3177 New York's Canals: Geology in Action (2 Credits)
This course, which may be taken in conjunction with other sections of "New York's Canals," will focus on the geology of and surrounding the canal system. Students will be expected to participate in on-site sessions to learn more about the canal systems, their geology surrounding them, the changes to geology brought about by their creation, and their function as a major force in the geology of New York State.
Attributes: Liberal

HIST 3180 Enlightenment: Advanced Research (4 Credits)
Students will examine the intellectual and political movement known as the Enlightenment. They will gain a broad understanding of the period, with a particular focus on the ideas generated by Enlightenment thinkers like John Locke, Rousseau, Montesquieu, Voltaire, Hume, among many others. Students will also examine the social and political impact these ideas had on Europe and the West during that period. They will discuss such issues as human rights, civil liberties, religious toleration, social justice, the role of government and the relationship between the citizen and the state, among others. Prerequisites: An introductory course in European history is strongly recommended.
Attributes: Liberal

HIST 3182 New York's Canals: Economics in Action (2 Credits)
This course, which may be taken in conjunction with other sections of "New York's Canals," will focus on the economy of the canal systems. Students will be expected to participate in on-site sessions to learn more about the canal systems, the economic considerations that went into creating and developing them, and the long-term economic ramifications of the canals.
Attributes: Liberal

HIST 3185 Exploring Place History: Advanced (4 Credits)
This advanced level research course gives students an opportunity to propose and carry out a semester long, self-directed, in-depth research agenda. The focus of the research is on place as a community in a geographical location or physical environment. Students can explore the local history of the place where they live (or some other place of interest and research, among other things, a particular topic or period of local history by engaging with historical scholarship, consulting local archives and historical societies and/or interviewing community members who have witnessed local history. Students also will collaborate with others interested in history, the arts, and culture to learn concepts for thinking about place as process, a coming together of nature and culture, the local and global and of issues ranging from gender, class, ethnicity and the environment to modernization, conservation, and preservation. This course was previously HIS-244774 Exploring Place: History.
Attributes: Liberal

HIST 3187 New York's Canals: Creative Responses through Time (2 Credits)
This course, which may be taken in conjunction with other sections of "New York's Canals," will focus on the responses of artists, musicians, and writers to the canal system or life in and around it. Students will be expected to participate in on-site sessions to see the canal systems.
Attributes: Liberal

HIST 3190 Fashion in U.S. History (4 Credits)
This study will survey the ways in which fashion in the United States has been shaped by major developments in American history. Beginning with the development of the textile industry, this course will place fashion and the fashion industry within social, cultural and economic frameworks, and will cover a variety of topics including: industrialization, immigration, 'becoming American', labor movements, gender and the women's movement, class differentiations, haute couture, consumer culture, and the influence of the entertainment industry and globalization on the American fashion, textile and apparel industries. This course was previously HIS-243194 Fashion in U.S. History.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3192 American Sport History (4 Credits)
This course reviews the development of sport in America from 19th century interest in physical culture to late 20th century spectator sports as a defining feature of American life.
Attributes: Liberal

HIST 3195 Film and/in American History (4 Credits)
Students will study the film industry, films and audiences from the advent of motion pictures during the early twentieth century to the present. This course will consider the relationship between American History and film. Each section of the study will focus on a different component of that history. After discussion with their advisors, students may complete more than one of the sections listed under this title.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3197 History of Hiking (4 Credits)
In the United States, the pursuit of walking in wilderness areas and of outdoor recreation has roots in forestry and farming and was often a response to industrialization. However, the use of the wilderness for recreation and hiking has not included all Americans. In this course, we will consider both the leaders in guiding, trail blazing, developing equipment, and organizing groups to advocate for the pursuit of hiking, the interests of hikers, and wildness preservation AND the groups—especially BIPOC, differently abled, and those without the material wealth to pursue wilderness exploration—who have long been excluded from this history.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3200 Food in American History (4 Credits)
This course explores the American diet from Native American cultures prior to European contact to the present. Students will consider topics like the ways that Americans gather food and cook, the impact of technology on diet and food preservation, environmental issues, gender, the ecology of commodity chains, reform movements, ethnic diets, food surpluses and famines, cooking traditions and innovations, and the emergence of restaurants, supermarkets, fast food.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3202 Early Medieval Europe (4 Credits)
This study provides a broad historical inquiry into European history between 500-1000 CE. The course considers the successor states to the Roman Empire in Western Europe. It will also chart the growth and development of the Early Medieval Christian Church. The course will also investigate the roles and contributions of marginalized people such as women, Jews, and non-Europeans. This study satisfies the general education requirement for Western Civilization through its broad-based discussion of the distinctive features of the history, institutions, society, culture, and religion of Europe during the early medieval period. This study meets the Historical Studies Area of Study Guidelines that demonstrates an understanding of historical processes and events that have shaped social change and contemporary human problems. History of Early Medieval Europe also meets the guideline for developing research skills and knowledge of forms of citation shared by professional historians.
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3205 Food & Drink in Medieval Europe (2 Credits)
What did people really eat in the Middle Ages? This study will explore the production, preparation, regulation and consumption of medieval food and drink. It will also explore the role of food in relation to social status and the role of food in medieval culture. This study addresses the Historical Studies Area of Study Guidelines relating to research skills, including a basic understanding of how to use libraries, archives, databases and other internet resources. It also addresses the guideline addressing an understanding of history as creative art, a subjective discipline and an imaginative interpretation of the past. Prerequisites: A previous course in Western Civilization or World History is strongly recommended but not required.
Attributes: Liberal

HIST 3207 Age of Jackson (4 Credits)
The purpose of this study is to provide the student with the opportunity to investigate the major historical problems concerning the Age of Jackson. Specifically the course will examine the significance of Andrew Jackson to the age that bears his name, the origins and the character of the second American political party system; the character and origins of the Religious revivals known as the Second Great Awakening; and the relationship between the Market Revolution and Jacksonian Democracy.
Attributes: Liberal

HIST 3210 Genealogy: Advanced (4 Credits)
This course provides students an opportunity to research their family's history and to place their family within the broader context of American History. Because no two students come from the same families, the assignments and topics covered will vary widely, depending upon the student's family background. Topics may include slavery, immigration, legal policy and laws concerning immigration, miscegenation laws and many other things. Most importantly, students will consider historical events surrounding their family's history.
Attributes: Liberal

HIST 3212 Age of Reagan (4 Credits)
The purpose of this study is to give the student the opportunity to examine in depth U.S. Twentieth Century History from the beginning of the Conservative Ascendancy in 1964 until the end of the Century. As historians of the Early National Period have dubbed the era from 1824-1848 the Age of Jackson after the most significant President of the era, Andrew Jackson, so Historians Sean Willentz and Steven Hayward have described this era as the Age of Reagan after the President who symbolized the Conservative Ascendancy and its values.
Attributes: Liberal

HIST 3215 Generals of the American Civil War (4 Credits)
This study will investigate in depth the generalship of some of the more important Generals during the American Civil War, and the impact of Northern and Southern generalship on the Confederacy's defeat. As a highly advanced independent reading and research study, it can serve as a capstone study for students who are interested in designing a concentration in Military History or American History. Generals of the Civil War is offered in conjunction with the Civil War History Residency. Prerequisites: Prior advanced level coursework on the American Civil War, era of Reconstruction, and/or American military history. This study is part the American Civil War History Residency, which includes a three-day bus chartered field trip to Antietam National Battlefield Park (Sharpsburg, MD) and Gettysburg National Battlefield Park (Gettysburg, PA). During this trip, students will tour the 2 battlefields while listening to classmates give their presentations at each of the assigned spots on the tour and participate with other students in evening discussions. Attendance at the residency is required. Course Objectives: Upon successful completion of this course, students will be able to: · Identify and explain the historical significance of important events, actions, individuals, and concepts related to the History Generalship during the Civil War such as Concentration in time vs. space, Interior Lines, Total War, Conciliatory War, etc. · Demonstrate an understanding of some of the various theories of Civil War Generalship, such as those proposed by T. Harry Williams, J.F.C. Fuller, Sir Basil Liddell-Hart, by identifying the various principles and elements of those theories. · Demonstrate the ability to critically read historical literature, by identifying the main thesis of an article, or book, the major evidence and arguments used by an author in support of his/her thesis, and finally to use rules of logic and evidence to critically analyze the author's arguments and evaluate his/her evidence. · Demonstrate a mastery of the methods that historians use to construct historical theories about the past; knowledge of the skills and methods used by historians to research and investigate the past.
Attributes: Liberal

HIST 3217 Progressivism & Normalcy (4 Credits)
The assassination of President William McKinley, and the ascension of Vice President Theodore Roosevelt to the Presidency ushered in an era of reform in American History known as the Progressive Era. From 1901 through the end of Wilson's Presidency, reform minded Presidents, Congressmen, Federal Judges, and State and Local officials attempted to bring "hope and change" to America. In a sense the era represented a Constitutional Crisis in American History. Reformers like Teddy Roosevelt believed Constitutional Reform was necessary. Some of the most important Amendments to the US. Constitution were ratified during this period, the Sixteenth, Seventeenth, Eighteenth, and Nineteenth amendments. Activist Judges broadly construed the Constitution to allow Federal and State governments to expand their powers in order to check the power and influence of Big business, and to conserve America's natural resources for future generations. Democratic President Woodrow Wilson even saw America's involvement in the Great War as an opportunity to reform the international order so that WWI would be "the war to end all wars," and the war that would "make the world safe for democracy." However, by 1920 the reform fever that had gripped the country had subsided. Warren G. Harding, the new Republican President, coined a new word. He described his presidency as "a return to normalcy." Normalcy meant the opposite of Progressivism, a return to business as usual. Calvin Coolidge, Harding's successor, contended that "the business of America was business." Harding, Coolidge, and Hoover restored Republican Hegemony over National politics. America's concern was prosperity. The roaring twenties were full swing. Still America was changing dramatically. For instance during the Nineteen Twenties the Culture Wars of began. America's old cultural guard combated the demons of modernity, urbanization, and immigration. America could never return to Normalcy. The Great Depression ensured that. By the end of Hoover's presidency desperate citizens were crying out for help from a new generation of reformers led by another politician named Roosevelt.
Attributes: Liberal

HIST 3220 Genocide & Ethnic Conflict (4 Credits)
This study will examine the concept of genocide from different global perspectives. Students will investigate the buildup and patterns that emerge in genocides all over the world.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3222 The Liberal Ascendancy (4 Credits)
In 1932 Franklin Delano Roosevelt's triumph in the Presidential Election heralded the end of one long era in American History and the beginning of another. From the election of Abraham Lincoln until Roosevelt's victory over Hoover, the Republican Party had dominated American politics. Roosevelt's victory led to the Democratic Party's dominance until the election of Richard Nixon in 1968. This study will give the student the opportunity to examine in depth the origins, course, character, and legacy of the Democratic Triumph in American Politics.
Attributes: Liberal

HIST 3225 German Nationalism 1800-Present (4 Credits)
Students will gain a broad understanding of the various paths along which German identity might have developed, as well as how Germanness has been shaped by key events and trends. A key facet of understanding German nationalism is that Germans have defined themselves and membership in their national community differently at different times, and usually have had competing definitions (each supported by different groups) at the same time. The question: Who is a German? has been incredibly complicated. Understanding German nationalism will give the student great insight into some of the most important and tragic events in human history. Prerequisites: An introductory level course in European history is strongly recommended.
Attributes: Liberal

HIST 3227 Federalists and Jeffersonians (4 Credits)
The purpose of this study is to give the student the opportunity to examine in depth the history of the Early American Republic from the inauguration of George Washington as President until the inauguration of James Monroe as President. Special attention will be paid to the origins of the American Political Party system; the political, economic, and military policies pursued by the two parties, and their influence on the course of American History.
Attributes: Liberal

HIST 3230 Health & Wellness in American History (4 Credits)
This course explores the history of American medicine, disease, health, and wellness. Approaches to the treatment of various illnesses over time will be the main focus of the course. After reading and reviewing a series of collaborative readings, students will complete a detailed research project about a particular disease or condition and its treatment over time. Students must possess advanced college level research and writing skills to succeed in this course.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3232 The Great War 1914-1918 (4 Credits)
Through this study, the student will investigate the major historical topics concerning WWI, including; the origins of the War; the factors behind the Allied victory in the war; the legacy of the war; the nature of total war; the origins and impact of American involvement in the war; the experience of trench warfare; etc.
Attributes: Liberal

HIST 3237 History of the American Presidency (4 Credits)
This course is part of the Civil War Residency. This study will examine the development of the American Presidency from its creation until the present. Topics covered will include: the ideological and experiential roots of the Presidency; the creation of the Presidency; Federalist, Jeffersonian, and Jacksonian conceptions of the Presidency; the President at war; the President in the industrial age; Watergate as a Constitutional crisis; the role of the executive bureaucracy; and the President and Foreign Policy.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3240 Historic Preservation (4 Credits)
This study will examine the theories and methods of historic preservation in architecture. The course will consider the methods used when preserving a building, as well as the methods and theories involved in listing a building on the National Register of Historic Places.
Attributes: Liberal

HIST 3242 American Religious History II (4 Credits)
This course is part of the Civil War History Residency. Through this study the student shall explore the relationship between religion; and politics, economics, society, and culture in the formation of American history from the Civil War to the present. In other words, the student will investigate how Religion has influenced American political, cultural, social, and economic history, and how in turn cultural, social, political, and economic factors have shaped American religion. Topics covered will include, countervailing trends in American religious history, Religion and the Confederacy's defeat, The Social Gospel movement, Protestant Progressivism, Church State relations, the Culture Wars, and the new Religious pluralism.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3245 Historiography & Methods (4 Credits)
This study introduces 'historiography,' which can be described as 'the history of the history.' Historiography asks how historians have explained events or themes in history over time or how they have identified certain individuals or groups as historical subjects. It asks how world views and/or ideologies impact the interpretation or re-interpretation of previously viewed sources, and how access to new sources or new questions or new methodologies impact historical interpretations. This course was previously HIS-244444 Historiography: Researching and Writing About History.
Attributes: Liberal

HIST 3250 History of American Popular Culture (4 Credits)
This course explores American popular culture from the minstrel shows of the nineteenth century to YouTube of the present. Topics include popular music, radio, television, film, popular literature including comics, the Internet and many other things. Students will read scholarship about American popular culture and write scholarly essays. Students will also be invited to use media other than written essays for their final projects.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3255 History of American Sexuality (4 Credits)
This course covers American sexuality from colonial times to the present. Students will consider topics like sexual interactions between Native American and Europeans during the conquest of the New World, regulation of sexuality in the colonies, gender and sex reform in the nineteenth century, race and sexuality, love and intimacy from the nineteenth century to the present, homosexuality, transsexuality, intersexuality and many other issues.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3257 Late Medieval Europe (4 Credits)
This study is an exploration of Europe between 1000-1500 C.E. Topics will include: the political, social, economic, religious and military history of this period. This course will also look at the daily lives of those who lived during the period including women, Jews, heretics, non-Christians and other marginalized people. Students will study the development of the distinctive features of the history, institutions, economy, society, and culture of Western Civilization. They will also consider the development of Western Civilization to other regions of the world.
Attributes: Liberal

HIST 3260 History of Christianity (4 Credits)
The Christian Population of the World as of 2022 stands at over 2.5 billion people. Christianity's phenomenal growth as a small religious sect in Western Asia to the largest Religion on Earth. Today most Christians live in Earth's Southern Hemisphere. The Growth of Christianity is a global phenomenon. This study examines the history of Christianity from the time of Jesus of Nazareth to the present. The study will both focus on the development of Christian thought and on the influence of Christianity on the intellectual, cultural, political, and economic history of the World. Students will consider topics like Cultural Antecedents; 1st Century Palestine; The Graeco-Roman World; The Life and Teachings of Jesus Christ; Paul and the Spread of Christianity; The Church Fathers; Creeds and Councils; Roman Catholicism in the Middle Ages; Scholasticism; The Renaissance and the Reformation; The Counter Reformation; Pietism and Revival; The Enlightenment; Christianity in the Modern World; The Church and the Challenges of the 21st Century, etc. Prerequisites: Western Civilization, World History, or the History of World Religions recommended.
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3262 The Hudson River and its Valley: Advanced (4 Credits)
In this course, we will examine American History from the discovery of the Hudson River by Europeans to the present day by studying the river, its valley, and the places directly connected to that large swathe of New York State. We will see how far and wide its impact stretched as we learn how to think about the disciplines of History and the Arts; understand their many connections; and to understand why history and art are so important to civilization. We will study the notion of local history and its connections to state, national, and international history, as well as how the Hudson River Valley influenced and was influenced by the arts of literature, painting, architecture, sculpture, and music. Materials assigned for the course will cover the diverse groups living in the region. The course culminates in a research project as an essay, photographic essay, or short documentary.
Attributes: American History Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3265 History of Global Governance (4 Credits)
This study explores global governance bodies associated with the League of Nations (1919-1945), and (primarily) the United Nations (1945 – 2010), as they have responded to global economic, social and political issues. The study covers the theoretical foundations of global governance as well as the practical roles and real-world impact of intergovernmental bodies, their agencies, treaties and conventions on global populations from 1919 – 2010s. This study is designed to provide learning in Historical, Comparative and Theoretical perspectives for students seeking degrees in the Social Science Area of Study; or to provide learning in Theoretical and Philosophical Concepts and Historical and Comparative Concepts for students seeking degrees in the Public Affairs Area of Study. It covers the development of distinctive features of the history and institutions of Western Civilization and relates these developments of Western Civilization to other regions of the world across the 20th century and into the 21st century.
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3267 Racism, Civil War, & Reconstruction (4 Credits)
Sections of this course will focus on the Reconstruction, the period of history immediately following the U.S. Civil War. While sections might differ in focus or conceptual frame, each will cover the historical narrative of the era, as well as the causes leading up to the Civil War and the longer term effects of Reconstruction. Upon consultation with their mentor, students may take more than one section of this course.
Attributes: Liberal

HIST 3272 History of American Families and Children: Advanced (4 Credits)
Students will explore important events in the history of American families and children from the pre-colonial era through the 21st Century. The diversity in family life that we see today is the result of changes in the way we make a living and the rise of the American value of self-actualization that has taken place over the past 300 years. We will explore the social developments and the 20th century challenges of economic collapse and world wars to understand the shifts in values and expectations that have accompanied this transition.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3275 History of the Byzantine Empire (4 Credits)
What was the Byzantine Empire and why is it important in the 21st century? The student will investigate these questions through the reading of primary sources in English translation and secondary sources, in addition to art, music and other resources available on the internet. The learner will consider the development of the Eastern Church and its troubled relationship with the Latin Church in the West. Contact with Western Europe, the Muslim world and the structure of the Byzantine state and society will also be considered. This study meets the Historical Studies Guidelines for an understanding of the diversity of sources that record and interpret the past, the ability to analyze and interpret historical resources and perspectives and the ability to think critically and communicate effectively. Prerequisites: Western Civilization I is desirable but not required.
Attributes: Liberal

HIST 3277 French Revolution (4 Credits)
Students will examine the French Revolution, including the major social, economic and political causes of dissatisfaction with the Old Regime system. Students will explore distinctions among the groups that made up the initial pro-revolutionary coalition. Students will explore the moderate phase that culminated in the Constitution of 1791 and the Declaration of the Rights of Man and the Citizen, the shift to the radical phase (focusing on Robespierre and The Terror), the period of reaction leading to Napoleon's rise to power, and his years as head of state. Highly Recommended (not required): An introductory-level course in European history.
Attributes: Liberal

HIST 3280 History of the Medieval Church (4 Credits)
This study will trace the origins of the Latin Church in the West from its origins to the Reformation. The student will explore the history of the early Church to the most powerful spiritual and political force in medieval Europe. This study will also consider the Church's role in the spiritual, political, social and cultural development of Europe. This study addresses the Area of Study Guidelines in regards to an understanding of historical processes and events that have shaped social change and contemporary human problems, an understanding of the linkage between history and other disciplines, and the development of research skills and knowledge of citation forms used by professional historians. Prerequisites: Western Civilization I is helpful but not required.
Attributes: Liberal

HIST 3282 Europe in the Global Age: 1950-present (4 Credits)
The student will gain an understanding of the major developments in European history during the Cold War and the post-Cold War eras. Topics will include economic, political, social, and cultural history, with particular attention paid to: decolonization as it affected Europe, the development of the European Union, the consequences of the fall of the Soviet Union, challenges posed by increased immigration into Europe, the resurgence of anti-democratic politics in the 21st century, and the broad impact of globalization on Europe throughout the decades. Highly Recommended (not required): An introductory level course in modern Western Civilization.
Attributes: Liberal

HIST 3285 History of the Western Mind (4 Credits)
One might define the West as a way of thinking about life. At present, Western ideas transcend geographical bounds and have found hospitable abodes in the East as well as in the West. Therefore, it is legitimate to talk about the Westernization of the world. Through this course, students will examine the development of the Western world view from the time of Moses and Thales to the 18th Century Enlightenment. Specifically, students will consider the contributions made by the Greeks, the Romans, and the Hebrews to the Western mind, and how the tension between humanism and theism have helped shape our thoughts even today. Recommended: Western Civilization I or World History I
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3286 History of Western Architecture: Advanced (4 Credits)
The History of Western Architecture examines architecture, history, and the artistic/creative processes in order to understand their many connections. To that end, we will learn how to think about the discipline of History, the creative process, and how to understand why architecture and history are so important to civilization.
Attributes: Liberal

HIST 3295 History of US Prisons (4 Credits)
This study explores historical and contemporary topics and issues related to prisons and prison systems within the United States from Colonial times until the present day. The prison system and diverse prison populations in the United States is examined from a variety of perspectives and contexts including (but not limited to): The development of U.S. prison systems over time; Institutional and policy developments, reforms, discourses, and debates; Major events and people within U.S. prison history (escapes, 'riots', etc.,); Prisons and prisoners within American Popular Culture; Prison Cultures; Issues related to diverse prison populations (gender, race, age, class, sexual orientation, religion, etc.,); and Prisoners' rights; Numerous social, economic and political circumstances leading up to and during America's involvement in World War I, World War II, the Vietnam War and related interventions including Cambodia and Laos and their effects on the prison system; America's interventions in South and Central America during the Reagan era and their relationships to the prison system; Some of the ways in the which the United States' relationship changed with the rest of the world after the events of September 11, 2001.
Attributes: American History Gen Ed, Liberal

HIST 3305 Imperial Russia (4 Credits)
This study will explore the main issues confronting Imperial Russia in its attempts to develop a unified and defensible state, a viable agricultural and industrial economy, and a stable social and cultural structure. Students should be able to describe the problems of urban vs. rural growth, the problems and strengths of the autocracy, the organization of economic life, and the adaptation of cultural values to secular goals. They should be able to compare and contrast the development of Russian institutions with those of Western Europe in the same period, i.e. from the early modern era through the First World War. Prerequisites: An introductory course in European history is strongly recommended.
Attributes: Liberal

HIST 3315 Jews of Habsburg Austria: 1670-1918 (4 Credits)
The student will examine the history of Jews in the Habsburg Austrian Monarchy from 1670 to 1918, gaining an understanding of the major events of this history. Of particular interest will be the innovative and tolerant policies towards Jews of Joseph II, the spreading of the Haskalah (Jewish Enlightenment), questions of assimilation and acculturation, the effects of the revolutions of 1848, the Ausgleich (Compromise) of 1867 that granted autonomy to Hungary, the First World War, the cultural contributions to Jews to culture in Vienna, Prague, Budapest, and other areas, and broader movements of nationalism (both Jewish and non-Jewish). Prerequisites: An introductory level course in European history is strongly recommended.
Attributes: Liberal

HIST 3320 Jews of Russia Poland Ukraine: 1772-1917 (4 Credits)
Students will examine the history of the Jews in the Russian Empire from 1772 through 1917. They will move through the major events of this history, examining the impact of the Russian takeover of Polish and Ukrainian lands with significant Jewish populations broadly, as well as specific developments including the Haskalah (Jewish Enlightenment), assimilation and acculturation, urbanization, industrialization, Zionism/ Jewish nationalism, Socialism/Bundism, and political developments such as the Polish uprisings in Russia in 1830 and 1863, the abolition of serfdom in mid-century, the Revolution of 1905, the First World War and the Revolutions of 1917. Prerequisites: An introductory level course in European history is strongly recommended.
Attributes: Liberal

HIST 3323 History of Ukraine (4 Credits)
The student will gain an understanding of the major developments in Ukrainian history over the past two millennia, with a focus on recent decades. Topics will include economic, political, social, religious, and cultural history, with particular attention paid to: the historical development of a Ukrainian national consciousness along with competing identities on the territory of Ukraine, antisemitic violence committed by Ukrainians as well as by other governments in Ukraine, the development of Ukrainian institutions—including the Cossacks, the division of Ukrainian lands among more powerful neighbors, including Poland-Lithuania, Austria-Hungary, and Russia, the period of Soviet domination, the reestablishment of an independent Ukraine at the end of the Cold War, and the present-day Russian invasion. Prerequisites: An introductory level course in Western Civilization II is strongly recommended.
Attributes: Liberal

HIST 3325 Jews & Germans: 1770-1933 (4 Credits)
Students will consider the relationship of Jews to German society from 1770-1933. They will discuss the impact of Enlightenment ideas and economic development on Jewish attempts to assimilate, the forms this assimilation took, the roots of racial antisemitism of the late 19th and 20th centuries, and Jewish responses to it including alternatives to assimilation such as Zionism. Students will analyze the position of Jews in German society in Weimar period and the rising tide of antisemitism in Germany, examining this relationship in order to understand the historical background of the Holocaust as well as that relationship in its own right. Prerequisites: An introductory level course in European history is strongly recommended.
Attributes: Liberal

HIST 3330 Latin America in the Contemporary World (4 Credits)
This course explores Latin America's social history and U.S.-Latin American relations from 1821 to the present. Students will examine historical, cultural, ethnic, economic, social, and political themes, as well as issues of migration and foreign relations in the Caribbean, Central America, Mexico, and South America. Prerequisites: Introductory coursework in world history from 1800 to the present is recommended This course was previously HIS-243154 .
Attributes: Other World Civilization Gn Ed, Humanities Gen Ed, Liberal

HIST 3331 Jamaica: History, Culture, and People (4 Credits)
This is an interdisciplinary undergraduate seminar, which seeks to provide students with an introduction into Jamaica's socio-political history. This seminar will examine a selection of materials drawn from literary texts, films and music, alongside historical and sociological accounts, in an effort to comprehend the socio-political energies and tension underpinning the construction of the Jamaican identity and experience from the point of colonial contact to the through to the present. The course is organized thematically but it proceeds in chronological order to focus on the major socio-political, economic and cultural period of change in the Jamaican society and the wider Caribbean region. The larger conceptualized issues which this seminar will address include different forms of colonialism and the ways in which contemporary identities have responded to such historical constructs. It will be particularly concerned with examining the complex web of relationships between creativity and cultural production and showing how literature and music for example can provide alternative perspectives on matters such as history, race, culture and national identity.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 3340 Middle East (4 Credits)
This multidisciplinary course explores the historic origins of current political conflicts and social conditions in the Middle East. Students will examine the geography of the region and its peoples, religions, cultures, ethnicity and civilizations, Western expansion and influence in the region, the rise of nationalism, and the impacts of the West in the region. Contemporary politics, the development of nation-states, and the themes of tradition, change, and revolution also will be discussed. Prior study in history, religion, sociology, anthropology, or politics is recommended. This course was previously HIS-243414 The Middle East.
Cross-listed with CUST 3340.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3345 Modern American History (4 Credits)
Modern American History is a survey course, which covers events in American history from Reconstruction in the south in 1877 through the present. Students will examine various political, social and cultural themes in this course, including Reconstruction, western settlement and the frontier, industrialization, immigration, American imperialism and world power, the Progressive movement, WW I, the Roaring Twenties, the Depression, the New Deal, WW II, the Cold War and Nuclear Age, the 1950s, Civil Rights, the 1960s, Vietnam, and the resurgence of conservatism in the 1980s. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized. Understanding the historic roots of contemporary crises is becoming all the more important as we enter the third decade of what has become an increasingly politically volatile 21st century. To do so, students will identify a current issue early in the semester and perform extensive research on its historic roots. This project will culminate in a research paper of approximately 4,000 words due at the end of the semester. The project is aimed at satisfying the SUNY general education guidelines for U.S. History and Civic Engagement by giving you the capability to: demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation; explore the role of individual participation in U.S. communities and government; and apply historical and contemporary evidence to draw, support, or verify conclusions. Some introductory level coursework in U.S. History is recommended but not required for this course. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized. This course was previously HIS-243214 Modern American History.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3350 Modern China (4 Credits)
This study explores the modernization of China's culture, social relations, economy and politics during the 19th, 20th and 21st centuries. Students may investigate topics such as the collapse of China's imperial order in the face of alien invasion and internal rebellions; political, cultural and economic revolutions inspired by Western models; the history and evolution of the leadership of the Chinese Communist Party leadership of China since 1949; contemporary controversies regarding expanding democracy and human rights; etc. Prerequisites: Introductory level coursework in modern world history of Pacific Asia history is recommended. This course was previously HIS-243324 .
Cross-listed with CUST 3350.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3353 Chinese Military History, 1500 BCE to the Present, Advanced (4 Credits)
In this course, students will survey the military history of China, from approximately 1500 BCE to the present. While every aspect of Chinese history will not be discussed in depth, students will examine various political, social, and cultural themes in this study, some in great detail. The Course will also include a discussion of the Chinese Way of War vs. the Western Way of War. Other Topics Covered include "Continuity and Conflict in Chinese Military History," The Influence of the Northern Frontier on the Character of Chinese Military History," The Taiping Rebellion," The Classic Chinese Military Authors," "Warlordism" "The Nationalist Army to 1949," "The Sino-Japanese Conflict, 1931-1945," "The Peoples' Liberation Army," "Chinese Conflicts1949 to the Present." Etc. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized. Prerequisites: NA. Corequisites: NA.
Attributes: *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3354 Japanese Military History, 500 ACE to the Present, Advanced (4 Credits)
In this course, students will survey the military history of Japan, from approximately 500 ACE to the present. While every aspect of Japanese history will not be discussed in depth, students will examine various political, social, and cultural themes in this study, some in great detail. The course will also include a discussion of the Japanese Way of War vs. the Western Way of War. Other topics covered include: "The evolution of tactics, weapons, and strategy in early Japanese History," The Influence of the Bushido Code on Japanese Military History," "Zen Buddhism and Japanese Military Culture" "The Rise and Fall of Imperial Japan, 1853-1945," "The First Sino-Japanese War," The Russo-Japanese War," "The Sino-Japanese Conflict, 1931-1945," "The Rape of Nanking," "Japanese War Crimes in World War II," "The Reemergence of Japanese Military Power, 1945-Present," Etc. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized. Prerequisites: NA. Corequisites: NA.
Attributes: *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3355 Modern Russia (4 Credits)
Students will focus on the development and eventual decline of the Soviet Union, from the fall of the Czarist system, which came shortly after the Tsarist system, to the creation of the Commonwealth of Independent States, the development of the Bolshevik movement and its seizure of power, the nature of the Revolution of 1917, Stalin's dictatorship and the purges and the impact on World War II and the Cold war, the postwar struggle between reformers and the status quo, and the nature of the recent effort to democratize Russian politics and the society, and the reimposition of centralized state control will be considered.
Attributes: Liberal

HIST 3360 Multiculturalism & Its Critics (4 Credits)
Students will examine the topic of multiculturalism in American society over the past few decades in order to gain a broad understanding of what multiculturalism is, how it developed and why, and what it means for a whole host of issues in American society from national, racial and cultural identity to education and social studies curricula to affirmative action policies and much more. Students will examine the writings of multicultural thinkers and critics of multiculturalism to explore all sides of the debate, from a variety of ethnic and racial perspectives. Prerequisites: An introductory level course in American history is strongly recommended.
Attributes: Liberal

HIST 3365 Museum Studies: Curriculum Design (4 Credits)
This advanced study on curriculum design addresses the insight and skills needed as a professional educator in a museum environment working with all age groups. It prepares the museum educator for the development of educational programs while addressing diverse museums as well as alternative learning sites. Current trends in museum education are addressed to include integrated and interdisciplinary learning; meeting the teachers' needs; the challenges in relation to the changing landscape/role of the museum professional; issues of diversity; and collaborative learning. A theory into practice component is included to provide students with the opportunity to create curricula that applies to permanent collections and/or temporary exhibitions at area museums.
Attributes: Liberal

HIST 3370 Nationalism in Modern Europe (4 Credits)
During this course, students will examine the issues surrounding ethnic, religious, cultural, national and other related forms of identity in modern Europe. Students will discuss basic theories of how national identities develop and different categories of nationalism/national identity. They will engage in critical thinking about and gain a better understanding about the issues surrounding ethnic, religious, cultural, national and other related forms of identity. Prior to taking this course an introductory level course in European history is strongly recommended.
Attributes: Liberal

HIST 3375 Native American Histories & Cultures: Advanced (4 Credits)
The purpose of this study is to examine the role of Native Americans in American history and the distinctive features of the history, institutions, economy, society, and culture of Native American Indian Nations. Issues of social justice, race, class, and gender will be emphasized as students engage with primary and secondary sources written by and about this diverse population of Americans. The research component in this course will allow students to intensively explore an area of particular interest in depth and develop higher level research and learning skills.
Attributes: Other World Civilization Gn Ed, *Diversity Gen Ed, Liberal

HIST 3380 Nature in American History (4 Credits)
This course explores the history of changing relationships between American culture and its environment, as that relationship has been manifest physically as well as conceptually. Students will gain familiarity with the main eras and episodes of American history as they relate to American culture's grounding in nature: the European encounter with a (supposedly) virgin wilderness; the rapid exploitation of resources that accompanied westward and industrial expansion; the closing of the frontier and the development of resource conservationism; continued industrialization of the nature-culture relationship through nearly a century of war; the modern tension between economics and a concern for ecological health and balance. This course was previously HIS-243544 Nature in American History.
Cross-listed with CUST 3380.
Attributes: American History Gen Ed, Liberal

HIST 3382 History of New York City (4 Credits)
The student will gain an understanding of the broad themes in the history of New York City. The student will examine the economic, cultural and political forces that have transformed what was once a small settlement on the lower tip of Manhattan into the metropolis that exists today.
Attributes: Liberal

HIST 3385 New York State History (4 Credits)
New York State's history encompasses a wide range of people and places. In this course, students will consider the overall history of the state through the lens of a particular time period or place. From the Indigenous Peoples who were here before European contact to the multitude of ethnic groups who immigrated to New York and the enslaved and later freed peoples brought to the state, the people who have called the state home are of particular interest in this course. So, too, are the ways in which New York's history has been part of the larger story of the American past and the ways in which New Yorkers have participated in their communities, through their votes, their protests, and their very lives.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3390 News Sense: Producing & Consuming in the 21st Century (4 Credits)
This advanced writing and research course offers students an opportunity to become more informed about contemporary issues, problems, controversies, and questions and topics of national and international significance from a historical perspective. Students will draw The New York Times online as well as other online sources, print publications and radio and television broadcast news. Prerequisites: 6 credits in college level history courses. This course was previously HIS-243504 News Sense: Consuming and Producing in the 21st Century.
Attributes: Liberal

HIST 3395 Oral History: Foundation Memory & Debate (4 Credits)
Since the mid-twentieth century, oral history has established itself as an important method of historical scholarship, practiced not only within a variety of historical fields yet also within other disciplines that comprise the humanities and social sciences. This study reflects on the origins and usage of oral history. Students will explore its historiography; the methodologies of oral history expressed within the critical debates - the paradox of memory, interpretation, objectives in oral history, etc.; oral history as a tool of empowerment/advocacy; oral narratives as performance, and oral history in relation to contemporary care strategies.
Attributes: Liberal

HIST 3400 Pirates & Privateers (4 Credits)
This course explores the world of Atlantic piracy, and the infamous pirates and privateers whose stories inform our modern, romanticized view of pirates. Students will be introduced to the dreaded Jolly Roger as well as swashbuckling figures such as Blackbeard and the unnamed, one-legged pirate who was likely the model for Long John Silver in Treasure Island. Sailors escaped from horrible working conditions on merchant and naval ships by becoming pirates. In doing so, they created a more equitable reality aboard their own ships, electing their officers, dividing their booty among the crewmembers fairly, and creating a new social order. Through examining both the myth and reality of being a pirate, the course looks at the world that pirates called their home. The role of pirates in the construction of empires in the Early Modern Era will be addressed, and the popular depiction of pirates versus the historical reality will be investigated.
Attributes: Liberal

HIST 3405 Public History & Museums (4 Credits)
This study will look at the field of Public History and consider how exhibition is used within the field. Students will consider the wide variety of Public History work undertaken by history professionals, as well as the manner in which those projects may be presented both through innovative (e.g. digital and virtual) and more traditional means. The study will also probe the intersection of Public History and exhibition.
Attributes: Liberal

HIST 3410 Public History: A Shared Conversation with the Past (4 Credits)
Public History engages the public in a dialogue with the past and present in a variety of venues. In this course, students will explore the concepts and practices of the field, examining Public History as critical consumers, participating in the production of Public History, and exploring the theory and practice of Public History. Prerequisites: Experience with research projects is recommended This course was previously HIS-243434 .
Attributes: Humanities Gen Ed, Liberal

HIST 3415 Renaissance & Reformation: Origin & Impacts (4 Credits)
This course introduces students to the main themes and personalities of the Renaissance and Reformation periods of Western culture. Students will consider the medieval precursors to the Italian Renaissance; examine the art, literature and philosophy of the Renaissance itself, humanism, and the debates in Christendom surrounding the Protestant Reformation. The course satisfies the Western Civilization general education requirement through its study of the history, institutions, society, and culture of the Renaissance and Reformation periods, and/or the Humanities requirement through its study of conventions and methods associated with the Humanities. Please note that students cannot use the course to satisfy both requirements. Prerequisites: Introductory coursework in world history is recommended This course was previously HIS-244344 Renaissance and Reformation: Origins and Impacts.
Attributes: Western Civilization Gen Ed, Liberal

HIST 3420 Revolutionary America: Advanced (4 Credits)
Students will examine the origins, events and major personalities of the American Revolution, in the period from 1763-1789. Topics to be considered within the course include the development of the American colonies, the reasons for the break with Great Britain, the course and character of the revolution, as well as the philosophical and political debate over the Constitution. Students will gain a better understanding of the major political, intellectual, social, economic, and cultural trends of the revolutionary period in American history, with a focus on the Revolution itself and the subsequent creation of a new constitutional system of government. .
Attributes: Liberal

HIST 3440 American Ethnic History (4 Credits)
This course offers a study of the histories of the diversity of individuals and communities that make up U.S. society. Students will examine U.S. history in the context of native, captive, and immigrant ethnic groups and their interactions with one another. Ethnic history serves as a vehicle for revealing the complexities of political, economic, social and cultural issues. Students will analyze such issues and the civic engagement of individuals and communities across time, inter- and intra-ethnic interactions, and space. This course was previously HIS-243234 American Ethnic History.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3445 Topics in American History (4 Credits)
The purpose of this study is to allow students to focus on a special topic within the larger field of American History. In consultation with his/her mentor and the course instructor, the student will help to focus the study and its objectives.
Attributes: Liberal

HIST 3450 Topics in European History (4 Credits)
The purpose of this study is to allow students to focus on a special topic within the larger field of European History. In consultation with his/her mentor and the course instructor, the student will help to focus the study and its objectives.
Attributes: Liberal

HIST 3455 Topics in Historical Studies (4 Credits)
The purpose of this study is to allow students to focus on a special topic with the larger field of Historical Studies. Students will read and analyze both primary and secondary scholarly writings from historians who write with differing cultural, historical, sociological, political, and philosophical frameworks.
Attributes: Liberal

HIST 3460 Topics in Other World Civilizations (4 Credits)
The purpose of this study is to allow students to focus on a special topic within the larger field of Other World Civilizations. In consultation with his/her mentor and the course instructor, the student will help to focus the study and its objectives. Students are expected to meet the requirements of the Western Other World Civilizations general education component within the work of the course.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 3465 Topics in the Ancient World (4 Credits)
This course will consider civilization in the Ancient World by allowing students and faculty to explore in detail a particular facet of the ancient world. The specific content of the course varies, but every iteration of this course will emphasize the careful use of sources and methods as are employed in the study of ancient history.
Attributes: Liberal

HIST 3470 Topics in Western Civilization (4 Credits)
The purpose of this study is to allow students to focus on a special topic within the larger field of European History. In consultation with his/her mentor and the course instructor, the student will help to focus the study and its objectives.
Attributes: Liberal

HIST 3475 Topics in Women in Western Civilization (4 Credits)
Topics in Women in Western Civilization allows students and faculty to explore in greater depth a particular aspect of the history of women in Western Civilization. The specific content of the course varies, but every iteration of this course will emphasize the careful use of sources and methods as are employed the study of women's history.
Attributes: Liberal

HIST 3480 Topics in World History (4 Credits)
The purpose of this study is to allow students to focus on a special topic within the larger field of World History. In consultation with his/her mentor and the course instructor, the student will help to focus the study and its objectives. Students are expected to meet the requirements of the Other World Civilizations general education component within the work of the course.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 3485 The Atlantic World (4 Credits)
This study explores the history of the Atlantic World during the Colonial Period. Through exploration and the search for wealth, Europeans encountered vastly different cultures both on the American continent and in the transportation of slaves from Africa. Indigenous cultures in the Americas were altered or destroyed by European contact and the competition between European empires seeking to control the New World. Africans found themselves swept up in the clash of cultures as they were transported to America to provide labor for the colonists' economic endeavors. Students will explore the social, cultural, environmental, and economic implications of this interaction of cultures.
Attributes: American History Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3490 The Enlightenment (4 Credits)
Study the 18th century Enlightenment that changed the perception of the universe, rocked the thrones of Europe, shook the roots of religious heterodoxy and gave new dimensions to philosophy, literature and the arts. Read classic studies by Enlightenment scholars and analyze the influences of the Enlightenment upon the development of the United States policy and the role of women in Europe and beyond. Develop a set of personal conclusions and assess the contemporary meaning of the Enlightenment. This course was previously HIS-224054 The Enlightenment.
Attributes: Humanities Gen Ed, Western Civilization Gen Ed, Liberal

HIST 3495 The Great Depression & the New Deal (4 Credits)
During this course the student will focus on the economic crisis of the United States during the 1930s and the political response to it. Students will examine the impact of the depression on American society in terms of social disruption, economic growth, and political development, as well as the subjective impact of the crash and depression, the political demands placed on the federal government for relief and reconstruction, their success and/or failure as public policies and the reasons for the growth of the labor movement and its political orientation. Prerequisites: An introductory level course in American history is strongly recommended.
Attributes: Liberal

HIST 3500 History of Warfare in Western World (4 Credits)
In this course, offered as part of the Civil War History Residency, students will survey the history of warfare in Western Civilization, beginning with the origins of organized warfare in the Ancient Middle East through the recent Gulf Wars, as part of this Civil War Residency course. They will examine in depth the military operations of the Civil War as the prototype of modern wars in the West.
Attributes: Western Civilization Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3510 The Reformation (4 Credits)
The student will examine the history of the Reformation, including the teachings of Martin Luther, John Calvin, and other key Reformation theologians. Students will consider the reasons why, by the early sixteenth century, Europeans were receptive to a challenge to the Roman Catholic Church, the political and social circumstances of the time, the impact of the Reformation both on high politics as well as religious institutions, and the belief systems of ordinary Europeans. Prerequisites: An introductory level course in European history is strongly recommended.
Attributes: Liberal

HIST 3515 The Silk Road (4 Credits)
The Silk Road conjures exotic images of camel caravans, the smell of spices and lure of distant places. This study will investigate the origins of silk road trade routes, the states that developed in Central Asia as a result of these routes and the movements of people, trade goods, technology, ideas, beliefs and even epidemic disease. Prerequisites: A previous course in Pre-modern East Asia or World History is strongly recommended but not required.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 3520 Topics in History of American Politics (4 Credits)
Sections under this title might include: American Foreign Policy, 1939 to present; History of American Political Thought I: 1763-1876; History of Political Thought II: 1890-present; History of American Foreign Policy; History of American Political Parties; American Government; American Politics, 1974-2008; Barack Obama and His Presidency; Federalists and Jeffersonians; The American Presidency; The Evangelical Right in American Politics and Culture; Understanding the U.S. Constitution; The Tea Party in American Politics; Historical Biography: Theodore Roosevelt. This course will consider the history of the U.S. politics and government. Each section of the study will focus on a different component of that history. After discussion with their advisors, students may complete more than one of the sections listed under this title.
Attributes: American History Gen Ed, Liberal

HIST 3525 History of Race in the United States (4 Credits)
Sections under this title might include: Race and Gender in U.S. Media; Race and Representation in U.S. History and Culture. This course will consider the history of race and representation of race in U.S. history and culture. Each section of the study will focus on a different component of that complex history. After discussion with their advisors, students may complete more than one of the sections listed under this title.
Attributes: American History Gen Ed, Liberal

HIST 3530 The Civil War (4 Credits)
Sections of this course will focus on the United States Civil War. Although each section might take into account a different perspective or use a different conceptual frame, each course will cover the basic historical narrative of the Civil War, including factors that led to the war and results of the war. Upon consultation with their mentor, students may take more than one version of this course.
Attributes: Liberal

HIST 3535 World War II (4 Credits)
hrough this study, the student will investigate the major historical problems related to the history of WWII, including the origins of the War, the Hitler enigma, the factors behind the Allied victory in the war; The relationship between the emergence of the new feminism in America and the War effort; the origins of the Cold War; the Germany First strategy; the wisdom of the Mediterranean Campaign; the wisdom of the decision to drop the Atomic Bomb, etc.
Attributes: Liberal

HIST 3550 Global U.S. History (4 Credits)
This course places the United States in the historic, political, cultural, and social currents of the world. It invites students to explore the historic processes that have shaped some key themes and dynamics of U.S. history from both internal and external points of view. We will view the United States less as an independent entity and more as a part of a world community. Such a perspective creates an opportunity to deepen the basic narrative of the American experience by internationalizing it, while also helping us understand how such aspects of U.S. society as churches, small businesses, neighborhoods, cultural communities, and mass media might be forces in shaping world politics. We will make the movements of people in and through the Americas, the stories of how the United States came to be 50 states (and some territories), and the precarious role of early 21st century world leadership the central themes of the study. Students are encouraged to bring to this course a curiosity about America's historic place in the world, a desire to strengthen Historical Studies research and writing skills, and a willingness to think outside the box. This course was previously HIS-243394 .
Attributes: American History Gen Ed, Liberal

HIST 3555 US History in the Middle East (4 Credits)
This course examines the relationship between the United States and Middle East, defined for the purposes of this study as all the land from North Africa to the Arabian Peninsula and Turkey (MENA). Students will consider the important events, forces, people, and policies that have shaped that relationship, as well as the ways in which the relationship reflects the evolution of the American society, economy, domestic politics, and foreign relations. Prerequisites: Introduction to Psychology and/or Sociology, Macroeconomics, and a decided interest in issues that inform the historic engagement of the U.S. in the Middle East.
Attributes: American History Gen Ed, Liberal

HIST 3570 Women in the Middle East (4 Credits)
This study examines and compares the diverse histories of women in the modern Middle East. Students will investigate topics such as women and: Islamic religious traditions; family life and traditional cultural institutions; work life and economic institutions; legal status and political institutions; relation to Western and Islamic feminism; etc. This course provides an historical perspective on contemporary social, political and gender relationships in the Middle East. Prerequisites: Previous study in modern world history, OR women's history, OR women's studies.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

HIST 3575 World History I: Through 1715 (4 Credits)
In this course, students will explore important events in the history of World Societies through 1715. The course will cover how political, economic and cultural aspects of history in the non-western world have been shaped by changing ideas and concepts. Students will be introduced to the families, foods, workplaces, religions, and diversions of peoples of the past through lively, descriptive writing and extensive primary sources that give voice to a wide range of individuals. This course will examine various political, social and cultural themes, some in great detail.
Attributes: Other World Civilization Gn Ed, Liberal

HIST 3585 World News in Historical Perspective (3 Credits)
This course examines the role and impact of international and domestic media on political developments in Europe. It explores the perspectives of various European audiences and the role of historical circumstances and media in shaping those perspectives. Students will consider the ways in which the media can shape public opinion and how its perspective may be influenced by dominant political/economic theories and ideologies. Comparisons with the U.S. perspective will be considered when relevant. Prerequisites: U.S. History II and courses in the social sciences, including economics.
Attributes: Liberal

HIST 3590 Hip Hop America: The Evolution of a Cultural Movement (4 Credits)
How do history and Hip Hop connect? This course explores that question through a study of how the historical and contemporary societal factors that shaped the growth and evolution of Hip Hop in the U.S. informed and were informed by individual and group racial, class, and gender identities. The course begins with a look at the 1970s boroughs of New York City, where Hip Hop emerged, and then journeys across New York City and the United States, exploring how the beats and breaks of the Bronx evolved into both an artistic genre as well as a political and cultural movement. We will study 1) the complex networks of social structures in the 1970's Bronx that enabled the emergence of Hip Hop within dynamics of power, privilege, oppression, and opportunity; 2) the 1980's growth of the genre through the commercialization of rap; 3) the early 21st century uses of Hip Hop as a vehicle for political organizing, education, community outreach, and entrepreneurialism in cities across the U.S.; 4) the challenge of balancing the political potential of Hip Hop against the commercial context of popular arts; and 5) the harnessing of Hip Hop as a vehicle for personal uplift and empowerment alongside actions for social justice. This course was previously HIS-243554 Hip-Hop America: The Evolution of a Cultural Movement.
Attributes: American History Gen Ed, *Diversity Gen Ed, Liberal

HIST 3605 Madness in American History (4 Credits)
This study is based on the idea that we can understand American history through the history of mental illness, and that we can understand the history of mental illness by understanding American history. Theories of mental illness, its diagnosis and treatment, and social attitudes toward it intersect with the history of institutions, science, gender roles, views about the family and social ideals in the US. As we explore these topics, we will arrive at a greater understanding of how mental illness can reflect larger cultural issues. Students will explore both the historical development of theories of mental illness, and the debates concerning diagnosis and treatment. In order to understand the context of these developments, students will study American history from the late 1800s to the present.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3610 Ethnic Conflict in Global Perspective (4 Credits)
Study selected ethnic conflicts among the 5000 ethnic groups found in about 170 nation-states. Focus on past and contemporary conflicts between and among ethnic groups and between ethnic groups and the state. Specific case studies will vary from term to term, but students can count on discussing the global context of ethnic conflict from the Americas to Europe to Asia and beyond. Students will do academic research on an ethnic conflict of their choice ranging from the Native American Genocide to the World War II Holocaust to contemporary and ongoing conflicts of today. This course was previously HIS-243854 Ethnic Conflict in Global Perspective.
Attributes: Liberal

HIST 3625 History of American Technology: 1650 - Present (4 Credits)
Students should be able to describe the evolution of technology in the United States, its origins and its impact on American society. The issues to be examined will include the following: the economy of Native American life, the nature of the colonial economy, the birth of American independence, the industrial revolution, the development of the culture of liberty and free trade, the tension between free and slave labor systems of production, the impact of the Civil War, the industrial system and the rise of the corporation, the history of American agriculture, the political response to industrialization, the birth of a war-time economy, the impact of the Great Depression, the development of telecommunication systems, the automobile and its impact on American life, the rise of the aircraft industry, biotechnology, nanotechnology, and robotics.
Attributes: American History Gen Ed, Liberal

HIST 3630 The Civil Rights Movement (4 Credits)
The student will examine the political and social climate, with a particular of focus on racial issues, in the United States during the three decades following the Second World War. The student will gain a thorough knowledge of the movement that organized to push for the enactment of civil rights, divisions within that movement, as well as forces that opposed the goals of the movement. The student will gain a familiarity with the lives and careers of Rosa Parks, Martin Luther King, Malcolm X, Bayard Rustin, A. Philip Randolph among others, and with such organizations as the NAACP, CORE, the Urban League, and Black Muslim organizations.
Attributes: Liberal

HIST 3635 Foundations in American History: Advanced (4 Credits)
Foundations of American History is an advanced level survey course which covers important events in American history from the pre-colonial era through the Civil War and the end of Reconstruction in the south in 1877. Students will examine various political, social and cultural themes in this course, including pre-colonial America, European conquest, colonial development, the American Revolution, the U.S. Constitution, the Early National Period, the Jacksonian Era, the Age of Reform, nationalism, expansionism, immigration, reform, regional development, causes and effects of the Civil War, and Reconstruction. Critical reading skills and the ability to analyze and evaluate primary and secondary historical sources and produce written interpretations will be emphasized.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3640 Western Civilization I: Advanced (4 Credits)
This study explores the ideas and institutions that arose from the ancient and medieval worlds, e.g. philosophy, law, and Christianity, that lay the foundations of western society. In addition, the study examines the development of the west in the context of world affairs. Finally, this study provides students with an introduction to the meaning of history and aspects of the historical process.
Attributes: Western Civilization Gen Ed, Liberal

HIST 3650 Civil War History (4 Credits)
The purpose of this study is to give students the opportunity to survey the history of Antebellum slavery, the Civil War and the Reconstruction era, and introduce them to the major historical problems of the American Civil War and Reconstruction era. These include the causes of the war; the character of Antebellum American slavery; the causes behind the Confederacy's defeat; the Lincoln enigma; and the character and legacy of Reconstruction, within the context of the broad sweep of American history from the Colonial period through the Reconstruction era. Civil War History is offered in conjunction with the Civil War History Residency.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3655 Adirondack History (4 Credits)
This study will examine the history of the Adirondacks through the lens of a critical paradox: how can humans preserve our natural beauty while allowing public access to these places? The study will first investigate the pull factors and industries of the Adirondacks and the effects on the conservation movements. Students will read William H.H. Murray's writings and explore historical promotional images of the Adirondacks. This class will first investigate the pull factors and industries of the Adirondacks, and the effects on the conservation movements. Students will examine the future of conservation, tourism, and the role of gender, class, and race in the Adirondacks.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3665 Long Island History: Advanced (4 Credits)
In this study, students will examine the rich history and political, social, economic and cultural development of Long Island from the prehistoric period, through the colonial era and up to the present day. Students will explore topics in Long Island history including the environment and ecology of Long Island, an examination of the indigenous peoples, the settlements of the colonial era, the events of the American revolution, the development of commerce and transportation in the 18th through the 20th centuries, whaling and other maritime industries, antebellum Long Island, the Civil War, post War development, Gold Coast Long Island, World War I, Prohibition, suburban development, World War II and post-war Long Island, offering an overview of the changes in life and culture of the past several centuries.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3670 Barack Obama & His Presidency (4 Credits)
The student will study the presidency of Barack Obama and the United States as a society from 2009 to the present. The student will gain an understanding of Barack Obama's approach to governance and his political/ideological beliefs, along with the intellectual and cultural context out of which Obama developed those beliefs. There will be a particular focus on Obama's conception of ethnic/racial identity as well as American national identity and how these ideas inform his broader worldview. The student will also gain an understanding of the major political, social, cultural, and economic issues of the time period under study.
Attributes: Liberal

HIST 3675 History of America in the 1960s Era (4 Credits)
The student will examine American society during the turbulent 1960s. The student will gain a broad understanding of the time period, including political, social, cultural, and economic developments. The student will examine, among other topics, the Civil Rights movement, the Vietnam War and protests against it, the counter-culture, the rise of conservatism, urban violence, the women's movement, and the split within the liberal movement over Vietnam.
Attributes: Liberal

HIST 3680 History of American Foreign Policy: 1939 - Present (4 Credits)
During the course of this contract the student will examine the development of American foreign policy during the 20th century, with particular emphasis on the changing perceptions of America's role in world politics.
Attributes: Liberal

HIST 3685 History of American Politics: 1974-2008 (4 Credits)
The student will study American politics, with a particular focus on national politics (the presidency and Congress), from 1974 to 2008. The student will gain an understanding of developments in American politics and society during the presidencies of Gerald Ford, Jimmy Carter, Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush. This will include analyses of both domestic and international issues. The student will focus on the rise of conservative fortunes under Reagan, as well the pushback from progressive forces that propelled the Clinton presidency. The student will also gain some understanding of the major social, cultural, and economic issues of the time period under study.
Attributes: Liberal

HIST 3690 History of Antisemitism (4 Credits)
The student will examine the history of antisemitism in recent centuries. The student will gain a broad understanding of the various forms antisemitism has taken from medieval times up to the present day. Students will pay particular attention to last two hundred years in this history, and will focus on, among other topics, the shift in mid-late nineteenth century Europe from religious antisemitism to 'racial' antisemitism, the antisemitic ideology of Nazism, and the relationship between the founding/existence of Israel and contemporary antisemitism.
Attributes: Liberal

HIST 3695 History of Educational Technology (4 Credits)
This study will examine the relationship between technology and education in the United States from the late 19th century through modern times. We will explore how technology has transformed the concept of a classroom, and led to the rise and prevalence of online and blended study. There will be an emphasis on the historical, social, cultural, and ethical issues surrounding use of technology in education, and the study will introduce and explore key concepts of eLearning theory.
Attributes: Liberal

HIST 3705 History of the US Navy (4 Credits)
This study examines the history of the United States Navy from the Revolutionary War through the Spanish American War within the broad context of American History. Topics that will be covered by this study will include, the Navy's contribution to the American Revolutionary War effort, Barbary Terror, The Navy and the Debate over the Constitution of 1787, The philosophical and policy differences between the Federalists and the Jeffersonians, The War of 1812, the Age of Gunboat Diplomacy and the extension of the American Commercial Empire, the Mexican-American War, The Efficacy of the Union Blockade, The Commercial Raiders of the Confederacy, Alfred Thayer Mahan and the movement to expand America's Navy, and the Spanish American War. Advanced Level Reading, Writing, and Research Skills emphasized.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 3710 Jews in US History: 1654-present (4 Credits)
This student will examine the history of Jews in the United States of America from 1654 to roughly the present day. This student will examine the history of Jews in the United States of America from 1654 to roughly the present day. The student will gain an understanding of the major events of this history, with a focus on comprehending the changing nature of Jewish immigration-as the population changed from being predominantly Western European very early on to Central European by the mid-19th century and, after 1880, to East European. The student will gain an understanding of the matters of identity and assimilation for American Jews, both in terms of religious observance and cultural practices.
Attributes: Liberal

HIST 3715 Movin' on Up: Class in America in the Movies (4 Credits)
The purpose is to study the issue of socio-economic class in American society, in part by examining how it is portrayed in films. The student will gain a better understanding of the following: how class structures affect the social and economic lives of Americans, how class differences affect educational opportunities, what barriers prevent social mobility (i.e., mobility between classes), and what factors encourage social mobility, how race, gender, culture, and other forms of identity interact with class to affect the lives of Americans in various classes, and how Americans incorporate their class into their overall identity. This course, in studying the issue of socio-economic class in the U.S., will address social justice issues, including race, class, and gender, as well as explore matters of intersectionality so that students gain an understanding of how overlapping forms of identity-based discrimination interact with one another.
Attributes: *Diversity Gen Ed, Liberal

HIST 3720 The Holocaust (4 Credits)
The student will study the Holocaust in order to gain some insight into the reasons--historical, cultural, institutional, political--why human beings committed these atrocities against other human beings, as well as the mechanism by which the perpetrators carried them out. The student will also study the broader history of modern Germany to put the Holocaust in context .
Attributes: Liberal

HIST 3725 The Evangelical Right in American Politics and Culture (4 Credits)
The student will gain an understanding of various ways to conceive of the Evangelical/Christian Right, identify contemporary groups as well as their agendas, and explore the movement's role in elections and policy making. Students will also explore how the emergence of the movement has contributed to political conflict (even within the Republican Party)? What major policy changes can be attributed to a good degree to the influence of the movement? What is the movement's agenda? How has the Christian Right affected elections? What are the theological implications of the politicization of Evangelicalism? What effect has the movement's ideology has on societal perceptions of morality and "family values?"
Attributes: Liberal

HIST 3730 The Tea Party in American Politics (4 Credits)
The student will gain an understanding of the Tea Party as a political movement in American politics, including the context out of which it arose in the months after the election of Barack Obama to the presidency. Students will gain an understanding of the relationship between the Tea Party and earlier movements on the right, and between the Tea Party movement and the Republican Party. The student will also gain an understanding of the broad trends within American politics since 2008.
Attributes: Liberal

HIST 3735 Asian American History (4 Credits)
The Asian American History explores American history through the lens of the many Asian immigrant groups who have entered and settled in the United States since the nineteenth century. Students will examine the histories of various groups of Asians in the United States alongside governmental policies, economics, politics, religion, and cultural similarities and differences that have contributed to the shaping of Asian America. In addition to participating in discussion forums and writing short essays, students who take Asian American Experience will be asked to examine a special topic and develop a final project on that topic. 1. Identify and discuss how various political, social and cultural themes in Asian American history complicate the basic narrative of American history. 2. Analyze how Asian American experiences in the United States mirror America's evolving relationship with the rest of the world. 3. Dissect political, economic, social, and cultural aspects of American history, with an emphasis on diversity in American society. 4. Illustrate how common institutions in American society have affected Asian Americans and their relationship with others. 5. Evaluate primary and secondary historical sources for the purpose of producing original research and writing on Asian Americans.
Attributes: American History Gen Ed, Liberal

HIST 3996 Special Topics in HIST (3-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HIST 3998 Individualized Studies in Historical Studies (HIST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Historical Studies (HIST). Please contact your mentor/advisor for more details.

HIST 4005 Mad Men Mad Women: History of Women in the Twentieth Century (4 Credits)
This course will examine the history of women using the visual narrative of AMC's Emmy Award-winning show, Mad Men. The backdrop – a fictional Madison Avenue advertising firm in March 1960 – on its surface seems to be a story of the "mad men." Yet, a central focus of the show is the evolution of women's lives in this dynamic period of American history. We will examine the transformation of the lives of women examining primary and secondary source materials. Some of these themes include women in prewar and postwar America, "the problem with no name", women's changing landscape in the workplace and the home, the sexual revolution, and the rise of feminism and women's activism. Students will examine roles of gender, class and race through the course readings, our main texts, and the television series. As a class we will connect historical themes to contemporary themes and movements.
Attributes: American History Gen Ed, Arts Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 4006 History of Conservative Talk Radio, Media, and U.S. Politics (4 Credits)
The course will examine how conservative media has developed over the past three decades in the U.S., with a focus on talk radio. Students will analyze the type of rhetoric employed, in particular that relating to race, ethnicity, culture, religion, national identity, and immigration, as well as demographic change more broadly. They will study how this rhetoric has affected political campaigns and elected officials, as well how it has affected the way the broader media covers related issues. Students will explore the relationship between the conservative media, talk radio in particular, and individual conservative politicians as well as the Republican Party as an institution. Students will gain an understanding of how recent trends in conservative politics, in particular as it relates to what some have termed white identity politics or white racial anxiety, have been influenced by the issues driven by talk radio. An introductory level course in recent U.S. history and/or politics is strongly recommended
Attributes: Liberal

HIST 4010 Rock and Roll History (4 Credits)
We will examine American history through the lens of rock and roll. Students will study the development and transformation of rock and roll from early blues to the present day. We will analyze how rock and roll became a tool for civic engagement and social movements in the United States. We will explore themes in rock and roll, and trace ideas in the music to expressions of American diversity. As a class we will explore rock and roll's influence, politically, socially and economically. Through listening, reading, viewing and writing, students will draw and verify conclusions. Students will be required to analyze primary and secondary documents, music and videos from the different time periods and connect the historical themes to the present day.
Attributes: American History Gen Ed, Arts Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

HIST 4012 History of the Beatles (4 Credits)
This course will delve into the cultural, political, and historical significance and impact of the iconic band, the Beatles. Beginning with World War II, we will trace the Beatles' journey to the present day. Through this exploration, we will analyze the phenomenon of Beatlemania and what sets the Beatles apart as a band that transcends generations. Students will also examine the Beatles' influence on gender roles, civil rights, psychedelia, feminism, women's rights, political issues, and the generation gap. Additionally, we will study the development of their albums, recording technology, and the art of rock music. Through active listening and critical analysis, students will gain a deeper understanding of the Beatles' music and its role as a lens for understanding history.
Attributes: Liberal

HIST 4015 Multiethnic Empire: Habsburg Austria -1740-1918 (4 Credits)
This study will examine the history of the Hapsburg Monarchy from 1740 until its demise in 1918, including the following: the state-building, reform-minded reigns of Maria Theresa and Joseph II, the rivalry with Prussia over domination of Germany, the challenge of the French Revolution and the retreat under Franz I from the Enlightenment-based policies of Joseph II and Leopold II, the reactionary period dominated by Metternich from 1809 through 1848, the revolutions of 1848, the neo-absolutism of the 1850s, the period of constitutional experimentation leading to the 1867 Ausgleich, and the period leading up to and including the First World War, concluding with a discussion of why Austria-Hungary dissolved in 1918. Furthermore, students will focus on the so-called nationalities question throughout the period as well as on the attempts to develop an Austrian state patriotism or civic Austrian identity by various thinkers. Prerequisites: An introductory level course in European history is strongly recommended.
Attributes: Liberal

HIST 4020 Senior Thesis I: Research (4 Credits)
This study introduces students to the work and craft of historians. As part of a two-semester sequence, this study provides the foundation for a capstone study or final project that integrates a historical studies degree. The outcome of this two-semester project is either a research paper of approximately 25-30 pages that is based on primary sources as well as secondary sources following the guidelines for a historical journal article, with a complete bibliography following correct citation style. Or, the outcome is an audio-visual project that is based on primary sources as well as secondary sources and results in a 20-25-minute presentation, with a complete bibliography following correct citation style. During this term, students will decide what they want to know, find out what has been done already on their research topic, consider possible end products, conduct background research, conduct primary research, keep complete records of citation information and keep clear and relevant notes on sources to be used in the final project. Prerequisites: Available to Empire State College Historical Studies majors only.
Attributes: Liberal

HIST 4025 Senior Thesis II: Writing & Presentation (4 Credits)
During this course, students will complete primary and secondary research based on the historical topic and research question(s) developed during Senior Thesis I. Students will write the senior thesis report and present findings in a summary oral presentation for peers in the history profession Prerequisites: Available to Empire State College Historical Studies majors only. Senior Thesis I is strongly recommended.
Attributes: Liberal

HIST 4030 Topics in War & Peace (4 Credits)
Sections under this title might include: The French Revolution; The First World War; The History of the Second World War. This course examines the causes of war and the conditions under which the international community establishes peace among nations. Students will explore the major theoretical approaches explaining war and peace, interactions between the major actors in the international system, causal paths that lead to either war or peace, and the empirical support that the discipline offers to understanding the phenomenon, as it relates to a specific conflict or time period. After consultation with their advisor, students may complete more than one of the sections listed under this title.
Attributes: Liberal

HIST 4035 War & Peace (4 Credits)
This course examines the literature on the causes of war and the conditions under which the international community establishes peace among nations. It includes major theoretical approaches explaining war and peace, interactions between the major actors in the international system, causal paths that lead to either war or peace, and the empirical support that the discipline offers to understanding the phenomenon. Prerequisites: U.S. History, European and/or Diplomatic History.
Attributes: Liberal

HIST 4040 African American History: Advanced Research (4 Credits)
The student will explore the history of Americans of African descent over the last four centuries. Through reading Franklin and other works the student will develop a solid understanding of slavery, both its origins as well as the course and ideology of slavery through the Civil War, the period of Reconstruction and the development of the Jim Crow segregationist system, the impact of industrialization and black migration from the South to the North in the early twentieth century, the movement for equality for African Americans starting with Frederick Douglass, W.E.B. Dubois, and Booker T. Washington through the Civil Rights movement of the 1950s and 60s, including an understanding of the ideas of Martin Luther King and Malcolm X (before and after his visit to Mecca) among others, as well as issues of the past thirty years including the question of ethnic/racial and civic/national identity for black Americans.
Attributes: Liberal

HIST 4050 Historical Studies Internship (4 Credits)
The internship is an opportunity for a student to apply the theories and methods of Historical Studies to a real-world experience. Students should work with their mentor and with the Career Services division of the Office of Collegewide Student Affairs to find an internships that meets their specific needs and fits within their degree programs. An internship may only be completed with the approval of the student's mentor. .

HIST 4122 Contemporary Issues in US Immigration (4 Credits)
The student will examine immigration in the contemporary United States. The student will gain a broad understanding of the economic, social, cultural and identity-related issues faced by immigrants in contemporary America.
Attributes: Liberal

HIST 4127 Gender and the Cold War (4 Credits)
The 1950s was a decade of conformity, typified by the rise of suburbia, the man in a gray flannel suit, as well as an underlying dissatisfaction with gender roles – simply, blandness. Invasion of the Body Snatchers, the 1956 film directed by Don Siegel and based on Jack Finney's novel of the same name, presents a statement with regard to collective paranoia – a fear of conformity, conspiracy, and constraint. Yet if we consider this film as a social commentary, then we must look at how it reflected upon a growing concern of Americans over the respect for authority and rigid gender roles. The rise of contemporary feminism threatened a patriarchal system by loosening traditional restraints on women. Opponents of female reform, in turn, invoked domestic ideology to return women to the home. They feared women, who easily slid from a nurturing influence to emasculating power. We will explore the issues that shaped Siegel's film through its viewing and via a select body of readings that span the disciplines of history, anthropology, literature, and film studies, resulting in a robust discussion on gender, sexuality, and yes fear, within the mid-twentieth century.
Attributes: American History Gen Ed, Liberal

HIST 4132 The Japanese-American Internment in World War II (2 Credits)
his study will investigate the internment of more than 110,000 persons of Japanese descent, including more than 70,000 people who were American citizens, during World War II.
Attributes: Liberal

HIST 4998 Individualized Studies in Historical Studies (HIST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Historical Studies (HIST). Please contact your mentor/advisor for more details.

HLAD: Health Administration (Undergraduate)

HLAD 1998 Individualized Studies in Health Administration (HLAD) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Healthcare Services (HLAD)

HLAD 2010 The United States Health Systems (4 Credits)
This course will study the origins, changes, and current status of the major programs that provide for the delivery, financing, and regulation of healthcare services in the public and private sectors of the United States. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Service Delivery. This course is part of the BS in Public Health program.

HLAD 2998 Individualized Studies in Health Administration (HLAD) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Health Administration (HLAD). Registration for this class must be approved by the student's mentor.

HLAD 3005 Community Health (4 Credits)
This course will explore the community health needs of various ethnic and cultural population groups along with the cultural, social, political and economic factors involved in the access and utilization of healthcare systems by diverse groups of people in the United States. Factors that influence the epidemiological measures of morbidity and mortality will also be included. This course is aligned with the Community and Human Services Area of Study guidelines for Diversity and Knowledge of Service Delivery. This course is part of the BS in Public Health program.
Attributes: Liberal

HLAD 3015 Comparative Health Systems (4 Credits)
This course will study the major healthcare models around the world. The historical development of these models will be determined, and the societal values and other factors underlying countries' choice of healthcare systems and policies will be examined. Note: This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery and Diversity. This course is part of the BS in Public Health program.
Attributes: Liberal

HLAD 3020 Cultural Competency in Health Care (4 Credits)
This course will examine both analytical and practical approaches to cultural competency in health care. Concepts, models, frameworks, and communication that occur in cross-cultural health situations will be discussed and the concepts applied in interventions and programs. This course is aligned with the Community and Human Services Area of Study guidelines for Diversity and Skills & Application. This course was previously CHS-253134 Cultural Competency in Health Care.
Attributes: Liberal

HLAD 3025 Economic Issues in Health Care (4 Credits)
Healthcare economics uses the tools of microeconomic analysis to examine markets in the health sector including physician markets, hospital markets, pharmaceutical markets and health insurance markets. Students learn about managed care, and other types of health insurance, explore the effects of insurance on behavior, investigate reimbursement systems including new reimbursement models like value-based and bundled payments, and discuss factors that influence market outcomes in the healthcare sector including uncertainty, information asymmetries, and externalities. Current trends and issues facing the healthcare industry such as rising expenditures and new technologies are also investigated in this course. This course is aligned with the Community and Human Services guidelines for Knowledge of Service Delivery and Skills & Application. Prerequisites: Microeconomics (ECON 2020), or significant experience in the health sector.
Attributes: Liberal

HLAD 3035 Community Health Education and Communication (4 Credits)
This course will examine the practical and theoretical aspects of health communication. Students will learn about common terms and concepts in health communication, as well as recent trends and best practices in this area. The process of planning health communications will also be explored. This course is part of the BS in Public Health program. Highly Recommended (not required): It is suggested that, prior to taking this course, students have knowledge from an introductory management course, such as Principles of Management (MGMT_1005) or equivalent, and/or an introductory health or human services course, such as duction to Human Services (HUSV_2035), or equivalent. Advanced-level reading, writing, and critical thinking skills are required. T Note: This course aligns with the Community and Human Services area of study guidelines for Skills.
Attributes: Liberal

HLAD 3040 Health Disparities (4 Credits)
This study explores disparities and inequalities in health outcomes (i.e., morbidity, mortality) and health care access across multiple social categories. These outcomes reflect complex interactions between biological, environmental, and social contexts. Students will be asked to think critically about social determinants of health and how this knowledge can be applied to real life situations (e.g., disasters, chronic diseases). This course aligns with the Community and Human Services area of study guidelines for Knowledge of Service Delivery, Skills & Application, and Diversity. This course is part of the BS in Public Health program.
Attributes: Liberal

HLAD 3045 Healthcare Ethics (4 Credits)
This course will study important ethical issues facing the providers, payers, and consumers of healthcare services. This course aligns with the Community and Human Services area of study guidelines for Ethics. This course is part of the BS in Public Health program.
Attributes: Liberal

HLAD 3050 Healthcare Management (4 Credits)

In this course the student will look at managerial functions in the United States healthcare system. Topics such as legal and ethical requirements, technology, organizational relationships, and leadership may be explored. It is recommended that The United States Health Systems or a similar course should be taken prior to enrolling in this course. This course is aligned with the Community and Human Services area of study guidelines for Skills & Application and Ethics. This course was previously CHS-253304 Health Care Management.

HLAD 3055 Managed Care (4 Credits)

This course addresses the development of the managed care system of healthcare delivery. It will examine the service delivery systems, effects on stakeholders and the business components that comprise managed care and affect the quality of healthcare in the United States. Note: This course is aligned to the Community Human Services Area of Study guidelines for Knowledge of Service Delivery Human Behavior and Skills & Application. This course was previously CHS-253754 Managed Care.

HLAD 3122 Principles of Public Health (4 Credits)

Public health works to protect and improve the health of communities. This study will examine the components of the public health system, the relationships among public health components, and key issues for public health professionals. This course meets the Human Services Area of Study guidelines for Knowledge of Service Delivery and Skills & Application. This course is part of the BS in Public Health program.
Attributes: Liberal

HLAD 3127 Infections and Epidemics: Biocultural Perspectives (4 Credits)

This study examines infections and epidemics from an interdisciplinary perspective, which draws upon community health, medical anthropology, evolutionary medicine, epidemiology, and other approaches. Learning activities will examine biological and cultural factors responsible for changing risk patterns, the epidemiologic transition associated with industrialization, and the rise of antibiotic and viral resistance. Students will have opportunities to explore individual, local and global links between infections and inequalities and to consider the impact of sociocultural, environmental, and political changes on disease patterns, along with other topics of interest to the student, such as specific diseases, epidemics or therapies, old and new. This course meets the Community and Human Service Area of Study Guidelines for Knowledge of Service Delivery. This course is part of the BS in Public Health program.
Attributes: Liberal

HLAD 3996 Special Topics in HLAD (4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HLAD 3997 Special Topics in HLAD (4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

HLAD 3998 Individualized Studies in Health Administration (HLAD) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Health Administration (HLAD). Registration for this class must be approved by the student's mentor.

HLAD 4015 Healthcare Policy (4 Credits)

This course will provide an overview of the United States healthcare policy process, including an analysis of the political, institutional, cultural and economic environments in which health policy is formed and modified over time. This course aligns with the Community and Human Services area of study guidelines for Knowledge of Service Delivery and Skills & Application. This course is part of the BS in Public Health program.

HLAD 4020 Leadership in Healthcare (4 Credits)

This course provides an overview of the conceptual and theoretical aspects of leadership within the context of the healthcare delivery system. Students in the course will examine different models of leadership and develop an understanding of the key differences between leadership and management. Selected leadership theories will be analyzed with an emphasis on implications for culture, quality, patient safety, and human resource management in a variety of healthcare settings. This course aligns with the Community and Human Services area of study guidelines for Knowledge of Service Delivery and Skills & Application. Prior to taking this course, students should have completed prior coursework on or have prior knowledge of the United States Health Care System. Prerequisites: This course was previously CHS-254134 Leadership in Health Care.
Attributes: Liberal

HLAD 4030 Understanding Medical Marijuana: Multidisciplinary Perspectives (4 Credits)

Students will gain a multidisciplinary understanding of medical marijuana through a survey course addressing the following topics: the ethnobotanical origins of cannabis as a medicine; the historical and cultural context of marijuana in the United States; history and debates surrounding the legalization and criminalization of marijuana; scientific evidence and debates regarding the use of medical marijuana; human service practice with medical cannabis clients and their caregivers. This course aligns with the Community and Human Services area of study guidelines for Skills & Application. This course was previously CHS-253284 Understanding Medical Marijuana.
Attributes: Liberal

HLAD 4996 Special Topics in Health Administration (1-8 Credits)

HLAD 4998 Individualized Studies in Health Administration (HLAD) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Health Administration (HLAD). Registration for this class must be approved by the student's mentor.

HLHS: Health Care Services (Undergraduate)

HLHS 1023 Introduction to Community & Public Health (4 Credits)

This course provides a population perspective on the determinants of health and disease and the tools available to protect and promote the health of the community. Options for intervention are explored including use of the public health system, the health care system, and society wide systems such as laws and taxation. Students will learn to apply frameworks for thinking about the issues of population health and gain an understanding about public health practice. This course meets the Community and Human Service area of study guidelines for Knowledge of Service Delivery.
Attributes: Liberal

HLHS 1998 Individualized Studies in Healthcare Services (HLHS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Healthcare Services (HLHS). Registration for this class must be approved by the student's mentor.

HLHS 2006 Women's Health & Social Transformation (4 Credits)
The course focuses on women's health, past and present. The psychological, physiological, social, and cultural barriers to women's healthcare services will be explored. Students will explore the role of societal level forces and community level factors that influence women's health. This study meets the Community and Human Services area of study guidelines for Knowledge of Service Delivery.
Attributes: Liberal

HLHS 2013 Culture, Illness, and Healing (4 Credits)
Jobs in health care and other sectors frequently call for health professionals with knowledge of and experience with "cultural diversity". Yet, the meanings of culture, face, and what constitutes a cultural group debated and contested across disciplines. How might understandings of culture as it is lived sharpen our insights? What does culture have to do with health, race, ethnicity, gender, socioeconomic position, and standings of living? How do people define and experience health, illness, and healing in diverse cultural groups, vulnerable communities, villages, families, and individuals in and beyond clinical settings? Why does it matter? This course meets the Community and Human Services Area of Study guidelines for Diversity.
Attributes: Liberal

HLHS 2017 Introduction to Global Health (4 Credits)
In this course, students will learn about the effects and interrelatedness of social elements in an environment on global community health and burden of disease. Topics may include the complex social, economic, political, environmental, and biological factors that structure the origins, consequences, and possible treatments of global health problems. Students will explore health assessment methods and intervention strategies. This course meets the Community and Human Services Area of Study Guidelines for Knowledge of Service Delivery.
Attributes: Liberal

HLHS 2996 Special Topics in HLHS (1-8 Credits)
Attributes: Liberal

HLHS 2998 Individualized Studies in Healthcare Services (HLHS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Healthcare Services (HLHS). Registration for this class must be approved by the student's mentor.

HLHS 3010 Creativity & Healing (4 Credits)
This study examines the relationship between the creative arts and healing for students interested in working with individuals and groups. Journaling, creative writing, movement, and drama therapy will be considered. This course aligns with the Community and Human Services area of study guidelines for Skills & Application.
Attributes: Liberal

HLHS 3011 Vulnerable Populations: Health & Social Justice (4 Credits)
The reasons for health disparities are varied. This course explores the characteristics of vulnerable populations such as ethnicity, socioeconomic status, urban or rural residence, undocumented immigrants, people with disabilities or chronic conditions, to understand how social forces puts members of these groups at risk for adverse health outcomes. This course meets the Community and Human Services area of study guidelines for Knowledge of Service Delivery and Diversity.
Attributes: Liberal

HLHS 3015 Grief & Loss (3-4 Credits)
This course explores the processes of grief and loss. The course will focus on theories and research on the grieving process, as well as the roles of ritual, faith, and remembrance in grieving; cultural factors that contribute to reactions to loss; determining when grief becomes dysfunctional; and effective strategies for intervening with an individual who has experienced a significant loss. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Human Behavior and Skills & Application. This course was previously CHS-254044 Grief and Loss. Prerequisites: Introduction to Psychology (PSYC 1005) or Introduction to Human Services (LABR 1165), or equivalent.
Attributes: Liberal

HLHS 3020 Healing Through Music (4 Credits)
The study examines music as a spiritual, healing force. Certain music therapy models are evidence-based practices with measurable impacts on brain functioning. The use of music in working with underserved populations will be explored as a therapeutic modality in the treatment of individuals, groups, and communities. This course aligns with the Community and Human Services area of study guidelines for Skills & Application.
Attributes: Liberal

HLHS 3030 Understanding Forgiveness and Healing in the Human Services (4 Credits)
This study will examine the role of forgiveness in human relationships and the interventions human service professionals can use to support those in the healing process. Contextual factors related to forgiveness and healing within human services practice will be explored. This course aligns with the Community and Human Services area of study guidelines for Skills & Application.
Attributes: Liberal

HLHS 3127 Patient Engagement in Today's Healthcare System (4 Credits)
People actively involved in their health and healthcare tend to have better outcomes – and some evidence suggests, lower costs. This course will examine the advantages of patients being actively engaged in their care, as well as the tools, techniques, and the role of technology that are available to enable this activity. The perspectives of both providers and patients will be examined. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Service Delivery and Skills & Application.
Attributes: Liberal

HLHS 3132 U.S. Healthcare: Structure & Financing (4 Credits)
This course provides a detailed discussion of the complex United States healthcare system, its varied components, its diverse forms and systems for reimbursement, and the changes occurring as a result of new technological and delivery system alternatives, as well as innovative reimbursement models on the effects of service delivery. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Service Delivery.

HLHS 3200 Person Centered Planning and Tools (4 Credits)

Person-Centered Planning is a strength-based approach that focuses on the person's individualized needs, goals, and values. Person-centered planning centers all discussions, decision-making, and development of plans/goals based on the person's desires and goals and provides the human service professional tools to gather pertinent information to guide the person to achieve a higher level of self-sufficiency and success. This study will explore person-centered planning in the health and human services setting with a focus on self-reflective practice and recognition of the challenges and opportunities present in implementing person-centered approaches. Students will develop the necessary skills to assist diverse populations. Person-centered planning focuses on any of the following: assessment, goal setting, problem solving, identifying strengths and weaknesses, identifying natural supports, and achieving self-sufficiency.

Attributes: Liberal

HLHS 3500 Issues in Correctional Healthcare (4 Credits)

Issues in Correctional Health Care aims to educate students from a variety of disciplines to respond to current health issues within jails and correctional systems. Students will learn about the complexities of health for people in prison and will gain understanding and skills in order to apply inter-disciplinary approaches to prison health. This course is aligned with the Community and Human Services guidelines for Skills & Application.

Attributes: Liberal

HLHS 3996 Special Topics in HLHS (4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

Attributes: Liberal

HLHS 3997 Special Topics in HLHS (4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

Attributes: Liberal

HLHS 3998 Individualized Studies in Healthcare Services (HLHS) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Healthcare Services (HLHS). Registration for this class must be approved by the student's mentor.

HLHS 4010 Exploring Happiness (4 Credits)

This course will research and examine different theories of happiness from diverse perspectives. Topics may include: how happiness is impacted by various internal and external factors, and strategies for assessment and intervention in human service settings. This course aligns with the Community and Human Services area of study guidelines for Knowledge of Human Behavior and Skills & Application.

Attributes: Liberal

HLHS 4018 Motivational Interviewing (4 Credits)

Motivational Interviewing is a counseling/therapeutic technique developed to assist people struggling to make behavioral changes. It is a person-centered and empowering intervention, typically organized around Prochaska and DiClemente's Stages of Change Model which will be a focus of this course. Students will learn how these techniques look in practice and how they would be used by licensed professionals in helping diverse populations across diverse settings. This course addresses the human service guidelines knowledge of human behavior and skills.

Attributes: Liberal

HLHS 4127 Women and the Business of Healthcare (4 Credits)

This course will examine the diverse experiences and roles of women as recipients and providers of health care, using interdisciplinary and multidisciplinary perspectives (anthropology, health economics, health management and policy, public health, sociology), and emphasizing the US context, while considering multicultural and global issues. This course is aligned with the Community and Human Services Area of Study Guidelines for Diversity and Knowledge of Service Delivery.

HLHS 4998 Individualized Studies in Healthcare Services (HLHS) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Healthcare Services (HLHS). Registration for this class must be approved by the student's mentor.

HRMS:Human Resource Management (Undergraduate)

HRMS 1998 Individualized Studies in Human Resources Management (HRMS) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Human Resources Management (HRMS). Registration for this class must be approved by the student's mentor.

HRMS 2998 Individualized Studies in Human Resources Management (HRMS) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Human Resources Management (HRMS). Registration for this class must be approved by the student's mentor.

HRMS 3005 Compensation & Benefits (4 Credits)

To maximize organizational performance, managers need to address key components in the successful retention and motivation of all staff. One primary component is the design of a total rewards program to ensure alignment with business objectives, motivate individual / team / business unit performance and successfully compete with outside forces to recruit talent. This course will provide the underlying concepts so that students will understand the many factors that need to be addressed to ensure an effective total compensation and benefits program. Students completing this course will have an understanding of the complexities of reward systems, along with an appreciation of the key factors necessary to ensure their successful implementation in any organizational setting. Prerequisite (must complete before registering): Human Resource Management (HRMS 3015), or equivalent This course was previously BME-213754 Compensation.

HRMS 3010 Diversity in the Workplace (4 Credits)

This course will examine the issues, challenges, and opportunities presented by diversity in the workplace. Issues related to employee diversity, in terms of gender, race/ethnicity, career development, and cultural background are emphasized. The objective is to broaden student's perspectives about the dynamics of diversity and to help them work more effectively in diverse workplace environments. Diversity is a workplace characteristic; inclusion is a workplace value. The course examines ways in which the organization benefits from an environment that values, welcomes and includes all employees. Prerequisite (must complete before registering): Principles of Management (MGMT_1005), or equivalent Note: Management knowledge acquired through workplace or other types of organizational experiences may fulfill the prerequisite. This course was previously BME-213164 Diversity in the Workplace.

Attributes: Liberal

HRMS 3015 Human Resource Management (4 Credits)
Students will examine the human resource management function and related activities. The course focuses on the strategic importance of this function for effective management and organizational success. Students will analyze the relationships among organizational strategies and HR policies/procedures. Topics include: job analysis and design, recruitment and selection, compensation and motivation, training and development, employee rights and discipline, and labor-management relations. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent This course was previously BME-213504 Human Resource Management and Development.

HRMS 3020 Human Resources Information System (4 Credits)
The practice of Human Resource Management has evolved from one of being purely administrative and transactional to one of significant strategic importance and transformational value to organizations. Human Resource Information Systems combines human resources practices with information technology to effectively support organizations in pursuit of their objectives. Human Resource Information Systems are used for automating repetitive, administrative tasks; creating, delivering and tracking activities associated with the major HR practices and are essential tools for supporting decision making in the management of an organization's talent. This course was previously BME-213504 Human Resource Management and Development. Prerequisites: Principles of Management (MGMT 1005) or equivalent.

HRMS 3025 International Human Resources Management (4 Credits)
This course examines the human resource function within organizations operating in multiple countries. Students learn how global corporations manage, develop, staff, reward and motivate employees from a range of different national contexts. The implications of the internationalization process for the HRM activities, practices and policies of multinational organizations are analyzed, especially expatriate management. The student will also examine how organizations that operate across international boundaries manage the different stresses of the drive for integration (being coherent across the world) and differentiation (being adaptive to local environments). Prerequisite (must complete before registering): Human Resource Management (HRMS 3015) This course was previously BME-213874 International Human Resource Management.

HRMS 3030 Labor Management Relations for Business (4 Credits)
This study explores the nature, determinants and socioeconomic impact of collective bargaining and labor-management relations in the United States. Some of the topics students will explore include the historical development of the labor movement, union structure and administration, the collective bargaining process, the settlement of labor-management disputes, and administration of the contract. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent This course was previously BME-213654 Labor/Management Relations.

HRMS 3035 LGBTQ Workplace Issues (4 Credits)
LGBTQ issues in the workplace have become multi-faceted, complex, dynamic, and increasingly important for leaders, Human Resource professionals, employees, managers and supervisors. Students will acquire a framework to understand how LGBTQ issues are human rights issues and how LGBTQ inclusion is a positive and strategic dimension of good organizational leadership and design. Students will learn about organizational heterosexism and homophobia, how it impacts the workplace, and how to create safe and inclusive environments for LGBTQ people. Students will acquire a framework to understand global issues related to LGBT rights in the workplace. This course should be listed in HRM and in GNS (Gender Studies). If you have already completed the 2 credit Selected Topics: LGBT Issues in the Workplace, you cannot take the 4-credit LGBTQ Workplace Issues course. There is substantial overlap between these two courses and students cannot include both in their degree plans. This course was previously BME 213714 LGBT Workplace Issues. Prerequisites: Foundation knowledge in human resources management and/or organizational behavior through courses/studies or experience..
Attributes: Liberal

HRMS 3040 Staffing the Organization (4 Credits)
This course will focus on the infrastructure, processes, and strategies for recruiting and selecting employees to meet the needs of an organization. Students will learn about the importance of staffing planning and become acquainted with models for conducting staffing planning. They will acquire knowledge about the legal and economic context of recruitment and selection and how to improve a manager's effectiveness in recruiting candidates. Students will learn about the benefits and drawbacks of internal versus external recruitment and selection; contemporary strategies for attracting candidates who have the necessary knowledge, skills, abilities and other qualifications needed; and how to create and extend job offers. Prerequisite (must complete before registering): Human Resource Management (HRMS 3015), or equivalent This course was previously BME-213854 Staffing the Organization.

HRMS 3043 Training & Development (4 Credits)
Training refers to a planned effort by an organization to facilitate employees' learning of job-related competencies. There are several forces that influence training including economic cycles, globalization, the organization's business strategy, changing demographics, diversity of the workforce, talent management, customer service and quality emphasis, new technology, and high-performance work systems. Training programs often focus on organization entry and socialization of new employees and on improving job competencies for individual and groups of employees. Development refers to formal education, interpersonal relationships, job experiences, and assessments of personalities and abilities that help employees to perform effectively in their current or future job and organization. Topics to be covered in the course include needs assessment, learning theories and program design, transfer of training, and training evaluation, the development planning process, models for career management, career management systems, the roles of employees, managers, and employers in the career management process. Notes: Students who have already taken Training & Development (HRMS 3050) independent study or online course should not enroll in this course. This course was previously BME-213704 The Learning Organization. Prerequisites: Human Resource Management HRMS 3015.

HRMS 3110 Public Sector Labor Relations (4 Credits)

In this course, students will examine public sector labor relations and the key similarities and differences between private sector and public sector labor relations. Students will study the historical development of public sector labor relations to better understand the current environment in which it exists. Students will analyze the connections among culture, law, work environment, economics, politics, and personalities and how these factors enhance and/or impeding public sector labor relations. Students will have the opportunity to examine these issues in particular sectors such as health care, education, and the protective services. Finally, students will assess and discuss the positive and negative ramifications of changes in labor relations for public sector workers, unions, and the employers with whom they interact. Notes: This course is offered online. HRMS 3110 is cross listed with LABR 3110. This course was previously BME-213664.
Cross-listed with LABR 3110.

HRMS 3996 Special Topics in HRMS (4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HRMS 3998 Individualized Studies in Human Resources Management (HRMS) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Human Resources Management (HRMS). Registration for this class must be approved by the student's mentor.

HRMS 4005 Alternative Dispute Resolution in the Workplace (4 Credits)

This course provides an in-depth analysis of the current status of dispute resolution in labor-management relations. The course covers the traditional methods of resolving conflicts arising under the labor agreement including the grievance process and arbitration. Students will also examine dispute resolution methods in non-unionized organizations including mediation, arbitration, non-binding evaluation, and other mixed and hybrid methods. Legal, historical, and economic viewpoints are considered. Topics include an examination of the grievance procedure; the role of each step in the grievance process; the subjects of disputes, particularly in labor arbitration; the role of third party neutrals, and evidence and procedure in presenting and deciding grievances. Course topics also include methods such as mediation, arbitration and hybrid methods often found in non-unionized organizations. Prerequisite (must complete before registering): Labor Mgmt Relations for Busn (HRMS 3030), or equivalent Notes: This course is also listed as Alternative Dispute Resolution (HRMS 4005). Students should not enroll in both Alternative Dispute Resolution (HRMS 4005) and DR in the Workplace (LABR 4005). This course was previously BME-214654 Dispute Resolution in the Workplace.

HRMS 4010 Employment & Labor Law (4 Credits)

This course focuses on the legal issues associated with employment-related actions and decisions. It covers both common and statutory law, including the regulation of labor-management relations under the National Labor Relations Act, as amended, the Railway Labor Act, and employment discrimination laws dealing with race, gender, religion, national origin, age, disability and affinity orientation. Students will also examine the employment-at-will doctrine, wrongful discharge, affirmative action, legal issues impacting employee performance, the right to privacy and other protections from employer intrusions and law governing health and safety, and income security. This course was previously BME-214874 Employment and Labor Law. Prerequisites: Human Resource Management HRMS 3015.

HRMS 4015 Organization Development & Change (4 Credits)

In this course, students will examine theories and applications associated with organization development and change with specific focus on improving organizational effectiveness. Topics include managing the challenges of planned and unplanned change, changing organizational culture with an understanding of ethical and value considerations,the role of the organization development practitioner; processes associated with organization change, employee empowerment, developing high performance teams and high performing systems, learning organizations, organizational transformation and an exploration of the trends and future of organizations. This course can serve as a capstone for students concentrating in Management and Human Resource Management with a focus on organization/workforce development. Prerequisites: Organizational Behavior (or equivalent) is required. Recommended courses/studies include Human Resource Management, Training and Development and/or Managerial Leadership (or equivalent). Students should have advanced-level critical thinking, writing and reading skills. Should be listed in both HRM and MGT. If this course is being considered as a capstone course, the assumption is that students are in their last enrollment and have successfully completed most of the BM&E requisite courses. This course was previously BME-214314 Organization Development and Change.

HRMS 4020 Strategic Human Resource Management (4 Credits)

Strategic Human Resource Management provides students with a critical understanding of the theories, principles, historical trends, current issues and practices relevant to human resource management strategy in organizations. By exploring the shifting of roles from administrator to strategic business advisor and partner, students will understand the unique strategic positioning of contemporary human resource management and the opportunities and advantages that a well- designed human resource management system presents for an organization and its stakeholders. This course can serve as a capstone for the Human Resource Management concentration. Prerequisites (must complete before registering): Staffing the Organization (HRMS 3040) and Compensation & Benefits (HRMS 3005), and an additional specialized course in an HRM topic such as labor-management relations, training and development or employment/labor law. Notes: A student may have acquired knowledge of one or more of the prerequisite courses through professional experience. This is a capstone course in HRM. This course was previously BME-214504 Strategic Human Resource Management.

HRMS 4998 Individualized Studies in Human Resources Management (HRMS) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Human Resources Management (HRMS). Registration for this class must be approved by the student's mentor.

HSCI: Health Science (Undergraduate)

HSCI 1010 Introduction to Epidemiology (4 Credits)

This course is designed to provide an exploration of the basic principles of epidemiology. Students will learn how to identify and describe problems, formulate research hypotheses, select appropriate research study designs, and apply the results to prevent and control disease and health-related events. They will also acquire a solid foundation of basic causal theory for identifying determinants of adverse health-related states or events and will gain a better understanding of the biological principles underlying the natural causes of disease.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

HSCI 1200 Medical Terminology (4 Credits)

In this course, students develop a working knowledge of the language of medicine. Students acquire word-building strategies by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems and medical specialties, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to communicate in health care settings, whether in the role of health care professional, patient, or advocate.
Attributes: Liberal

HSCI 1998 Individualized Studies in Health Science (HSCI) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Health Science (HSCI). Registration for this class must be approved by the student's mentor.

HSCI 2998 Individualized Studies in Health Science (HSCI) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Health Science (HSCI). Registration for this class must be approved by the student's mentor.

HSCI 3200 Health Informatics (4 Credits)

The improved use of data and communication of information is a vital component to improving health care and public health. Health informatics is the integration of information systems into the health fields, such as health care, public health and health services. The course will explore the concepts of health care informatics, health information management, the types of data and use of data. Topics that will be introduced include implementation and use of systems as well as organizational dynamics. Consideration of ethical issues and the implication of regulatory requirements related to the use of health information and information systems will be included in the course. This course was previously SMT-273124 Health Informatics. Prerequisites: The United States Health Systems (HLAD 2010) or equivalent.
Attributes: Liberal

HSCI 3998 Individualized Studies in Health Science (HSCI) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Health Science (HSCI). Registration for this class must be approved by the student's mentor.

HSCI 4200 Epidemiology (4 Credits)

Epidemiology is the examination of disease and health conditions from a population perspective. This course will review concepts of epidemiology as applied to public health. Students will learn how to apply principles of epidemiology to assess, evaluate, and solve public health issues. This course is part of the BS in Public Health program. Prerequisites: Statistics (MATH 1065) or Statistics for the Social Sciences (SOSC 2010), Biology I with Lab (BIOL 1200), and Biology II with Lab (BIOL 1201) or equivalents.
Attributes: Liberal

HSCI 4998 Individualized Studies in Health Science (HSCI) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Health Science (HSCI). Registration for this class must be approved by the student's mentor.

HUDV:Human Development (Undergraduate)

HUDV 1005 Child Development: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on child developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 1010 Child & Adolescent Development: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on child and adolescent developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the advanced level of the same course title, as there is significant redundancy in the content of courses.
Attributes: Liberal

HUDV 1015 Human Development: Introductory (4 Credits)

In this course the student will examine a variety of theoretical viewpoints on human developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Additionally lifespan theories like Erikson and Levinson may be emphasized, and focus on stages of adult development will be included, in addition to death and dying potentially being covered. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 1996 Special Topics in HUDV (2-4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HUDV 1998 Individualized Studies in Human Development (HUDV) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Human Development (HUDV). Please contact your mentor/advisor for more details.

HUDV 2005 Adolescent Development: Introductory (4 Credits)
In this course the student will examine a variety of theoretical viewpoints on adolescent developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how adolescents learn and adapt language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the advanced level of the same course title, as there is significant redundancy in the content of courses.
Attributes: Liberal

HUDV 2010 Gerontology (4 Credits)
This course provides a broad overview of the multidisciplinary field of gerontology, with an emphasis on key psychological, biological, and sociological aspects of age, aging, and older adults. The diversity of experience within the older population, including normal effects of aging and the potential major problems and diseases associated with aging, will be discussed. Topics may also include: personal and societal attitudes and beliefs about aging, what it means to age successfully, myths and stereotypes of aging, the prevalence and effects of ageism, cultural influences on the experience of older adults, stress and coping in later life, and career opportunities in gerontology.
Attributes: Liberal

HUDV 2015 Adult Development: Introductory (4 Credits)
In this course the student will examine a variety of theoretical viewpoints on adult developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors and a discussion of prominent theorists in the field. Lifespan theories like Erikson and Levinson may be emphasized, and focus on stages of adult development will be included, in addition to death and dying being covered. Please note: Students should not enroll in this course and the advanced level of the same course title, as there is significant redundancy in the content of developmental courses. This course was previously HDV-283204 .
Attributes: Liberal

HUDV 2020 Adult Development & Aging: Introductory (4 Credits)
In this course the student will examine a variety of theoretical viewpoints on adult developmental process in addition to considering the process of aging and current issues in gerontology. Topics may include: current research and studies of the principal topics of developmental psychology; the impact on development of the continuing interaction between genetic and environmental factors; prominent theorists in the field, such as Erikson, Levinson, and Kubler-Ross. Please note: Students should not enroll in this course and the advanced level of the same course title, as there is significant redundancy in the content of courses.
Attributes: Liberal

HUDV 2025 Infant/Toddler Development: Introductory (4 Credits)
This course helps the student understand what constitutes normal development during pre-birth, infancy, and toddlerhood. The student will examine various biological, environmental, and cultural influences on development and become familiar with prominent theories of development within the first three years of life. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 2035 Attachment in Early Childhood: Introductory (4 Credits)
This course will focus on attachment within multiple contexts, such as historical, cultural, familial, personal, and age-related. Students will examine continuity and separation, focusing on early childhood, and the factors that contribute to shaping the attachment relationship. Topics may include attachment theory, assessment of attachment, research strategies, limitations, and implications of attachment. This course was previously HDV-281124. While not required, it would be helpful if students have taken Human Development, Infant/Toddler Development, or Child Development, or the equivalent of one of these courses.
Attributes: Liberal

HUDV 2998 Individualized Studies in Human Development (HUDV) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Human Development (HUDV). Please contact your mentor/advisor for more details.

HUDV 3000 Careers in Psychology and Human Development (2 Credits)
Are you considering a professional career in psychology or human development? Perhaps you#know exactly what kind of job#you want to pursue but are unsure of options available to you, both in terms of career and graduate study.#This course is designed to help students gain a better understanding of the diverse career options and graduate study opportunities in psychology and human development.#The course will focus on both traditional and emerging career paths, equipping students with practical knowledge and skills necessary to make informed decisions about their current and future course of studies and occupational strategies in these areas. This course meets 2 advanced level educational planning credits.
Attributes: Liberal

HUDV 3005 Adult Development: Advanced (4 Credits)
In this advanced level course the student will examine a variety of theoretical viewpoints on adult developmental process, as well as empirical research of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors and a discussion of prominent theorists in the field. Lifespan theories like Erikson and Levinson may be emphasized, and focus on stages of adult development will be included, in addition to death and dying being covered. This course was previously HDV-283204 Adult Development While not required, it would be helpful for students to have taken Introduction to Psychology, Human Development, or an equivalent course. Please note: Students should not enroll in this course and the introductory level of the same course title, as there is significant redundancy in the content of courses.
Attributes: Liberal

HUDV 3010 Adult Development & Aging: Advanced (4 Credits)
This course investigates a relatively new and growing discipline built upon theories and data from a number of major social sciences. Research shows that age is an important aspect of human diversity that is often overlooked when considering "adults" as a single category. Students will study how changing age-related experiences in personal and family relationships, career development, community involvement, work engagement, retirement, impending death, and a search for life's meaning have cognitive, emotional, social, and biological consequences upon the individual. Besides exploring a variety of "smaller" theories students are also exposed to Bronfenbrenner's larger view of development as the result of external ("ecological") factors as contrasted with Erikson's focus upon development as a progression of predictable psychosocial challenges. While not required, it might be helpful for students to have taken Introduction to Psychology, Human Development, or an equivalent course. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of the courses.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 3015 Child Development: Advanced (4 Credits)
In this advanced level course the student will examine a variety of theoretical viewpoints on child developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 3020 Child & Adolescent Development: Advanced (4 Credits)
In this advanced course the student will examine a variety of theoretical viewpoints on child and adolescent developmental process, as well as current empirical studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children and adolescents learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Please note: Students should not enroll in this course and the introductory level of the same course title, as there is significant redundancy in the content of courses. While not required, it might be helpful if students have taken Introduction to Psychology, Human Development, or an equivalent course.
Attributes: Liberal

HUDV 3025 Human Development: Advanced (4 Credits)
In this course the student will apply advanced level learning to a variety of theoretical viewpoints on human developmental process, as well as current research and studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and develop cognitive and social skills, and a discussion of prominent theorists in the field. Additionally lifespan theories like Erikson and Levinson may be emphasized, and focus on stages of adult development will be included, in addition to death and dying potentially being covered. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 3030 Infant/Toddler Development: Advanced (4 Credits)
This course helps the student gain an advanced level understanding of of what constitutes normal development during pre-birth, infancy, and toddlerhood. The student will examine various biological, environmental, and cultural influences on development and become familiar with prominent theories of development within the first three years of life. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 3035 Attachment Across the Lifespan (3-4 Credits)
The student will engage in the study of principles of classical attachment theory (e.g., Ainsworth, Bowlby), adult attachment theory (e.g., Feeney, Hazan, Shaver), and Parasocial Attachment Theory (e.g., Giles, Stever). An advanced understanding of the concept of attachment as 'proximity seeking for the purpose of safe haven and felt security' at all stages of the lifespan will be the emphasis in this course. While it is not required, it might be helpful if students took Introduction to Psychology, any human development survey course, or equivalent. This course was previously HDV-283124 .
Attributes: Liberal

HUDV 3045 Death & Dying (4 Credits)
This course explores death and dying throughout the life span, including topics such as stage theories of grief, attitudes toward death and dying, considerations for families of the dying, and discussions about ways to do therapy with dying patients and their families. Prerequisites: Introduction to Psychology, Introduction to Human Services, or Theories of Counseling or equivalent.
Attributes: Liberal

HUDV 3050 Development of Wisdom & Spirituality (4 Credits)
This course looks at the development of wisdom and spirituality, including how they manifest through behaviors and attitudes, from a lifespan development perspective. Topics may include the application of developmental theory to spiritual development; perspectives of spirituality and wisdom from different cultural perspectives; brain science and research as applied to continued development in older age; and the social phenomenon of 'wisdom' as understood through research, observation, and analysis of self and others. While it is not required, it might be helpful if students took Human Development or an equivalent course. This course was previously HDV-284314 Development of Wisdom and Spirituality.
Attributes: Liberal

HUDV 3055 Developmental Neurobiology: A Lifespan View (2 Credits)
This course looks at the interaction between the development of internal (neurological) and external (behavior) processes across the lifespan. Topics may include how brain development and the environment interact, how the brain changes throughout development, and how the brain and behavior are related at different points throughout the lifespan. The study will include how the development of the neurological system reflects individual variation in development at different stages in the lifecycle. While not required, it might be helpful if students had Human Development, Human Biology, or equivalent courses. Students taking this course should not enroll in the 4 cr. version. This course was previously HDV-283112.
Attributes: Liberal

HUDV 3056 Developmental Neurobiology: A Lifespan View (4 Credits)
This course enables students to connect behavioral neuroscience language and concepts to practical applications relevant to their everyday work in professional and personal settings with people of all ages, from pre-natal development through old age. The course starts with an understanding of the neuron, the basic unit of communication across the brain, and ends with an understanding of complex brain systems from both structural and functional perspectives across the human lifespan. At each stage in the lifespan, interactions between natural neural/brain processes and key environmental influences most relevant to healthy development will be discussed. This course expands upon similar content covered in the 2cr version: HUDV 3055. Therefore, students taking this course should not enroll in the 2cr version, HUDV 3055. HUDV-1015 Human Development: Introduction or HUDV-3025 Human Development: Advanced, or the equivalent are prerequisites or corequisites for this course. Background in human biology and/or anatomy and physiology would be helpful. Prerequisites: HUDV-1015 Human Development: Introduction or HUDV-3025 Human Development: Advanced, or the equivalent .
Attributes: Liberal

HUDV 3057 Cognitive Development (4 Credits)
In this course, students examine research and theories concerning the development of cognitive capacities from infancy through adolescence. Current research is addressed on the development of our perception, attention, and memory processes through adolescence, as well as social interactions related to age-related differences in cognition. In addition, the contributions of foundational theorists in cognition are highlighted, both as contributors to cognitive theory and also as advocates for social justice in particular times and places. These theorists may include Piaget, Luria, Vygotsky, Montessori, Dewey, and Freire. Students will have opportunities to explore impacts of cognitive development through course case studies and through their own experiences.
Attributes: Liberal

HUDV 3060 Early Childhood Development (4 Credits)
This course focuses on the theories and research pertaining to early childhood development from conception through age eight. The study will examine biological aspects of development and how environmental factors (culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, factors in the home, school, and community) can impact a child's readiness to learn. Through course content and informal observation of children, students will explore the interconnectedness among all developmental domains (physical, cognitive, social-emotional, creative, language, and literacy) and the implication for educational settings. Prerequisites: HUDV 1005 or equivalent (SUNY Transfer Pathway).
Attributes: *Social Sciences Gen Ed, Liberal

HUDV 3065 Human Exceptionalities (4 Credits)
This course focuses on exceptionalities (differences) in human development, including theories and cultural perspectives on what is judged as normal and different. Topics may include how development is affected by specific disability/giftedness (including physical/health issues, emotional/behavioral/communication problems, and intellectual and developmental disabilities); the development of children with giftedness and gifted children with disabilities; and research in the study of childhood developmental exceptionality. While it is not required, it might be helpful if students have Human Development, Child Development, or an equivalent course. This course was previously HDV-283224 .
Attributes: Liberal

HUDV 3066 Developmental Psychopathology (4 Credits)
This course covers the major disorders of cognitive, emotional, social, and behavioral functioning in children and adolescents, with an emphasis on the developmental connections between these disorders and stages of child development. Focus will be on symptoms and theoretically- and empirically-informed ideas about causes of psychological disorders in children and adolescents. Additionally, major methods of assessment and recommended prevention and treatment efforts for these disorders will be considered. While it is not required, it might be helpful if students have Introduction to Psychology, Child Development, or an equivalent course. This course was previously PSYC 3060 and HDV-284234.
Attributes: Liberal

HUDV 3070 Human Motivation (4 Credits)
In this course the student will examine a variety of theoretical viewpoints on human motivation, as well as empirical development of contemporary approaches to human motivation. Topics covered in this student may include: Intrinsic motivation, historical background of motivational psychology, the interface of motivation theory and productivity, reward systems, goal theory and goal-setting, and applying motivational principles. Concepts such as the need for safety, belonging, self-esteem, and self-actualization may also be explored. Prerequisites: Introduction to Psychology, Human Development, or equivalent.
Attributes: Liberal

HUDV 3075 Western Civilization & Human Development (4 Credits)
This course focuses on how major ideas and cultural trends in Western Civilization have shaped the contemporary study of human development and related fields. Specifically, issues related to definitions in human nature and development will be explored in relation to major cultural, philosophical, and thought developments in Western Civilization, from early Greek and Hebrew ideas through modern Western ideas. Topics may include the inherent goodness of human nature, the influence of nature versus nurture on human development, and how continuous and deterministic development is. While it is not required, it might be helpful if students have taken Human Development or an equivalent course. This course was previously HDV-283374 Western Civilization and Human Development.
Attributes: Western Civilization Gen Ed, Liberal

HUDV 3080 Adolescent Development: Advanced (4 Credits)
In this advanced course the student will examine a variety of theoretical viewpoints on adolescent developmental process, as well as current empirical research studies of the principal topics of developmental psychology. Topics covered in this study may include: the impact on development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how adolescents learn and adapt language and develop cognitive and social skills, and a critical examination of prominent theorists in the field. Please note: Students should not enroll in this course and the introductory level of the same course title, as there is significant redundancy in the content of courses. This course was previously HDV-283174.
Attributes: Liberal

HUDV 3085 Research Methods for Lifespan Development (4 Credits)
This advanced level course focuses on the variety of methods employed in researching human development, including both longitudinal, developmental research and research on specific age groups within the lifespan. The scientific method of conducting developmental research in the social sciences is explored, including reviewing literature, posing research questions and hypotheses, and analyzing data. Topics may include the recruitment and planning in developmental research; attrition of research participants in longitudinal research; ethics in research development; and challenges and methodological issues posed in researching different age groups throughout the lifespan. While it is not required, it might be helpful if students have taken Child Development, Human Development, or an equivalent course. This course was previously HDV-284244. Prerequisites: HUDV 1015 Human Development: Introductory OR HUDV 3025 Human Development: Advanced OR equivalent.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 3996 Special Topics in HUDV (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HUDV 3998 Individualized Studies in Human Development (HUDV) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Human Development (HUDV). Please contact your mentor/advisor for more details.

HUDV 4010 Development of Gender Identity (4 Credits)
This advanced level course covers personal and cultural aspects related to how individuals develop their gender identity. Topics may include personal, cultural, and other meanings of gender; the interaction between biology and socialization in the development of gender; how gender influences and is influenced by relationships with others and environmental contexts, such as school and work; variation in the definition and understanding of gender across cultures and across history; psychosexual disorders; and gender biases in research, interpersonal interactions, and society in general. While it is not required, it might be helpful if students have Introduction to Psychology, Human Development, Child Development, or an equivalent course.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 4030 Human Ecological Systems: Developmental Perspectives (4 Credits)
This 4-credit, upper level, liberal arts course meets the following college learning goals: active learning; social responsibility; breadth and depth of knowledge; communication; and critical thinking and problem solving. Students make use of the Bronfenbrenner model for Ecology of Human Development, the organizing principle for Cornell University's Human Development program, as a system and method for understanding Human Development. This enables them to consider interactions of influences and impacts of different levels of one's environment in a systemic and scientific way. The course addresses academic needs of students in the social and behavioral sciences, most specifically those in Human Development, Psychology, Community/Human Services, and Educational Studies – as well as students in the natural sciences working to understand the impact of human interacting in the natural environment. To be successful in this course, students should have prior knowledge of lifespan human development, as presented in HUDV 1015 Human Development: Introductory, or HUDV 3025 Human Development: Advanced. Foundational course(s) in social and/or behavioral sciences and/or Interdisciplinary Studies, such as Human Development, Psychology, Educational Studies, Sociology, etc.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

HUDV 4090 Research Practicum in Psychology and Human Development (2-8 Credits)
Under the supervision of a faculty member, students gain practical hands-on experience participating in various research activities pertaining to the collection, analysis, and dissemination of data. Course may be repeated for credit. Before taking this course, students are required to have approval of appropriate PSYC/HUDV faculty member, and have completed at least one prior course in research methodologies, such as SOSC 3025: Social Science Research Methods, HUDV 3085: Research Methods for Lifespan Development, or an equivalent course. This research opportunity meets the SUNY Applied Learning Initiative expectations. This course is cross-listed as HUDV 4090. Prerequisites: SOSC 3025: Social Science Research Methods, HUDV 3085: Research Methods for Lifespan Development, or an equivalent course.
Attributes: Liberal

HUDV 4160 Internship in Psychology and Human Development (2-8 Credits)
The internship is an opportunity for a student to apply the theories and methods of their field to a real-world experience. The internship often serves as a learning opportunity for a future career in a relevant field and a gateway to further delineate professional goals and expectations. Students should work independently, with their mentor, and with career services well in advance of the internship term to find an internship opportunity that meets their specific needs and fits within their degree program and college level appropriateness. An internship may only be completed with the approval of the student's mentor. Course may be repeated for credit. This course is cross-listed as PSYC 4160.

HUDV 4998 Individualized Studies in Human Development (HUDV) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Human Development (HUDV). Please contact your mentor/advisor for more details.

HUSV: Community & Human Services (Undergraduate)

HUSV 1996 Special Topics in HUSV (1-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HUSV 1998 Individualized Studies in Community & Human Services (HUSV) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Community & Human Services (HUSV). Registration for this class must be approved by the student's mentor.

HUSV 2005 Women in Helping Professions (4 Credits)
The purpose of this study is to develop an understanding of the helping professions and the contributions of women in this field. Students will learn about the pioneers in professional helping, their contributions, and ways of working together. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery.
Attributes: Liberal

HUSV 2007 Exploring the Professions: Careers in Human Services (2 Credits)
This 2 credit, course is designed to expose students to the breadth of careers in the field of human services. Students can explore careers associated with different levels of education, from an associate's degree through doctoral level training with a focus on the benefits and limitations of each. Students will research how academic interests and/or prior learning fit into potential careers in the field of human services. With an overview of the field, students will be able to define what types of skills, knowledge and ethical underpinnings are necessary to provide services. This course is aligned with the Community and Human Services Area of Study guideline for Knowledge of Service Delivery.
Attributes: Liberal

HUSV 2010 Case Management (4 Credits)
The purpose of this study is to gain an understanding of case management models, including the varying roles, processes, and skills utilized by case managers. The study will examine the process of case management, which includes engagement, assessment, planning, implementation, and termination. This study will examine diverse cultural and racial values and influences in case management. This course is aligned with the Community and Human Services area of study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Skills, Assessment & Education, Ethics, and Application & Integration. This course was previously CHS-252114 Case Management.

HUSV 2020 Crisis Intervention: Theory & Practice (4 Credits)
This study surveys the major theories, evidence based practices, concepts of crisis intervention assessment and intervention. Students will demonstrate crisis intervention skills and illustrate ethical, legal, and cultural considerations. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Skills, Assessment & Education, Ethics, and Application & Integration. This course was previously CHS-252154 Crisis Intervention.
Attributes: Liberal

HUSV 2025 Helping & Counseling Skills (4 Credits)
In this study, students will acquire an understanding of the core counseling and helping skills needed to work effectively in the human services field. Students will learn to be self-reflective helpers, understand diversity and how we are affected by difference, power, and privilege, and recognize the central role of ethics in counseling. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Skills, Assessment & Education, Ethics, and Application & Integration. This course was previously CHS-252134 Interviewing Skills and Techniques.

HUSV 2035 Introduction to Human Services (4 Credits)
This course provides students with an overview of the field of human services. The student will examine the roles and responsibilities of human service professionals. The study will explore the organizational structures and range of services in the field. The foundational knowledge of the field, introduction to basic skills, and strategies used will be introduced. Ethical principles and the core values necessary for working in the field of human services will be explored. Students will reflect on the broader social influences that impact roles within the field of human services. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery, Skills & Application, and Ethics. This course is aligned with the BS in Addiction Studies program guidelines for Skills, Ethics, and Application & Integration. This course was previously CHS-252094 Introduction to Human Services.
Attributes: Liberal

HUSV 2040 Recareering into Human Services (4 Credits)
This study is intended to provide an understanding of how our careers play a central role in shaping self-concept, family life as well as environmental and cultural conditions. More specifically, adults contemplating a career change realize the importance of looking at a variety of factors such as personal values, economic necessity, interest, skills, and life circumstances, such as caregiving and one's ability to relocate. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery.

HUSV 2045 The Call to Service (4 Credits)
Many people in the helping professions say they are called to their work and feel a deep satisfaction about helping. Others are not sure why they want to "do social work". In this study we will explore the question, "Do I have to be called to service in order to help?" The expectation is this study will guide students into a framework for understanding the motivation of helpers, and will serve as a source of comfort and power when undertaking future study. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery.

HUSV 2500 Wellness Practice with Older Adults: A Foundation (4 Credits)
Adults over the age of 80 are the fastest growing demographic today, more so than at any other time in history. What does wellness look like for older adults across physical, spiritual, social, intellectual, financial, vocational, environmental, and emotional dimensions? What does wellness feel like in later life? We will identify biases and perceptions about wellness and what it "should" look like. What are the challenges to living well, and what are the ways that human service professionals can promote wellbeing in later life? We will explore skills related to engagement, goal setting, and social well-being in human service practice with older adults. We will examine barriers, needs and opportunities for older adults in local communities to engage in wellness-promoting activities. We will consider how the COVID-19 pandemic has exposed painful realities about the inequities in aging and wellness for older adults. This course aligns with the Community and Human Services Area of Study Guidelines for Knowledge of Human Behavior and Skills and Application.
Attributes: Liberal

HUSV 2997 Special Topics in HUSV (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

HUSV 2998 Individualized Studies in Community & Human Services (HUSV) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Community & Human Services (HUSV). Registration for this class must be approved by the student's mentor.

HUSV 3005 Advocacy in Human Services (4 Credits)
Advocacy in Human Services explores the definitions and the nature of advocacy as a process and strategy for change. The student will examine case, cause, administrative and legislative advocacy approaches while considering historical perspectives. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Assessment & Education and Application & Integration.
Attributes: Liberal

HUSV 3010 Animals Society and Human Services (4 Credits)
This course explores the history and psychology of human relationships with animals. The student will learn about the relationship between people and animals by discussing domestication, socialization, religion, culture, farming, research, and pets. Students learn about the difference between animal-assisted activities, therapy and education (AAA/T/E), working animals, and assistance animals. Social movements and organizations concerned with animal rights and animal protection will be analyzed. The connections between non-human animal oppression, exploitation, and the oppression of specific aggregates of human animals (particularly racial and ethnic minorities, women, and the poor) will be explored. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.
Attributes: Liberal

HUSV 3015 Delivering Human Services (4 Credits)
This study focuses on models, methods, and structures for developing and delivering human services in a variety of settings. Factors such as context, potential gaps, and barriers to access as well as the varying roles and activities of human service professionals will also be examined. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery and Skills & Application. This course was previously CHS-253114 Delivering Human Services: Consumers.
Attributes: Liberal

HUSV 3020 Documentation in Human Services (4 Credits)
This study will engage students in understanding the purpose, principles, guidelines, and expectations of documentation in a variety of human service settings. Cogent documentation of services, interventions, and client progress directly correlate to effective practice. Students will develop valid documentation strategies through working with case material drawn from a variety of settings. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Skills. This course was previously CHS-253164 Documentation in Human Services.

HUSV 3022 Crisis Intervention II: Counseling Skills and Models (4 Credits)
This study builds on the knowledge gained from Crisis Intervention I: Theory and Practice, with a focus on applying theories and interventions. Students will analyze specific interventions that may include time-limited cognitive behavior therapy, Mitchell Debriefing Model/Critical Incident Stress Management, Eye Movement and Desensitization Reprocessing, trauma-informed crisis intervention, and client-centered, long-term treatment action plans and referral systems. Specifically, students will compare methods, models and interventions and apply them to working with vulnerable and diverse populations during crisis. This course examines how crisis people respond to crises, as well as the evidence-based practices currently used in the field. The student must have completed HUSV 2020 Crisis Intervention I prior to taking this course. This course is aligned with the Community and Human Services Area of Study guidelines for Skills and Application. Prerequisites: HUSV 2020.
Attributes: Liberal

HUSV 3025 Funding & Human Service Organizations (4 Credits)
Students will learn how to develop and manage the financial resources of human service agencies and programs. Students will explore various methods of budgeting and accountability structures, funding streams, grant opportunities, and fundraising in the human services field. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course was previously CHS-254184 Funding and Human Service Organizations.

HUSV 3030 Group Work (4 Credits)
The focus of the study is to utilize group work skills to serve diverse populations. Students will explore the history, context, types, developmental phases, ethical questions, and relevant theories of group work. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course is aligned with the BS in Addiction Studies program guidelines for Skills, Assessment & Education, and Application & Integration. This course was previously CHS-253204 Group Work Practices.
Attributes: Liberal

HUSV 3035 History of US Social Welfare Policy (4 Credits)
This study examines the history of social welfare policy in the United States, with an emphasis on social reform, social inequality, social control, disenfranchisement, and the relationship between power, policy and practice. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery and Diversity.
Attributes: Liberal

HUSV 3040 Human Services Management (4 Credits)
This course will provide students the fundamentals of human service management in profit and not-for-profit organizations. Principles of management skills will be explored. Students will formulate an understanding of cultural competence within the organization. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery and Skills & Application. This course was previously CHS-253144 Human Service Management.
Attributes: Liberal

HUSV 3045 Outreach & Marketing in Human Service Organizations (4 Credits)
Students in this study will apply the principles of marketing including marketing strategy and the marketing mix (product, place, price, and promotion) to a nonprofit setting. Students will focus on the marketing of services, customer service, development of marketing strategies, and sales to targeted markets for diverse populations within human service settings. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery and Skills & Application.
Attributes: Liberal

HUSV 3050 Personal Coaching (4 Credits)
Students will learn to support and challenge employees, children, colleagues, and themselves to reach potential using the techniques and theories of personal coaching. Students will assess how staff development processes can be changed using the skills of personal coaching. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.
Attributes: Liberal

HUSV 3055 Powerful Questions (4 Credits)
A powerful question is thought-provoking and stimulates curiosity in the listener while encouraging conversation, new perspectives, and additional questions. Powerful questions and their answers can demonstrate an inquisitive nature, reveal creativity and enhance self-reflection, engagement, and learning and reveal how to create change. In this study, students will identify several types of questions and how they can enhance an experience and help reach consensus or influence outcomes. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.
Attributes: Liberal

HUSV 3065 Spirituality in the Helping Relationship (4 Credits)
This study will educate students about integrating spirituality into helping relationships. The application of spirituality-focused intervention strategies will be examined. Students will learn about the challenges of introducing spirituality in practice settings, when appropriate. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.
Attributes: Liberal

HUSV 3068 Social Welfare Policy (4 Credits)
The purpose of this study is to gain a working knowledge of social welfare policies in the United States focusing on both the historical and current context. Emphasis will be placed on connecting policy with practice. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery. This course is part of the BS in Public Health program. Prerequisites: Intro to Human Services is recommended.
Attributes: Liberal

HUSV 3070 Supervision in Human Services (4 Credits)
This study will cover definitions of supervision; organizational and workgroup culture; facilitating groups and teams; inclusive recruitment and screening of employees; designing and conducting employee performance appraisal; and value-based principles and laws guiding personnel management. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.
Attributes: Liberal

HUSV 3122 Conflict Management & Resolution in Human Services (4 Credits)
The student will explore theories related to conflict, mediation, and negotiation and how they may be applied to the human service setting. The student will learn specific approaches for one-on-one helping situations as well as strategies for understanding and managing conflict in the organizational setting. The student will consider their own conflict style and learn how to assess conflict. This course is aligned with the Community and Human Services area of study guidelines for Skills & Application.
Attributes: Liberal

HUSV 3127 Coping with Life Challenges (4 Credits)
This study will be organized around various challenges that people face in life. Coping skills will be explored for a variety of situations. Topics in coping may include depression, loneliness, shyness, rejection, anxiety, anger, conflicts in close relationships, loss, aging, pain, illness and maintaining health, and/or injury and trauma. This course is aligned with the Community and Human Services area of study guidelines for Skills & Application.
Attributes: Liberal

HUSV 3132 War on Poverty: Implications and Perspectives for Human Service Professionals (4 Credits)
The study will examine the complexities of poverty in America and how it may impact power, privilege, and oppression in human service institutions. The "framework" of poverty and how it impacts home, school, community, and work will be examined. Finally, the study will examine how poverty effects human service interventions for individuals, families, professionals, and communities. This course aligns with the Community and Human Services area of study guidelines for Knowledge of Service Delivery.
Attributes: Liberal

HUSV 3142 Disaster Mental Health Theory & Practice (4 Credits)
This course will focus on psychological and physiological impacts disasters and major crises have on individuals, families, emergency workers, and communities. Students will understand post-traumatic stress, disaster related anxiety and depression, signs and symptoms of mental health distress and interventions. Critical Incident Stress Management, resiliency-based interventions, crisis interventions, debriefing, and cognitive behavior therapy will be examined. This study aligns with the Community and Human Services area of study guidelines for Knowledge of Service Delivery and Skills & Application.
Attributes: Liberal

HUSV 3147 Human Services in Disaster (4 Credits)
This course will explore the complex nature of human service delivery before, during and after disasters and major crises. Preparedness, response, and recovery will be the primary focus, though mitigation will be touched upon. Among the areas studied will be: volunteer and donations management, public health and mental health, shelter and mass care, employment, housing and transportation, and disability and aging issues. Students will learn emergency management frameworks, associated FEMA emergency support functions, and coordination of services during and after disasters. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Service Delivery and Skills & Application.
Attributes: Liberal

HUSV 3995 Special Topics in HS (2-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HUSV 3996 Special Topics in HUSV (2-6 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HUSV 3997 Special Topics in HS (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

HUSV 3998 Individualized Studies in Community & Human Services (HUSV) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Community & Human Services (HUSV). Registration for this class must be approved by the student's mentor.

HUSV 4005 Bereavement Counseling (4 Credits)
This course will provide students with an overview of the knowledge, skills, and interventions commonly used in bereavement counseling. Topics may include: applying interventions for loss across a lifecycle; intervention strategies for special populations; and approaches to support sudden loss and crisis situations. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.

HUSV 4010 Community Organizing (4 Credits)
Community organizing is a mode of practice that includes models of locality development, social planning, and social action through which the community is "mobilized" and empowered to deal with its issues and problems, and to resolve them to its satisfaction. This study will cover the theory, purpose, and techniques of community organizing and their application in the field of human services. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course was previously CHS-253124 Community Organizing.
Attributes: Liberal

HUSV 4015 Contemporary Issues in Human Services (4 Credits)
The purpose of this study is to introduce the student to current trends and pertinent issues in the field of human services. It will look at relevant topics with special emphasis on diversity issues and special populations. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Service Delivery.
Attributes: Liberal

HUSV 4020 Diversity in Human Services (4 Credits)
The purpose of this study is to help students develop self-awareness about their perceptions and biases, and how these may impact their work within the helping professions. Students will explore identities, roles, and intersectionality with focused attention to race, class, gender, sexual orientation, religion, socioeconomic status, ability, and other attributes. Students also will analyze historical and current influences of power, privilege, oppression, and other differentials that overlap and influence practice and policies within human service organizations with an aim of evaluating systemic injustices and structural inequities in access for clients and within human service organizations. Students will formulate solutions and recommendations for inclusive and equitable access to services, social justice for clients, and culturally sensitive practices as they pertain to human service systems. This course is aligned with the Community and Human Services Area of Study guidelines for Diversity. This course is aligned with the BS in Addiction Studies program guidelines for Diversity.
Attributes: *Diversity Gen Ed, Liberal

HUSV 4023 Stigma & Mental Illness (4 Credits)
This study integrates an overview of the assessment and diagnosis in mental health. Focus on how the diagnosis, assessment, culture, the history of mental illness, and other factors promote stigma towards individuals and their families who live with mental illness will be examined. Topics may include: policy initiatives, treatment options, power and privilege, and cultural beliefs related to mental illness.
Attributes: Liberal

HUSV 4025 Understanding Holistic Healing in Human Services (4 Credits)
This study explores a variety of alternative treatment modalities including Reiki, Healing Touch, meditation, hypnosis, yoga, and biofeedback that may be utilized in the human services setting. The challenges of introducing alternative modalities in traditional settings such as hospitals, schools, churches, public and community-based agencies will also be examined. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.
Attributes: Liberal

HUSV 4030 Human Service Ethics (4 Credits)
The purpose of this study is to survey codified professional, legal, and ethical issues in community and human services. This course is aligned with the Community and Human Services Area of Study guidelines for Ethics. This course is aligned with the BS in Addiction Studies program guidelines for Ethics. This course was previously CHS-254124 Human Service Ethics
Attributes: Liberal

HUSV 4035 Internship in Human Services (4 Credits)
The internship in Human Services is designed to give students practical experience in the field prior to graduation. The internship often serves as a learning opportunity for a future career in a Human Service related field and a gateway to further delineate career goals and expectations. Students will be able to apply knowledge and skills learned in courses in real-world situations, such as the role of the helper and expectations of the field. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application.

HUSV 4040 Program Evaluation (4 Credits)
Program evaluation is one mechanism for establishing accountability in many human service organizations. This study will provide an overview of the skills, approaches, and methods utilized to plan and evaluate programs offered in human services. This course is aligned with the Community and Human Services Area of Study guidelines for Skills & Application. This course was previously CHS-263544 Human Services Planning.

HUSV 4045 Secondary Trauma in Human Service Workers (4 Credits)
This study will introduce students to the concepts of secondary traumatic stress, vicarious traumatization, countertransference, and burnout. The aim of the study is to help them assess their own vulnerabilities to secondary traumatic stress. The importance of self-awareness, supervision, and work-home balance will be integral to this study. This course is aligned with the Community and Human Services Area of Study guidelines for Knowledge of Human Behavior.
Attributes: Liberal

HUSV 4050 Social Policy Analysis (4 Credits)
This course will provide an overview of the United States social and public policy process, including an analysis of the political, institutional, cultural, and economic environments in which policy is formed and modified over time. The focus of this study is to enable the student to critically examine various perspectives in how they relate to human services policy. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Service Delivery and Skills & Application. This course is part of the BS in Public Health program. Students enrolling in this course should have completed the equivalent of three years of college studies and possess a solid upper-level background in human services or public administration concepts, theories and practices. An entry-level course in American Government or Public Policy and/or individual review of the US system of government is recommended, but not required.
Attributes: Liberal

HUSV 4065 Social Justice and Human Services (4 Credits)
This course provides a multidisciplinary overview of social justice and diversity undercurrents in the human services field, drawing on insights from law, political science, history, sociology, social psychology, and economics. This course introduces past and persisting inequities and disparities in service delivery, as well as historical and current examples of community action, advocacy, and activism across helping professions. Learners will gain knowledge of social justice theoretical frameworks, advocacy strategies, and research related to access, equity, diversity, and belonging in the development and delivery of human services. This course will explore power differentials across race, class, gender, sexual orientation, socioeconomic status, religion, ability, and how these forces overlap, and effect change in human service environments. Students will assess their own perceptions and biases, while considering how this influences their social justice efforts within their community and across helping professions. Prerequisites: Introduction to Human Services or Human Service field experience.
Attributes: *Diversity Gen Ed, Liberal

HUSV 4132 Refugees and Displaced Populations (4 Credits)
This course will take a close look at refugees and displaced populations around the world and specifically examine policies, rights, programs, and psychoeducational and therapeutic interventions in various contexts including camp settings, urban environments, and resettlement. Students will understand the difference between refugees, immigrants, victims of trafficking, asylees, and internally displaced people. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Service Delivery, Diversity, and Skills & Application.
Attributes: Liberal

HUSV 4152 Counseling Lesbian Gay Bisexual Transgender and Queer Populations (4 Credits)
This study will address issues related to counseling gay, lesbian, bisexual, transgender, and queer clients. These include issues of sexual identity development, coming out, homophobia and heterosexism, family and relationship issues, multicultural issues, youth, aging, spirituality, HIV/AIDS, and substance use. Students will acquire an understanding of various counseling skills needed to work effectively with the LGBTQ population. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Human Behavior and Skills & Application.
Attributes: Liberal

HUSV 4157 Health and Wellness for Human Service Professionals (4 Credits)
This study will explore health and wellness for human service professionals including but not limited to physical, emotional, spiritual, financial, and social dimensions. Current topics in research related to health and wellness will be examined. This course is aligned with the Community and Human Services area of study guidelines for Knowledge of Human Behavior and Skills & Application.
Attributes: Liberal

HUSV 4162 Human Services with Special Populations (4 Credits)
This study will focus on delivering human services to various cultural groups including: the disabled, ethnic minorities, the aged, LGBTQ clients, and others. This study is designed to increase student's self-awarenes, culture-specific knowledge, and provide models, frameworks, and techniques to help increase skills in working with clients from different diverse backgrounds. This course is aligned with the Community and Human Services area of study guidelines for Skills & Application and Diversity.
Attributes: Liberal

HUSV 4996 Special Topics in HUSV (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

HUSV 4998 Individualized Studies in Community & Human Services (HUSV) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Community & Human Services (HUSV). Registration for this class must be approved by the student's mentor.

INDG: Indigenous Studies (Undergraduate)

INDG 1998 Individualized Studies in Indigenous Studies (INDG) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Indigenous Studies (INDG). Please contact your mentor/advisor for more details.

INDG 2005 Introduction to Global Indigenous Knowledge & Thought (4 Credits)

This course introduces students to Indigenous philosophies, community paradigms, and teachings. Taking a global perspective, this course pays particular attention to Indigenous cultures in the Americas, Oceania (e.g. Australia or New Zealand), and Africa. Look at Indigenous cultures as the living homes of knowledge that may allow us to create a more sustainable and just world for everyone. The foundations of Indigenous Knowledge include origin and other traditional stories which carry worldviews, cosmology, and philosophy. By the end of this course, students will see how worldviews shape concepts of family, community, and governance. Students will learn about traditional modes of knowledge sharing, as well as selected Indigenous perspectives on plants and astronomy. Through these elements, students will become aware of the cultural and spiritual factors that shape Indigenous Knowledge and ways of knowing. The foundations of Indigenous Knowledge include origin and other traditional stories which carry worldviews, cosmology, and philosophy. We will see how worldviews shape concepts of family, community, and governance. We will learn about traditional modes of knowledge sharing, as well as selected Indigenous perspectives on plants and astronomy. Through these elements, students will become aware of the cultural and spiritual factors that shape Indigenous Knowledge and ways of knowing.

Attributes: Other World Civilization Gn Ed, Liberal

INDG 2010 Introduction to Native American Studies (4 Credits)

This course introduces students to the various native cultures occupying North and South America. Topics may include discussion about recent findings in historical and anthropological literature; the development of indigenous visual and material culture(s) over time and space; and the overall results of European/indigenous contact. By the completion of this study, students will have a better understanding of indigenous cultures occupying the pre- and post-European Contact Americas.

Attributes: Liberal

INDG 2998 Individualized Studies in Indigenous Studies (INDG) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Indigenous Studies (INDG). Please contact your mentor/advisor for more details.

INDG 3005 Anishinaabe Studies: History Culture & the Environment (4 Credits)

Anishinaabe peoples lived in the Northeast and migrated west about 1500 years ago when it was prophesied this would preserve their culture. They searched till they found manoomin, lake rice, "the food that grows on water." Today manoomin is central to complicated struggles over genome rights, treaty rights, pollution form mining, and other issues. Students learn about Anishinaabe culture to contextualize these issues in historical events that demonstrate continuity and transformation. Students consider Indigenous responses to contemporary concerns about food, water, and energy and work to understand them as a nexus of spiritual, political, and ecological challenges to human sustenance on Earth. The course will culminate in research on Native concerns in students' own locales. Students will consider how to mindfully contribute to conversations and activities and appropriately engage in issues that affect us all as they are being addressed by Native communities.

Attributes: Other World Civilization Gn Ed, Liberal

INDG 3010 Contextualizing Indigenous Peoples: A Global Perspective (4 Credits)

This course addresses issues Indigenous peoples face and have faced as a result of changing power dynamics in the US and abroad. Students will learn to distinguish and theorize core differences between colonizer and Indigenous approaches to knowledge. We will engage in critical thinking about colonialism and its impacts on Indigenous peoples, the maintenance and dissemination of their knowledge, and the development of Indigenous academic knowledge by both insiders and outsiders. We will examine contentious questions between ways of knowing, such as those arising between origins stories and contemporary science, and oral traditions and written histories. We will look at how Indigenous people practice survivance on physical, cultural, and political fronts (epidemic diseases, health strategies; religious oppression, resilience and transformation; sovereignty and treaty violations, land reclamation; and who determines Native identity) in a variety of interactions, from armed to artistic resistance, in response to colonial empires and contemporary powers. We will outline today's key legal issues and ecological concerns, including human rights and biopiracy.

Attributes: Liberal

INDG 3015 First Peoples of North America (4 Credits)

The history of the First People of North America from first contact with Europeans to the present includes dislocation, cultural disruption and assimilation, fragmented communities, individual lives and pursuits, as well as transformation, resilience, resurgence, and continuity. Using voices of North America's indigenous peoples, this course surveys the histories, environments, cultures, and activities of American Indian nations and communities, on and off reservations. Students will learn about the history and cultures of the First Peoples and explore cultural diversity in relationship to geographies. We will learn how historical circumstances and cultural differences influenced relationships between the First Peoples and Europeans; examine the history of relationships between First Nations and the United States government and political system; and address tensions between acculturation and resistance, and the resulting social, cultural, and political climate in modern times. This course was previously HIS-243134.

Attributes: Other World Civilization Gn Ed, Liberal

INDG 3020 Living History: Little Bighorn from a Cheyenne Perspective (4 Credits)
In 1876, Cheyenne, Lakota, and Arapaho won the Battle of Little Bighorn, also known as Custer's Last Stand. After the battle, Cheyenne women took fabric from slain soldiers' Army coats and made a dress. It holds special meaning since one of Custer's strategies was to capture women, children, disabled, and elderly and use them as hostages/human shields. The dress was handed down from woman to woman and resides at the Northwest Indian Museum in Washington. It was presented at Little Bighorn Battlefield on the 140th anniversary of the battle by Cheyenne tribal member Cliff Eaglefeathers. Rather than the military engagement, we focus on peoples' experiences of battle sites as locales that continue to breathe living history. This interdisciplinary study draws from History, Psychology, Archaeology, and Indigenous Studies to address Little Bighorn as an ongoing part of Cheyenne culture and includes on-site videos with Mr. Eaglefeathers and Cheyenne Elders. This course was previously HIS-244314.
Attributes: American History Gen Ed, Liberal, Partial Other World Civ Gen Ed

INDG 3025 Writing the Indigenous Knowledge PLA (2 Credits)
The purpose of the study is to allow students the opportunity to formulate, define, critique, and articulate their PLA documents related to Indigenous Knowledge for submission to Empire State College (e.g., native groups can include peoples of Native North and South America, Africa, Oceania, Asia, European, and others.) As a major component of this study, students will be expected to: refine and/or develop their writing skills as applied to the individual CBE/PLA essays and articulate their prior learning related to Indigenous subject areas. This course alone cannot substitute an elective in the Indigenous Knowledge Certificate. You MUST be awarded 2 or more PLA credits to replace the elective requirement in the Indigenous Knowledge Certificate.
Attributes: Liberal

INDG 3998 Individualized Studies in Indigenous Studies (INDG) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Indigenous Studies (INDG). Please contact your mentor/advisor for more details.

INDG 4010 Native American Plants: Decolonizing Indigenous Knowledge (4 Credits)
Western botanical knowledge tends to be stand-alone and based on a scientific view of the plant as an object of study. Indigenous botanical knowledge is woven throughout the fabric of culture and considers the plant itself as an Elder. We will address the differences between these pathways in terms of cultural factors such as gender, social structure, and food distribution, and in terms of environmental factors such as ecological integrity and biocultural diversity. Discussions and assignments will be based on academic reading, transcriptions of oral histories conveyed by indigenous elders, and interactions with plants. Students will consider relationships between indigenous prophecies, traditional plant knowledge, and contemporary ecological challenges and apply their learning in study of a self-selected Native American plant in cultural context. Communications skills will be developed via a series of related projects, written, oral, and video.
Attributes: Basic Communication Gen Ed, Other World Civilization Gn Ed, Liberal

INDG 4015 Native American Women's Studies (4 Credits)
This study addresses a specific sub-field in Native American Studies and Women's and Gender Studies. It addresses Native women's history and concerns from Native women's perspectives and examines ways they survive and resist. We examine fictional, historical, and intergenerational stories that illuminate women's and girls' experiences, and apply activists' analyses of contemporary problems in order to contextualize these voices. By examining differences between how women position themselves in Native American Studies and how Native Americans position themselves in Women's Studies, we analyze paradigmatic differences between a Euro-American focus on gender and class in patriarchy, and a Native American focus arising from egalitarian or matriarchal cultures. We will identify Native American women's responses to a complex of concerns such as racism and colonialism through different nations as well as a range of activist strategies, from literary to agricultural to political and research Native women's concerns in students' own locales. Prerequisites: Solid writing skills
Attributes: Liberal

INDG 4025 Roots & Routes of African Diaspora Resistance (4 Credits)
African Diaspora religions such as Voodoo and Santeria are featured in horror films. Why do some people find it so scary? What historical dynamics generated fearful misrepresentations? What do race and gender have to do with it? Global implications of power and privilege and cultural issues such as stereotyping all play roles as we dismantle the terror factor around African religions and consider what that fear obscures. The scope of this course is broad, moving from West Africa, through slavery, and throughout the Americas. It achieves focus, depth, and specificity by following one cultural strand, culminating with texts produced by members of that culture. Using a rich mix of history, the arts, and cultural studies, we study Yoruba influence on American resistance to racism and sexism. Deeper relevance is self-selected by the student as you research any related topic, from religious diversity to arts to political situations. Prerequisites: Solid writing skills *The three tracks of this course overlap. No more than ONE of these three should be included in a degree program. This course was previously CUL-224124 Roots and Routes of African Diaspora Resistance: Arts.
Attributes: Liberal

INDG 4998 Individualized Studies in Indigenous Studies (INDG) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Indigenous Studies (INDG). Please contact your mentor/advisor for more details.

INFS: Information Systems (Undergraduate)

INFS 1001 Computer Applications for Presentations (2 Credits)
Computer Applications for Presentations study is designed to educate students to use computers effectively for business and personal applications. Its problem-solving feature prepares the student to analyze data, to develop critical thinking, and to discover effective solutions in real-life situations and in business problems. Students would gain competence in learning new software packages--a critical skill for future employment in this world of changing software. The study includes general concepts of office suite and concentrates on the learning of word processing and presentation graphics applications. Basic familiarity with computers is helpful, but no previous study of computers is assumed. This course requires an IBM compatible computer (Apple machines are not supported). Students must have access to the Microsoft Office Suite for use in the course. If students have already taken INFS 1000 Computer Applications or equivalent, they should not register for Computer Applications for Presentations.
Cross-listed with INFS 1000.

INFS 1002 Computer Applications for Data Processing (2 Credits)
Computer Applications for Data Processing study is designed to educate students to use computers effectively for business and personal applications. Its problem-solving feature prepares the student to analyze data, to develop critical thinking, and to discover effective solutions in real-life situations and in business problems. Students would gain competence in learning new software packages--a critical skill for future employment in this world of changing software. The study includes general concepts of office suite and concentrates on the learning of spreadsheets and database applications. Basic familiarity with computers is helpful, but no previous study of computers is assumed. This course requires an IBM compatible computer (Apple machines are not supported). Students must have access to the Microsoft Office Suite for use in the course. If students have already taken INFS 1000 Computer Applications or equivalent, they should not register for Computer Applications for Data Processing
Cross-listed with INFS 1000.

INFS 1998 Individualized Studies in Information Systems (INFS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Information Systems (INFS). Registration for this class must be approved by the student's mentor.

INFS 2000 Exploring the Disciplines: Information Systems: Introductory (2 Credits)
Through this course, students will be exposed to the discipline of information systems and its major areas of professional application. Students will use resources such as articles (print and online), databases and each other to gain a broader perspective of this discipline. Notes: This course is open to all students. Students should not include this course twice in their degree program. This course can only be taken once, either at the lower level, or at the upper level. This course can be used towards Educational Planning. Students taking this course for educational planning credit should obtain mentor/advisor permission. This course was previously EDU-232172, Exploring the Disciplines: Information Systems.
Attributes: Liberal

INFS 2005 Computer Information Systems (4 Credits)
In this study students will learn the fundamental concepts of computer structure and function, and the wide range of applications in data and information processing. Students will also gain an overview of both hardware and software. The course includes personal computers as well as large computer systems and explores aspects of systems analysis and design, data and file organization, decision-support systems, telecommunications and computers in society. Note: This course has a required video component. This course was previously SMT-272954, Computer Information Systems.

INFS 2010 Introduction to Data Management Tools (4 Credits)
Computer software provides powerful tools for organizing, managing, displaying and analyzing information. Numerous jobs in business, human services and other fields require the ability to use spreadsheets or databases. Students will learn to use spreadsheet and database software to address information management and data analysis problems. This course uses a case study approach to gain experience in organizing and displaying information, in writing arithmetic and logical expressions, and in analyzing data. Highly Recommended (not required): An introductory-level college mathematics study and the ability to use MS Windows and a word processor. Some experience with Excel would be helpful.

INFS 2998 Individualized Studies in Information Systems (INFS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Information Systems (INFS). Registration for this class must be approved by the student's mentor.

INFS 3000 Exploring the Disciplines: Information Systems: Advanced (2 Credits)
Through this course, students will be exposed to the discipline of information systems and its major areas of professional application. Students will use resources such as articles (print and online), databases and each other to gain a broader perspective of this discipline. Notes: This course is open to all students. Students should not include this course twice in their degree program. This course can only be taken once, either at the lower level, or at the upper level. This course can be used towards Educational Planning. Students taking this course for educational planning credit should obtain mentor/advisor permission. This course was previously EDU-233172 Exploring the Disciplines: Information Systems.
Attributes: Liberal

INFS 3005 Computer Business Applications (4 Credits)
The objectives of this study are to provide student with advanced knowledge and problem solving skills with computer business applications. The study presents coverage of major software applications, and helps students using proficiently: a computer operating system and file management tools; Internet browsing and e-communications utilities; office applications (MS Office 365, or 2013/2010) - word processing, spreadsheets, using database system functions, and presentation software utilities, integrating Word, Excel, Access, and PowerPoint documents and Web applications. Assumptions about surrounding courses: Students should have an understanding of computers, networks, along with a fundamental understanding of computer use in an organizational environment.

INFS 3010 Database Systems (4 Credits)
This course covers the design and development of databases that support the activities of an organization. Data modeling and the implementation of data models will be a major component of the course, with students studying normalization and formal modeling conventions. The model will be implemented using SQL. Metadata is also covered as well as some aspects of database administration. Prerequisites (must complete before registering): A basic understanding of databases such as that covered by Introduction to Data Management Tools (INFS 2010), Introduction to Database Design (CSCI 1015), or equivalent database knowledge. Assumptions about surrounding courses: Knowledge of systems analysis and design is helpful but not required. A background in logic such as that gained in Discrete Mathematics is helpful but not required. Notes: Some sections of this course will use an Oracle DBMS and/or modeling tools such as Microsoft Visio. This course was previously SMT-273984 Database Systems.

INFS 3998 Individualized Studies in Information Systems (INFS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Information Systems (INFS). Registration for this class must be approved by the student's mentor.

INFS 4998 Individualized Studies in Information Systems (INFS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Information Systems (INFS). Registration for this class must be approved by the student's mentor.

INFT: Information Technology (Undergraduate)

INFT 1005 Introduction to Web Publishing (4 Credits)
Students will learn current HTML and CSS and acquire the knowledge needed to create and mount a web page. Students will explore topics in communication (audience, purpose, content development and copyright), design (style, layout, human factors in computing and accessibility) and technology (use of web development tools). Through readings, comparative review of web sites, and reflective writing and discussion, students will develop concepts of what makes an effective web site. As an integrating project, each student will plan and create a website as a final project. Notes: Students must have regular access to a personal computer with access to the web, a text editor, and a web browser. HTML and CSS are "markup" languages, not programming languages; this course does not satisfy the criterion for "programming" in any of the guidelines. This course was previously SMT-271354 Introduction to Web Publishing with HTML.

INFT 1998 Individualized Studies in Information Technology (INFT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Information Technology (INFT). Registration for this class must be approved by the student's mentor.

INFT 2005 Green Computing (4 Credits)
This study explores new initiatives in the federal/state governments and business organizations to make the IT industry environmentally friendly. Compliance requirements and rules for capping or exchanging "carbon credits" for controlling emissions and waste increase as laws and regulations change. Customers increasingly prefer to do business with "greener" companies related to electrical use, cooling systems, server virtualization, cloud computing, utility computing, and IT waste management. Assumptions about surrounding courses: Students should have taken basic IT courses to provide understanding of computer system components.

INFT 2010 Introduction to Web Publishing with Adobe Dreamweaver Creative Cloud (4 Credits)
In this study, students will gain hands-on experience with Adobe Dreamweaver Creative Cloud and learn how to use that web authoring and editing software application to design, develop, publish, and manage user-centered web sites in compliance with today's usability principles and accessibility standards. Students will learn how to style web pages with Cascading Style Sheets and add design elements to web pages using Adobe Dreamweaver Creative Cloud. Students will also create responsive web sites supporting different Internet-enabled devices from personal computers to tablets and smartphones with the help of Adobe Dreamweaver Creative Cloud. Prerequisite (must complete before registering): Introduction to Web Publishing or equivalent Notes/Comments: Students must also have regular access to a personal computer connected to the Internet and have Adobe Dreamweaver Creative Cloud and a web browser on it.

INFT 2015 Introduction to Business Analytics with Microsoft Excel (4 Credits)
In this study students will learn about data storage paradigms and analytical methods used to support decision making at various organizational levels. Theoretical discussion will compare types of data, information, visualizations for operational and strategic decision making. The impacts of data interpretation and visual perception are examined as impacts on objectivity in decision making. Through hands-on labs, students will convert spreadsheet and relational data into information and graphical abstractions to solve operational level problems. Assumptions about surrounding courses: Students should have a basic understanding of computer applications.

INFT 2020 Introduction to Digital Crime & Digital Terrorism (4 Credits)
This study focuses on the technical aspects of digital crime, and the behavioral and social aspects of computer hackers, virus writers, terrorists and other offenders. Using real life examples and case studies students will discuss the history, development, extent and types of digital crime and digital terrorism as well as current legislation and law enforcement practices designed to prevent, investigate and prosecute these crimes. Hands-on familiarity with the computer is required. Students will not receive credit for both INFT 2020 Intro to Dig Crime & Terrorism and INFT 3010 Adv Digital Crime & Terrorism.
Cross-listed with INFT 3010.
Attributes: Liberal

INFT 2025 Introduction to Cybersecurity (4 Credits)
This course will provide a comprehensive exploration of security challenges and countermeasure strategies within the information systems environment. The course will integrate industry standards and practices, concentrating specifically on the aspects of availability, vulnerability, integrity, and confidentiality within information systems. Students will engage in real world applications of topics covered in the course. Assumptions about surrounding courses: Students should have an understanding of networks, either from a previous course or through experiential learning. Prerequisites: None. Corequisites: None.

INFT 2998 Individualized Studies in Information Technology (INFT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Information Technology (INFT). Registration for this class must be approved by the student's mentor.

INFT 3000 Academic Planning / Technology and Society (4 Credits)
The primary objective of this advanced course is the student to explore the area of study selecting a concentration in which s/he is interested and fits with personal and professional goals. S/he will reflect on learning that has taken place prior to coming to SUNY Empire State College. In consultation with the mentor, s/he will develop research paper on specific topic in Technology and Society using recommended textbooks, articles and databases to gain some broader perspectives on the current technology and social development. In consultation with the mentor, the student will develop a degree program following the ESC and SUNY requirements.
Attributes: Liberal

INFT 3005 Data Analytics (4 Credits)
Theory of data driven decision making is put into practice by leveraging data to create strategic level business intelligence. Relational data is analyzed in an experiential environment for execution and interpretation of querying and decision making procedures, visualizations of information summaries, and decision validation for strategic level decision making. Students learn to combine industry experience, context, and intuition with analytical outcomes. Prerequisite: (must complete before registering): Introduction to Business Analytics with Microsoft Excel or equivalent

INFT 3010 Advanced Digital Crime & Digital Terrorism (4 Credits)
This study focuses on the technical aspects of digital crime, and the behavioral and social aspects of computer hackers, virus writers, terrorists and other offenders. Using real life examples, case studies and projects, students will analyze in depth the history, development, extent and types of digital crime and digital terrorism. They will evaluate current legislation and law enforcement practices designed to prevent, investigate and prosecute these crimes. Hands-on familiarity with the computer is required. Students will not receive credit for both INFT 2020 Intro to Dig Crime & Terrorism and INFT 3010 Adv Digital Crime & Terrorism.
Cross-listed with INFT 2020.
Attributes: Liberal

INFT 3015 Communications Technology Convergence (4 Credits)
The current technological mantra for businesses is convergence of communication systems. Legacy communication systems, such as voice, data and video networks of today, are being converged into a single network. This course will examine the history, business aspects and operation of current legacy systems with a strong focus on the drivers of network convergence and the emerging manifestations of convergence. This course will include a case study and many other activities that will provide the student with a realistic view of current trends and the ability to extrapolate this trend into the future. Prerequisite (must complete before registering): Introduction to Networks or equivalent Assumptions about surrounding courses: Familiarity with the core concepts of networking, including awareness of the existence of protocols; an understanding of hardware such as routers and hubs and switches, common operating systems, basic systems and network security. This knowledge can be gained through the listed prerequisite course or through professional experience. This course was previously SMT-273334 Communications Technology Convergence.

INFT 3020 Cyber Crime & Computer Forensics (3-4 Credits)
Computer forensics is one of the fastest growing areas in computer security and law enforcement. Virtually every criminal investigation requires that any computer related to the investigation is seized and searched. Studies have shown that about 93 percent of human recording of words, images, sounds, etc. is in digital format, making computer storage a gold mine for investigators. The expertise for conducting investigations requires knowledge ranging from disk structure, file formats, commercial software to investigation techniques and expert testimony. This course will provide an introduction to the field. Assumptions about surrounding courses: It is recommended, but not required, that students have familiarity with criminal investigations, trial procedure and the legal system, such as that gained in law enforcement or from a course such as Introduction to Law and the Legal System or Introduction to Criminal Justice. Notes/Comments: Some textbooks include forensics software. Students should consult with their instructor before they decide to install the software. This course was previously SMT-273614 Cyber Crime and Computer Forensics.

INFT 3025 Data Communications & Networks (4 Credits)
The purpose of this course is to provide the student with an in-depth exposure to the theoretical concepts, protocols, standards, topologies, design and problem solving techniques of data communications and computer networks. The course provides comprehensive coverage of network systems and infrastructure and helps students in planning, analyzing and implementing data communications LAN, MAN, WAN, and SDN technologies; switching, routing, and performance assessment; on-line applications and services in Internet / Extranets / Intranets; data security and computer networks management techniques. Assumptions about surrounding courses: Students should have an understanding of computers, database applications, along with a fundamental understanding of computer use in an organizational environment. This course was previously SMT-273304 Data Communications and Networking.

INFT 3030 Human-Computer Interaction (3-4 Credits)
Human-Computer Interaction (HCI) is concerned with interactions between human activities and the computational systems that support them. Because it deals with people as well as computational systems, HCI demands the consideration of cultural, social, organizational, cognitive and perceptual issues. A key component is the understanding and the advocacy of the user. Design in this domain must be interaction-focused and human-centered, and must draw upon knowledge areas of user and task analysis, human factors, accessibility standards, and cognitive psychology. Consequently, it draws on a variety of disciplinary traditions, including psychology, ergonomics, computer science, graphic and product design, anthropology and engineering. Prerequisites (must complete before registering): Computer Programming I or equivalent; Statistics Assumptions about surrounding courses: Familiarity with organizing data in spreadsheets and using spreadsheet functions. This course was previously SMT-273484 Human-Computer Interaction.
Attributes: Liberal

INFT 3035 Project Management (4 Credits)
Project management requires a combination of understanding the project life cycle, organizational, behavioral, and management concerns, and project management tools. This course provides students with at least an introduction to all of these in a comprehensive, non-fragmented way, and gives them the foundation to further develop their abilities. Students will acquire project management knowledge that can be helpful in thinking about, understanding, discussing, and managing projects. This course can be individualized to explore particular contexts. For study groups and independent studies, the student should check with the mentor/instructor to ensure that the student's preferred specialty offering is available in the course section. For the online course, existing context options include predesigned tracks with reading lists include construction, government, health care, IS/IT, manufacturing, non-profit, and multinational, and the student can work with the instructor to arrange for other contexts. Prerequisites: Management Principles; Organizational Behavior Notes/Comments: Students can only take one of the project management courses: INFT 3035 Project Management, MGIS 4015 Project Management in IT/IS, or MGMT 4030 Project Management for Business. Assumptions about surrounding courses: Management Principles (or equivalent experience in management), Organizational Behavior (or significant experience in management) This course was previously SMT-273454 Project Management.

INFT 3040 Social Media Management (4 Credits)
In this study, students will learn about different social media technologies and explore the role of such technologies in helping organizations support not only their day-to-day business operations, but also management-level strategic decisions. They will learn about how to govern organizations to help them become truly social and effectively connect with today's social customers. Students will also gain an in-depth understanding of a series of transformations that need to take place in organizations including establishing new positions, empowering existing employees, and forming cross-functional teams to help those organizations successfully build, maintain, and improve their presence on social platforms. Assumptions about surrounding courses: Students should have an understanding of basic management principles.

INFT 3045 Social, Professional & Ethical Issues in Computing (3,4 Credits)
The global use of computers, communications, information systems, and information technology continues to rise with new applications and technologies developing rapidly. As the pace of change accelerates, new opportunities, challenges, tensions, and complexities arise between what can be done and what should be done. Understanding the social, legal, and ethical issues and the frameworks available for assessing them is important for everyone but especially for those who work with these systems. This course will examine the interaction of these technologies and society and the roles and responsibilities of professionals in the field. This course will include topics such as intellectual property, privacy, security, accessibility, and reliability. Assumptions about surrounding courses: Advanced-level critical reading, thinking, and writing skills. This course was previously SMT 273404 Social/Professional Issues in IT/IS.
Attributes: Liberal

INFT 3050 Systems Analysis & Design (3-4 Credits)
The focus of this course is to enable the IT professional to use the appropriate logical and design processes to develop useful and useable business information systems. The course will incorporate general systems theory and development methodologies, and may use business case studies to explore the implementation of these concepts. This course is appropriate for IT professionals seeking to supplement or upgrade their skill sets and students with an information systems background but with no systems analysis and design expertise. Assumptions about surrounding courses: Some programming experience. Work in some aspect of information systems or an introductory information systems course. Students will be expected to install and use Microsoft Visio on their computers. While this course includes user interface design, it does not cover sufficient material to address Human-Computer Interaction. This course was previously SMT-273224 Systems Analysis and Design.
Attributes: Liberal

INFT 3055 Technology for Digital Marketing (4 Credits)
This study is designed to educate students about the technical side of digital marketing and to think about it strategically, bringing together marketing, sales and operations functions. The study will show how to implement a more iterative, measurable, and repeatable approach to digital marketing, how to integrate the full strategic toolkit: social media, pay-per-click, Google AdWords, SEO, site usability, Google Analytics, audience analysis, CRM, lead generation, site navigation optimization, and more. This provides different knowledge than courses in internet marketing. Assumptions about surrounding courses: Advanced-level computer skills are required. Plus, advanced-level reading, writing, and critical thinking skills are required. Recommended courses: Principles of Marketing and Internet Marketing or equivalent knowledge.

INFT 3060 Topics in Web Design (4 Credits)
The purpose of this course is to further develop one or more areas of web design based on industry standards. Topics are usability and accessibility plus one additional topic such as information architecture or responsive design. Students who take Topics in Web Design should already have a foundation in web publishing. Prerequisite (must complete before registering): Introduction to Web Publishing or equivalent Assumptions about surrounding courses: This course does not overlap with Web Systems Development.

INFT 3065 Web Systems Development (3-4 Credits)
This course explores content management and the implementation of an enterprise web system. Students will learn about the fundamental technologies enabling database-driven dynamic web sites. The course addresses content design, management, and presentation as well as various design issues involving accessibility and usability. This course is particularly suited for current information systems professionals, managers with an information systems background, and advanced students in a computer related program who wish to increase their understanding of web systems technologies. Prerequisite (must complete before registering): Introduction to Web Publishing or equivalent Assumptions about surrounding courses: Students should have a solid foundation in programming skills and practices. They should also have a familiarity with the HTML markup language and the CSS stylesheet language. A familiarity with database systems and the special-purpose programming language SQL would also be helpful. This course was previously SMT-273254 Web Systems Development.

INFT 3070 Intermediate Python (3 Credits)
This course aims to establish solid knowledge of the Object-Oriented Programming (OOP) paradigm and its use in Python. Key topics include object-oriented concepts such as classes, objects, data abstraction, methods, inheritance, and polymorphism. These concepts are applied to practical applications on complex topics such as algorithmic problems, GUI applications, simple games, etc. In addition, design principles and patterns are examined to design large scale, maintainable Object-Oriented Systems.

INFT 3996 Special Topics in Information Technology (3-4 Credits)
This course is a special topics course in information technology.
Attributes: Liberal

INFT 3997 Special Topics in INFT (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Cross-listed with CSCI 3900.

INFT 3998 Individualized Studies in Information Technology (INFT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Information Technology (INFT). Registration for this class must be approved by the student's mentor.

INFT 4005 Business Continuity Planning & Disaster Recovery (4 Credits)
Organizations must plan for contingencies. Business continuity planning and disaster recovery must start long before a catastrophe strikes. Electronic/digital processes are ubiquitous and at the core of many business functions, so no longer is restoration of a centralized data center sufficient. While the work is often rooted in IT, the entire organization must be considered. Thus, it is important to learn to analyze organizations; identify risk and impact; understand complexity; identify mission-critical systems; communicate the need for planning; create, test and implement business continuity plans; and conduct disaster avoidance. Prerequisites: Management Principles or equivalent Assumptions about surrounding courses: Familiarity with the functions of management including planning, organizing, staffing, leading, and controlling (such as one should gain through the listed prerequisite course or through professional experience). Students must also have the ability to do academic research using the college library, evaluate material, and effectively communicate ideas in an academic format (such as one should develop through lower- level college studies). This course was previously SMT-274604 Business Continuity Planning and Disaster Recovery.

INFT 4010 Data Analytics & Data Mining (4 Credits)
In this study students contrast relational and multidimensional data storage paradigms used for data warehouses and enterprise level predictive analytics. Extraction, transfer and loading of data, and meta-data lineage are also examined. Data mining and dashboard tools are infused into experiential learning through practical business problem solving. Students will learn the value of predictive analytics and data-driven decision making at the strategic enterprise level. Prerequisite (must complete before registering): Statistics (MATH 1065)

INFT 4015 Information Assurance (4 Credits)
This course focuses on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts. The course includes up-to-date information on changes in the field, such as national and international laws and international standards like the ISO 27000 series. The course covers topics such as Introduction to the Management of Information Security, Planning for Security and Contingencies, Information Security, Security Management, Risk Management, and Law and Ethics. Prerequisites: Data Communications and Networks or equivalent; Database Systems or equivalent; Web Systems Development or equivalent Highly Recommended (not required): An understanding of data communications and computer network models (such as one would gain in an upper-level networking study), database systems and database administration concepts (such as one would gain in a database study), and web technologies and related applications (such as one would gain in a web systems study). This course was previously SMT-273494 Information Assurance.

INFT 4020 Technology in Mathematics Education (4 Credits)
This study is designed to gain competence in selection, analysis, evaluation, testing, adoption and utilization of various instructional technologies in mathematics education. Application of new technologies to teaching and learning will be emphasized along with performance-based activities in instructional design. This study will provide the student with an understanding of learning models and the impact technology can have toward enhancing and enriching the learning process. The use of technology tools for solving a variety of problems, evaluating student performance, and implementing blended learning systems will also be explored.

INFT 4024 IT Senior Project Proposal (2 Credits)
The senior project proposal is part one of a two-part capstone experience in which the student prepares a proposal for the senior project and engages in educational planning. Educational planning includes the preparation of a rationale essay articulating how the program of study for the bachelor's degree meets the student's educational and career goals. Prior to taking this course, students should take, Effective College Writing or Reason & Argument, Database Systems, any networking course, and any programming course. This course is taken by final year students, ideally during the semester preceding the final semester. *The course is only available to International Education Students.*
Attributes: Liberal

INFT 4025 IT Senior Project (3 Credits)
Senior Project is a capstone, applied learning experience. This course emphasizes the application of modern engineering approaches to software construction and the main objective is the development of an original, industry-strength software-intensive product by each student. Students work closely with the instructor on a topic of their choice to connect theory with practice and demonstrate their ability to integrate and apply the learning they have acquired over the course of their studies and experience. The topic of the project should give the chance to the student to apply learning from several different concentration courses, including those being taken during the same term. During the semester students will report on their project's progress by giving presentations and submitting deliverables related to the project. At the end of the semester each student will give a presentation of the project and its conclusions. *Currently, this course is only offered through the College's Center for International Education.

INFT 4996 SpTo: Special Topics in INFT (1-8 Credits)

INFT 4997 Special Topics in INFT (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

INFT 4998 Individualized Studies in Information Technology (INFT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Information Technology (INFT). Registration for this class must be approved by the student's mentor.

INMS: Interdisciplinary Multidisciplinary Studies (Undergraduate)

INMS 1005 Exploring Interdisciplinary & Multidisciplinary Studies (2 Credits)
This study is designed to introduce you to the fields of Interdisciplinary and Multidisciplinary Studies. It can be part of Educational Planning or a stand-alone course. You will learn how to frame and address complex questions that cannot be answered by any one single discipline. It can either be through a multidisciplinary approach (comparison of two or more academic disciplines' approaches), or through an interdisciplinary approach (integration of two or more academic disciplines).
Attributes: Liberal

INMS 1996 Special Topics in Interd/Multi (2-8 Credits)

INMS 1997 Special Topics in INMS (2-8 Credits)

INMS 1998 Individualized Studies in Interdisciplinary Multidisciplinary Studies (INMS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Interdisciplinary Multidisciplinary Studies (INMS). Please contact your mentor/advisor for more details.

INMS 2010 Introduction to Mental Health (4 Credits)
This course will provide an overview of mental health theories and concepts as well as their practical applications in improving holistic wellbeing. This course will draw from various academic disciplines in order to provide a holistic understanding of mental health. Specifically, it will draw from psychology, mental health counseling, social work, and human development by covering topics such as Mindfulness-based Cognitive Behavioral Therapy (MBCT), Acceptance and Commitment Therapy (ACT), self-compassion, self-love, locus of control, the empowerment model, and the various stages of human development. Additionally, the field of neurobiology will be incorporated into the course by examining trauma's impact on the body, mindfulness, and executive functioning. Prerequisites: none. Corequisites: none.
Attributes: Liberal

INMS 2996 Special Topics in Interd/Multi (1-8 Credits)

INMS 2998 Individualized Studies in Interdisciplinary Multidisciplinary Studies (INMS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Interdisciplinary Multidisciplinary Studies (INMS). Please contact your mentor/advisor for more details.

INMS 3000 Meditation and Mindfulness (4 Credits)
The purpose of this course is to facilitate comprehensive understanding of meditation and mindfulness practices. This course will explore scientific, theoretical, and practical aspects of meditation along with some traditional meditation practices. In addition, students will examine interdisciplinary and multicultural ways of understanding the mind and human consciousness. This course also examines the history and philosophy of meditation, and the research for how and why these practices can enhance well-being, self-care skills, and genuine compassion for others. Prerequisites: none. Corequisites: none.
Attributes: Liberal

INMS 3020 International Field Study (1-4 Credits)
International programs, with faculty from throughout the College, will occasionally organize courses that include a field study with travel to an international location. The topics of the course and countries visited will vary. All courses will last for a full term, using the online platform along with synchronous virtual meetings both before and after the trip. The field study portion lasts for 1-2 weeks, partially through the term. The purpose of these courses is to provide students important insights about international issues related to the topic being studied, as well as insight into the country(ies) and culture(s) visited. Typical field studies include presentations at major multinational organizations, site visits to relevant facilities, and the opportunity to experience culture through visits to major historic sites and museums. These experiences include scheduled day-to-day interactions with guest speakers, industry professionals, university professors, and fellow students. Prerequisites (must complete before registering): Depending upon the topic, there may be some prerequisite coursework required. Notes: Students must have a valid passport and health insurance with international coverage (short term plans are available), as well as be physically able to endure the rigors of travel. There will be travel costs in addition to tuition.
Attributes: Liberal

INMS 3035 Stories & Creative Leadership (4 Credits)
Learn about stories and their implications for leadership in diverse fields. Case studies include business, human services, political science, nursing, cultural leaders, and community activists. This rich mix of approaches allows students to understand how 'stories' will be received in a wide range of potential leadership situations. Students will learn about story structures, and how the skillful creation and articulation of stories is a fundamental part of the leader's vocation. Students will learn to assess how leaders utilize storytelling to frame issues, and how they update personal, political, community, and corporate stories to open opportunities in the face of change. Related courses may be disciplinary rather than interdisciplinary or multidisciplinary; for example: leadership courses specific to nursing, political science, or business. This course was previously CUL-223024 Stories and Creative Leadership.
Attributes: Humanities Gen Ed, Liberal

INMS 3040 The African American Experience (4 Credits)
Along with a survey of African American history, we will introduce a variety of examples and voices to include diverse African American experiences and perspectives. We also introduce the interdisciplinary method that is at the heart of the field. You will learn about several disciplines - history, social science, Black feminism, and cultural studies-that have contributed to Africana Studies. Working between them, you will gain a multi-faceted sense of selected topics that can point you towards an overview of African American history and culture and help shape your own additional studies. Prerequisites: Recommended: A United States history course and United States government course. This course partially meets the General Education requirement in American History for all students, but fully meets the General Education requirement in American History for students scoring 85 or above on the New York State Regents exam in United States History and Government. This course was previously HIS-243124 The African American Experience.
Attributes: Liberal, Partial American Hist Gen Ed

INMS 3045 The Reel World (4 Credits)
In this course we will critically assess the historical, cultural, and artistic development of cinema around the globe, through a close analysis of a range of international films, movements, and traditions. Specific attention will be paid to the national cinemas of a range of countries across the world, which may include the continents of the Americas, Africa, Europe, Oceania, and Asia.
Attributes: Other World Civilization Gn Ed, Liberal

INMS 3055 Women as Healers (4 Credits)
This study examines women's roles and experiences as healers using a cross-cultural and interdisciplinary perspective. The study is grounded in ethnographic, biographical, historical, and journalistic accounts. Women have played a central role in healing and care-giving in all human societies and throughout history, often being subject to different expectations, challenges, and dangers compared to their male counterparts. From birth to the end-of-life, from home remedies to homeopathy, from shamans to surgeons, women's healing knowledge and skills have made a significant impact on their families, communities, and their own destinies, as well as being a means of empowerment and social action.
Attributes: Liberal

INMS 3056 Work and Mindfulness (2 Credits)
This study draws upon bio-psycho-social insights from anthropology, human development, integrative medicine, and psychology, to explore applications, benefits and theories that pertain to mindfulness methodologies in relation to work environments and the workplace.
Attributes: Liberal

INMS 3996 Special Topics in INMS (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

INMS 3997 Special topics in INMS (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

INMS 3998 Individualized Studies in Interdisciplinary Multidisciplinary Studies (INMS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Interdisciplinary Multidisciplinary Studies (INMS). Please contact your mentor/advisor for more details.

INMS 4010 Internship in Interdisciplinary/Multidisciplinary Studies (4 Credits)
This advanced-level course examines and integrates regular on-going formal learning activities with related work experience during the normal semester period. The main purpose of this applied learning activity is to engage students in a professional setting pertinent to her/his concentration and career goals. The internship provides the unique opportunity, therefore, to combine theory with practice.

INMS 4015 Roots & Routes of African Diaspora Resistance: Arts; History; Humanities (4 Credits)
Why are African Diaspora religions featured in horror films? 'Case studies' focused through one culture will dismantle the terror factor to reveal African tenets that inspire people to freedom. We'll look at how historical construction of racist and sexist stereotypes and stereotypical constructions of history are perpetuated by contemporary media, how Yoruba thought and practices disrupt these stereotypes, and their global implications for power and privilege. Students will share research about resistance via philosophy and religion (Humanities), cultural expressions (Arts); politics, rebellions, and revolutions (History). Related courses may be disciplinary rather than interdisciplinary or multidisciplinary; for example: Africana Studies or Women's, Gender, and Sexuality Studies approached through the arts or history, etc. Or they may approach a component or thread in the course, such as critical race theory in a Social Science course such as Thinking About Race, Class, and Gender; gender theory in Introduction to WGSS; or political science in Power and Privilege. The three tracks of this course overlap. Only one should be included in a degree program. This course was previously CUL-224124 Roots and Routes of African Diaspora Resistance: Arts.
Attributes: Liberal

INMS 4020 Senior Project (2-6 Credits)
Senior Project is a capstone, applied learning experience. Students work closely with the instructor on a topic of their choice to connect theory with practice and demonstrate their ability to integrate and apply the learning they have acquired over the course of their studies and experience. Depending upon the size and scope of the project, the work may be completed in one or two terms, and for differing amounts of credit. If completed in two terms, typically the first term is used for planning and research, and the second term for the final development or implementation of the project. Students should consult with their mentor and the instructor before enrolling to determine the number of credits and time needed. Prerequisites: As a capstone course, students should enroll in Senior Project during their final year of study. All lower level concentration courses should be complete, as well as at least two advanced level concentration courses or their equivalent. Corequisites: Additional concentration courses may be taken concurrently Students will be expected to apply learning from all concentration courses, including those being taken during the same term. key, however ANY student interested in doing a final capstone project on a topic related to one of these countries or regions, or with an international theme, is welcome to request the opportunity to work with one of the international faculty in these programs. This course may be taken for 2 to 6 credits over one or two terms. *This course will be used as part or all of the Educational Planning credit.*

INMS 4025 Topics in Interdisciplinary & Multidisciplinary Studies (4 Credits)
In this course, students will have the opportunity to explore a specific topic within the scholarship of interdisciplinary and multidisciplinary studies. Topics may be drawn from fields such as Africana Studies, American Studies, Classics Studies, Environmental Studies, Ethnic Studies, Gender Studies, Global Studies, Indigenous Studies, Latin American Studies, Lesbian, Gay, Bisexual and Transgender Studies, Museum Studies, Religious Studies, Urban Studies, Women's Studies, presented by diverse instructors around the college. The course offers upper level understanding of concepts and methods that construct studies as interdisciplinary or multidisciplinary, and the opportunity to apply that understanding in independent research.
Attributes: Liberal

INMS 4030 Women Health & Globalization (4 Credits)
This study focuses on the experiences, statuses and roles of women in 'the new global village,' focusing in particular on the impact of globalization, modernization, industrialization, urbanization, and contemporary social changes upon women's lives and their health. From the new fertility technologies to the growing demand for international nannies, women are at the center of new trends and flows of people and resources. Women are migrants, surrogate wombs, teachers, nurses, artists, mothers, and sometimes soldiers, pilots or surgeons, as well as being those who usually care for children and family members during illness. Women form the majority of elders in aging societies. They are especially vulnerable during times of conflict or disaster, or as international refugees. Students will write reflective journal essays on films/readings and a final research paper or project on a topic selected by the student. This course is part of the BS in Public Health program.
Attributes: Liberal

INMS 4996 Special Topics in INMS (2-8 Credits)

INMS 4998 Individualized Studies in Interdisciplinary Multidisciplinary Studies (INMS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Interdisciplinary Multidisciplinary Studies (INMS). Please contact your mentor/advisor for more details.

ITAL: Italian (Undergraduate)

ITAL 1005 Italian I (4 Credits)
Italian I is designed for students who have no previous Italian instruction. The course focuses on enabling students to communicate effectively in elementary Italian, and introduces students to the cultures of Italy. All language skills will be practiced: listening, speaking, reading and writing. Students will be exposed to authentic Italian material from films, songs and websites. Students should be available for oral practices at least twice a week. Synchronous practices will take place between 7:30-9:00 pm (ET), unless advised otherwise. Special accommodations will be made for army students. This is the first course in the sequence of 2 (Italian 1 and Italian 2) This course was previously CUL 221224 Italian 1.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

ITAL 1007 Italian: Language & Culture (4 Credits)
This course is designed for students who have no previous instruction in Italian. You will develop language proficiency on a basic level, but the emphasis is on culture and history of Italy, it's different regions, cuisine and traditions. All language skills will be practiced: listening, speaking, reading and writing. The course does not overlap with Italian 1. You will be required to practice speaking and listening skills weekly in real time over the Internet with the instructor. You should be available for 45 minutes for oral practices scheduled between 7:30-9:00 PM EST at least once a week. Special accommodations will be made for Army students
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

ITAL 1010 Italian II (4 Credits)
This course is designed to be a continuation of Italian I. Students will build on their introductory studies in Italian language and culture. They will learn functional grammar, vocabulary and cultural concepts that apply to many different practical real-life situations. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to weekly practice speaking and listening skills in real time. Synchronous practices will take place between 7:30-9:00 pm (ET), unless advised otherwise. Special accommodations will be made for army students. This course was previously CUL 221424 Italian 2. Prerequisites: Italian 1 or equivalent completion of Italian 1.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

ITAL 1998 Individualized Studies in Italian (ITAL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Italian (ITAL). Please contact your mentor/advisor for more details.

ITAL 2998 Individualized Studies in Italian (ITAL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Italian (ITAL). Please contact your mentor/advisor for more details.

ITAL 3998 Individualized Studies in Italian (ITAL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Italian (ITAL). Please contact your mentor/advisor for more details.

ITAL 4998 Individualized Studies in Italian (ITAL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Italian (ITAL). Please contact your mentor/advisor for more details.

LABR: Labor Studies (Undergraduate)

LABR 1010 Class Race & Gender for Workers (4 Credits)
Our identity is influenced by how we look at ourselves-as men and women, as working or middle class, as white or black or some other racial and/or ethnic mix, as a citizen or an 'illegal' immigrant. It is also shaped by the way society perceives us, puts us into certain groups. Indeed, since they often build off existing patterns of economic, social and political inequality, these broader social perceptions shape our opportunities for a full life. This course explores the interaction between our individual lives and broader historical process and structural patterns. In doing so, students delve into the 'problem of solidarity.' Unionists know that solidarity is the basis for strength. However, it is not something that can be taken for granted. It is an imaginative process, an active intellectual struggle, in which working men and women of all backgrounds discover and re-discover common ground. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. Schoolfor Labor Studies in New York City. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability.
Attributes: Social Science Gen Ed, *Diversity Gen Ed, *Social Sciences Gen Ed, Liberal

LABR 1020 Global Civilizations: Workers' Perspectives (4 Credits)
This course offers an introductory but also systematic study of world history. Too often, world history is told as if each society or nation-state or region functioned as a discrete political, economic and cultural unit, its success or failure over time determined by some inherent strength or weakness. In this class the goal is to explore different perspectives. We will examine how environmental circumstances may have given some societies advantages that others lacked. Students also will also study the hows and whys of the rise and fall of regional civilizations by paying close attention to the connections-created by trade, conquest, and the exploitation of nature and human labor-between these civilizations. It is only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

LABR 1035 Labor & Public Affairs (4 Credits)
This course is designed to help students develop their research, written and oral communication skills as they learn about current economic, political and social issues important for working people. The guiding context for this course is how the winners in our economic system have come to thoroughly dominate our politics, exacerbating both the economic gap between the wealthy and the rest, and the political gap between what the majority of the public-the working and middle classes-want from their political system and what they actually get. As we read though the texts and articles, we will discuss the main themes, understand the arguments, and grasp the empirical evidence presented in preparation for student's choosing a topic and presenting it to their peers. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. Prerequisites: None Corequisites: None This course is offered as part of union partnership programs and is open to non-partnership students subject to availability.
Attributes: Social Science Gen Ed, Liberal

LABR 1040 Economics for Workers (4 Credits)
This course provides students with the tools that are necessary for understanding the economy in general and the economic conditions of an industry such as the construction industry. What is economic efficiency and when is a particular market, either a labor market or the market for a specific product, efficient? Is it true that everything depends upon 'supply and demand'? If so, how are supply and demand determined? How are prices, wages and profits determined? Why is full employment not ever permanent? The course also provides the tools required to analyze the proper role of the government and the effect of its finances on the economy. The effects of labor laws (e.g., minimum wage, unemployment insurance, and 'right to work' laws), the provision of governmental services (e.g., public transportation, schools, infrastructure), and of full-employment policies on the economy in general and on the conditions of workers and management in the construction in industry in particular are examined. The issues involved with taxation by the different levels of government are also explored. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class through the college's Harry J. Van Arsdale Jr. School of Labor Studies in New York City.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

LABR 1050 Literature & Society for Workers (4 Credits)
'Literature and Society for Workers' provides an opportunity to read novels, poems, and plays about the experiences of working people, and the dramatic situations that their work can create for them. The texts discussed in this course are chosen for the unique stories they tell about individuals attempting to improve their own living situations, and the challenges they face from friends, enemies and the social structures around them. It allows students to consider the struggles of (primarily) fictional characters and the efforts required to bring resolution to their personal challenges. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School of Labor Studies in New York City. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LABR 1055 Art & Social Practice for Paraprofessionals (4 Credits)
Social Practice describes a conversation between the arts and the social sciences and an engagement in the creative process in ways that are relevant to students' lives as workers and citizens. People who are a part of this conversation can be practitioners educated in, inspired by, or who adopt methods, ideas and attitudes from conventional and historical art forms. They then use these artistic approaches to address major questions in social life or to affect it in a variety of ways. This first practitioner makes an art out of being social. Or, secondly, it can describe practitioners who are educated in, inspired by, or who adopt methods, ideas and attitudes from the social sciences. Thus, Social Practice is an experiment, which could begin with asking a series of questions. These questions are answered in many different ways, using our thoughts, our actions and a variety of materials. Prerequisites: None Corequisites: None This course is offered as part of union partnership programs and is open to non-partnership students subject to availability.
Attributes: Arts Gen Ed, Liberal

LABR 1065 College Reading for Workers (4 Credits)
This course is designed to build students' reading ability, confidence and fluency--to help them get through texts that are challenging or boring, to help them read more quickly, and to learn strategies to help them read with the analytic eye that instructors expect. All reading texts are labor-centric, providing students with the opportunity to think about, reflect on, and discuss the values of trade unionists. The meaning of labor and work will be explored through texts that challenge students in a variety of ways. Students will become adept at reading labor texts in order to prepare them for ensuing labor courses. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Humanities Gen Ed, Liberal

LABR 1070 College Writing for Workers (4 Credits)
This course provides students with the opportunity to spend a semester working intensively on their writing and writing process, while reflecting on the values of being a trade unionist. Students will use writing as a meaning-making tool, by engaging in all stages of the writing process as they critically consider a variety of texts that address what it means to take pride in one's work, as well as the worth of being a skilled craftsperson. In reading, writing, discussion and research assignments, students will be engaged in reflecting critically on how work is represented and understood in the course readings. While there is a fair amount of reading to be done in this class, this is primarily a course that supports and extends students abilities to express themselves in writing. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class through the college's Harry J. Van Arsdale Jr. School of Labor Studies in New York City.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

LABR 1105 Workers/Artists (4 Credits)
This study and workshop is primarily concerned with the evolution of contemporary forms of representation through various mediums with particular focus on themes relevant to the worker. The study of art works in a variety of media that engage subject matter such as economic inclusion, environmental justice, and gender and racial equality in intersection with Labor will culminate in the creation of the student's own creative project(s). The mediums will be explored as powerful tools of communication as well as vehicles for personal and collective worker expression. The option of special focus on one principal medium in depth may exist, both as on object of study and as a creative process to employ in one's own final art project and maybe offered in concert with the expertise of the instructor. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class through the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

LABR 1123 Labor Relations in Public Education (3 Credits)
This course provides an overview of the rise of collective bargaining in public education, primarily in New York City and New York State, but also nationally. It focuses; in particular, on the effect unionization and collective bargaining have on students, teachers, administrators and school systems. In addition to examining existing models of unionization, students also consider alternative forms of work organization and "stakeholder relations" in schools, which proponents claim will encourage continued improvement in the schools and be increasingly relevant to the emerging 'knowledge economy'.

LABR 1150 History of Public Education (4 Credits)
This course provides an overview of the struggle for public education in the United States from the 18th century to the present. This struggle has been the means by which new groups – wage earners, slaves, women, immigrants and others–pursued and won inclusion into an expanded (and still expanding) body of citizens in the US. By insisting upon and gaining access to public education, they helped secure their own claims to equality and created new opportunities for advancement for themselves and their descendants. The nature and effect of these struggles, the education opportunities created and lost, as well as the challenges we face educating the next generation of citizens, are central concerns of this course.
Attributes: Liberal

LABR 1167 Labor and the Economy for Paraprofessionals (3 Credits)
This course covers the basics of economics. Some of the topics explored are: What is economic efficiency and how can it be enhanced?; How are wages and profits determined; What is the role of government and what is the efficient level of taxes? Implications for education and education policy are explored throughout. The course is designed for students with an interest, though not#necessarily a background, in economics. It does not use mathematics,#although some basic arithmetic will come into play. The aim of the course is to give the#student a thorough understanding of the key concepts and theories of different schools of economics and to better understand how these concepts relate specifically to their lives and the lives of their family members. In each case, the history of economic thought will be traced, along with the historical#context of the ideas involved.
Attributes: Social Science Gen Ed, Liberal

LABR 1996 Special Topics in Labr (2-8 Credits)

LABR 1997 Speical topics in LABR (2-8 Credits)

LABR 1998 Individualized Studies in Labor (LABR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Labor (LABR). Please contact your mentor/advisor for more details.

LABR 2010 US History: Workers' Perspectives (4 Credits)
The course introduces students to examine American history through the struggles and victories of American workers. The American Revolution, the Civil War, Immigration and the Creation of the Working Class and the post-World War II era are the four key sections in history that will be examined. Working with primary documents, scholarly articles, and handouts, students explore the consequences and contested meaning of key episodes paying special attention to the role of working people in the development of the relative prosperity of the economy and the democratic inspiration of the country's governing institutions. Students will also gain an understanding of how US workers and their institutions fit in with broader shifts in the national and international political economy. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

LABR 2998 Individualized Studies in Labor (LABR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Labor (LABR). Please contact your mentor/advisor for more details.

LABR 3005 Collective Bargaining (4 Credits)
In the Collective Bargaining course, we will study the roles of all of the participants in the proceedings- both union and management, and the roles of those in authority they are responsible to, the bargaining committee's responsibility to their constituents, and what kind of effect those constituents can have on the outcome of bargaining. Among the topics that will be explored will be the law as it effects the bargaining process, the duty to bargain, different tactics in bargaining, impasses, strike, and lockouts, management rights, union rights and responsibilities, costing out of contracts, the mediation and arbitration processes, dispute resolution procedure, basic labor law, and the history of labor unions in this country. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. Prerequisites: None Corequisites: None This course is offered as part of union partnership programs and is open to non-partnership students subject to availability.
Attributes: Social Science Gen Ed, Liberal

LABR 3010 Contemporary Labor Issues: Immigration (4 Credits)
This course examines the social and political phenomena of migration and borders, tracing how they impact workers, labor markets, and the policy discussions that aim to address the issue of immigration. Using the tools of social science and critical analysis, we will analyze the global dynamics of migration, as well as the economics and cultural politics of undocumented immigration in the US. We will place these issues in historical and contemporary context, looking at both the evolution of immigration controls, how they are experienced by migrants, and how the US Labor Movement has responded. This will allow the class to move toward a framework that sees the limited rights & inadequate labor protections of the undocumented as the root issues. The class will also assess recent literature that presents possible solutions, and explores whether such proposals hold the potential to break away from the current deadlock and transform a system that enables exploitation. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

LABR 3020 Development of the Labor Movement (4 Credits)
The American Labor Movement was directly or partially responsible for enormous changes in American society in the twentieth century. Unions raised the wages, improved the living standards and increased the opportunities for millions of workers from diverse backgrounds and communities across the country. While the overall record is far from perfect, many unions supported the Civil Rights movement and other social justice causes, struggled to protect workers in the face of sweeping changes in the national and international political economy, and encouraged individuals to participate actively in the civic and political life of the nation. Indeed, to study the US labor movement is not just to study union organizing, collective bargaining, and labor legislation. It is to study how it has impacted the way workers lived their lives, and how it has shaped the role a diverse working class has played in the making of American society and American democracy. Students will analyze the history of Labor in NYC as a particular example. This course is offered in-person at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

LABR 3022 Leadership Development in Labor Organizations (4 Credits)
Effective, successful leaders make a difference in any context and leadership in labor is no exception. Yet the nature of leading organizations of workers is especially challenging. Leaders of unions are responsible for running organizations that are structured horizontally and vertically. By definition, unions function best when they are both democratic and decisive. Furthermore, labor leaders must contend in the modern-day political economy of global capitalism. In particular, workers in the United States who are engaged in concerted activity to form a union of their own choosing are confronted by corporate anti-union sentiment that is unmatched among the so-called industrialized western democracies. If you couple this with our nation's systems of discrimination—historical racism, social inequities, and class divisions—the context for labor leadership to flourish is daunting. This class will consider this context, case studies of effective union leadership, and the core competencies and skills of democratic and decisive union leadership.
Attributes: Liberal

LABR 3025 Diversity in the Workplace: Union Perspectives (4 Credits)
The dynamics and makeup of our workplaces, communities, industry, and unions are rapidly changing. Drawing from fiction, published reports, scholarly journals, guest speakers, discussions and films, this class will analyze the historical and societal forces that drive the cultural dynamics of race, gender, orientation, nationality and power at work. How are the identities constructed through these dynamics expressed at the workplace, in your union, and your community? What are the costs of a workplace culture that defines who is 'in' and who is 'out'? What have unions done to respond to changing social dynamics of an increasingly diverse workforce and what are the bedrock principles of solidarity leading us forward? It is offered face to at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. It is also offered online.
Attributes: Social Science Gen Ed, *Diversity Gen Ed, Liberal

LABR 3027 Labor by the Numbers (4 Credits)
The course will give the student basic knowledge of descriptive and inferential statistics as well as knowledge of the main concepts of economics. The student will learn how to use this knowledge to evaluate both empirical and qualitative economic arguments. In addition, the student will gain a critical understanding of the way that social and news media transmit messages and analyses that affect our opinions, our decisions and the choices we make. Thus the student will be able to choose policies that will support the kind of society they envision for themselves and their families. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is only offered in-class through the college's Harry J. Van Arsdale Jr. School of Labor Studies in New York City.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

LABR 3035 Educational Planning for Labor Studies (4 Credits)
The purpose of Educational Planning for Labor Studies is for each student to design and complete a degree program that will 1) fulfill the College's degree requirements, and, 2) allow the choosing of degree-related courses of interest. Students have the option of choosing to pursue a bachelor's degree in labor studies or enroll in the 20-credit program. Students will develop their educational plans in the context of investigating trade unions as collective organizations, fundamental to a democratic society. The course asks students to consider and discuss the challenges working people and union members face in today's economy and the role of the critical/intellectual 'skills' that one acquires through a liberal arts based college education in meeting these challenges. Within this context, the course asks students to consider and discuss the purpose and role of a college education - particularly for working people and union members. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Liberal

LABR 3040 Estimating in the Construction Industry (4 Credits)
It is often said that 'Cost estimating is an art, not a science' - and that there is legitimate disagreement as to what constitutes reasonable costs even when plans, specifications, site, and labor and material costs are identical for all bidders. This course introduces students to estimating for the general construction trades, as well as to the review of construction procedures and trade practices. Students examine management techniques from the standpoint of bid preparation, take-off, and bid submissions. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. Prerequisites: .

LABR 3042 Labor, Education, and Social Progress (4 Credits)
This class will examine texts from the field of the philosophy of education as they relate to different groups of working people in different circumstances and social structures. The readings will examine the role of workers' education in organized labor, a college prison program, and in a reconceptualization of the content of "blue-collar" work. All education, of course, promotes personal growth and transformation; however, we will evaluate the more philosophical idea that worker's education, rooted in the working class experience, struggles, and values is essential for imagining and achieving the kind of society we desire for ourselves and our families -- indeed, for a more robust labor movement and a more democratic society.
Attributes: Humanities Gen Ed, Liberal

LABR 3047 Occupations Safety & Health & the Environment (4 Credits)
This course enables students to gain an understanding of the hazardous conditions that workers face on the job, various occupational safety and health regulations, and the relationship between the workplace and the environment, particularly climate change. Thousands of workers die each year while working; communities are effected by toxins leaking into the air and into water supplies and changing our overall climate. Workers on the job face bullying, inappropriate behavior and other types of discrimination that create unsafe working environments. Are current local, state and federal laws adequate for protecting workers, their families and our communities? What are some solutions for making our working conditions and our communities safer and what role can trade unions play? This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Liberal

LABR 3050 Issues in Public Art: Representation of Workers (4 Credits)
This study is primarily concerned with contemporary public art primarily in New York City with some focus on works made for the worker and/or a working class consciousness either through studying the work of others or by the creation of the student's own creative project. The assigned readings and presentations introduce the complex relationship between aesthetics and the development and life of the city in public art, and its ever-changing relationship with architecture and urban planning. Students will consider issues such as the importance of the role of art and artists in society, how public art addresses-- or is addressed-- by issues of race, class, and gender. We shall also study the hierarchical relationships between craft and art and how the student's own electricians trade might be considered or reconsidered. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. Prerequisites: .
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

LABR 3058 Labor Organizing: Theories and Strategies (4 Credits)
Organizing is the central activity necessary for building and maintaining strong unions, yet there are many differences of opinion in the labor movement regarding the best ways to go about organizing, and whether enough organizing is happening. In this course, students will examine some of different schools of thought around organizing, the strategies and tactics union organizers often use, the complex relationship between organizing and labor law, newer/alternative models of organizing, and some high-profile organizing successes.
Attributes: Liberal

LABR 3060 Labor Law (4 Credits)
This course will provide a thorough overview of the laws governing labor and employment relations with an emphasis on private sector unions. the purpose of the course is to (a) familiarize students with an array of laws affecting the workplace and worker rights, and (b) develop your understanding of how these legal concepts are practiced in the real world. the goal of the course is to provide students with a basic understanding of the relevant laws as well as the necessary legal skills to work effectively as an employee and union member.
Attributes: Social Science Gen Ed, Liberal

LABR 3065 Union Leadership & Administration (4 Credits)
Today the power of unions is challenged by growing inequality, globalization, emerging technologies as well as changes in the law and in the structure of industries and work. These developments have spawned demands for stronger, more visionary leadership in unions. Drawing on a variety of social science and historic research, this course applies leadership and organizational theories to a union context in order to examine and analyze the leadership models, practices, and approaches we find in contemporary unions that lead to successful democratic unions. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. Prerequisites: .
Attributes: Liberal

LABR 3072 United States Labor History (4 Credits)
This course examines the roles of workers and their organizations from colonial American times to the present. The goals are to develop informed and critical analyses of these historical developments and to draw conclusions about them in ways that make sense to the student. Students will critically examine and discuss labor as a form of economic, political, and social expression; will learn how to identify, understand, and appreciate labor traditions in their historical, critical, and socio-cultural contexts; and will learn to differentiate economic, political, social, and organizational traditions. The course will also consider the manner in which both unionized and non-unionized work developed. This will include discussing how gender, race, and ethnicity have influenced workers in America. Course activities require students to observe, discuss and write about labor from critical and analytical perspectives, including cultural, historical, sociological, political, and philosophical frameworks. This course is offered online. This course was previously LAB-263704 United States Labor History.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

LABR 3075 Labor Relations in Construction (4 Credits)
This course examines the development of workplace relations in the building trades from both a union and nonunion perspective. It familiarizes the student with an array of laws affecting the construction workplace, as well as the jurisdictional issues that frame the obligations of labor unions in the building trades and shape the realities they face. Students will also examine the complexities of labor-management cooperation on the job, the process of negotiations between labor and management, and the impact of labor organizing. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Liberal

LABR 3080 Labor & Politics (4 Credits)
In this course, students will explore the role of Labor in the political process of the U.S. both historically and what's happening today. Students will be required to engage in and work with a campaign - for a candidate running for either local or national office, or a campaign for a referendum question. Topics covered in the course will include: the presidential electoral process, the issues and arguments in this campaign cycle, what should Labor seek from candidates, the relationship between the Democrats and Labor, the role of volunteerism in a campaign, and how campaigns fit into the future of the Labor Movement Labor in this country. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Social Science Gen Ed, Liberal

LABR 3085 Labor & the Global Workplace (4 Credits)
Globalization' is a term that we hear or read about almost everyday in the media. Some say globalization is inevitable and good for the economy and should be encouraged; others say globalization is detrimental to society and must be controlled. 'Labor and the Global Workplace' will explore a variety of basic questions that surround this debate: What exactly is globalization? What are the causes of globalization? Is globalization beneficial or detrimental for working people? How do we see the future of globalization? What should labor's response be to globalization? Prerequisites: None Corequisites: None This course is offered as part of union partnership programs and is open to non-partnership students subject to availability.
Attributes: Social Science Gen Ed, Liberal

LABR 3090 Labor & the Sociological Imagination (4 Credits)
In this course we will explore social scientific perspectives on historical and contemporary class relations in the US, with a focus on the role of the labor movement. The foundational text is C.W. Mills' classic from 1959, The Sociological Imagination, which still resonates as a call for a publicly engaged social science. In addition to Mills, the class will examine case studies from sociology, historical sociology and labor history, which will provide further methodological and theoretical guidance for empirically sound approaches to class analysis that situates workers and worker organizations in historical and/or contemporary power relations.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

LABR 3095 Our World Trade Centers (4 Credits)
The course focuses on the planning and building of two generations of the World Trade Center: the original twin towers and the new Freedom Tower complex. How did these extraordinary feats of engineering and construction grow out of Lower Manhattan, once a great port and epicenter of global finance? And what can these towers - built on a site where natural forces and human conflict repeatedly intersect - tell us about the history and possible futures of the city our labor makes real? It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Social Science Gen Ed, Liberal

LABR 3100 Principles of Trade Unionism (4 Credits)
This course is not simply an introduction into how unions work and the benefits they bring to working people. While these matters will be covered, the heart of the course will be an in depth and critical exploration, using important concepts and methods of social sciences, of the foundational principles of trade unionism. A few of these come easily to mind: solidarity; an honest day's pay for an honest day's work; the right to collectively bargain over terms and conditions of work. Other "principles" can be more complicated, extending beyond a particular group of workers and workplaces to more general economic, political, and cultural realms: unions as institutions of broad class solidarity and collective power, engaged in a struggle for a just and democratic society. Too often these days, unions are cast as a special interest group, out only for themselves. This course will shift that narrative by re-discovering the labor movement as a social movement. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. Prerequisites: .
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

LABR 3105 Project Management for Construction (4 Credits)
Project management is the overall planning, co-ordination and control of a project from inception to completion aimed at meeting a client's requirements in order to produce a functionally and financially viable project that will be completed on time within authorized cost and to the required quality standards. Project management is the process by which a project is brought to a successful conclusion. The purpose of project management is to manage and to ensure the most efficient way of utilization of limited resources (budget, time, labor, material, etc.) such that the output would be maximized. Construction project management (CPM) is project management that applies to the construction sector. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. Prerequisites: .

LABR 3110 Public Sector Labor Relations (4 Credits)
In this course, students will examine public sector labor relations and the key similarities and differences between private sector and public sector labor relations. Students will study the historical development of public sector labor relations to better understand the current environment in which it exists. Students will analyze the connections among culture, law, work environment, economics, politics, and personalities and how these factors enhance and/or impeding public sector labor relations. Students will have the opportunity to examine these issues in particular sectors such as health care, education, and the protective services. Finally, students will assess and discuss the positive and negative ramifications of changes in labor relations for public sector workers, unions, and the employers with whom they interact. Prerequisites: None Corequisites: None This course is offered online. This course was previously BME-213664. LABR 3110 is cross listed with HRMS 3110. Cross-listed with HRMS 3110.

LABR 3120 The Political Economy of New York City: Workers' Perspectives (4 Credits)
This course examines New York City's economy and the role of politics in directing its growth and distributing its rewards. Its hinge is the Fiscal Crisis of 1975, an event that marked a dramatic shift in the way city government planned for economic growth, interacted with the private sector, and served the people of New York. More specifically, course readings, brief lectures and class discussions will focus on the forces that have shaped life in the city before, during, and after the Fiscal Crisis: the labor movement; public sector institutions; the real estate industry; a widening gap between rich and poor; the privatization of public services. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

LABR 3122 Educational Planning for Labor Studies (5 Credits)
The purpose of Educational Planning for Labor Studies is for each student to design and complete a degree program that will 1) fulfill the College's degree requirements, and, 2) allow the choosing of degree-related courses of interest. Students have the option of choosing to pursue a bachelor's degree in labor studies or enroll in the 20-credit program. Students will develop their educational plans in the context of investigating trade unions as collective organizations, fundamental to a democratic society. The course asks students to consider and discuss the challenges working people and union members face in today's economy and the role of the critical/intellectual "skills" that one acquires through a liberal arts based college education in meeting these challenges. Within this context, the course asks students to read critically, conduct research, and present persuasive written and oral arguments about the purpose and role of a college education - particularly for working people and union members. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Social Science Gen Ed, Liberal

LABR 3125 Theories of the Labor Movement (4 Credits)
The objective of this course is to understand the origin, nature, and future of the U.S. labor movement through different theoretical lenses and comparative approaches. The course analyzes the role played by trade unions in American society and explores the historical and institutional factors that have shaped the U.S. labor movement. The course also introduces contemporary debates on the economic and political challenges facing American trade unions and the potential solutions to revive the labor movement. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City. Prerequisites: .
Attributes: Liberal

LABR 3127 Labor and the Middle East (4 Credits)
This course will offer a unique perspective on the history of the Modern Middle East. Most overviews of the region focus on a narrative of religious or cultural conflict, while leaving out or marginalizing processes of political and economic development, including the complex role played by labor and the working classes of the region. Here students will critically assess the political, economic and cultural history of the modern Middle East. And by placing labor at the center of that history, students will gain an appreciation for what connects their own experience as trade unionists and workers with that of the unionists and workers of the Middle East. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class at the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Other World Civilization Gn Ed, Liberal

LABR 3130 Women, the Economy & the Trades (4 Credits)
The US has been suffering from a crisis of inequality for almost four decades and it affects all aspects of working people's lives – the kinds of jobs we hold, how much we earn, how many hours we work, and even how our family's function. All workers experience this economic reality in different ways; women, and especially women and men of color, face particular hurdles. While some workers have made tremendous economic strides most working people are still struggling. We need to have an accurate understanding of women's economic and political realities, and how they interact with structures and ideologies of class and race, to envision the kind of society we want for our families and the policies needed to achieve this vision. With a focus on women in the building trades, this course will explore 1) the location of women (and men) in the economy, 2) the historical context of working women's social movements, 3) the experiences of women in the building trades -- why they sought access and their impact on the trades, tradesmen and social policies, 3) the evolutionary role of construction unions in promoting diversity, equity and inclusion, and 4) the reforms and responses needed to address the economic and work-life needs of working women and all working people. The course will examine why work-life needs should not be viewed as individual and personal problems of workers – women, and men -- but folded into a wider economic context addressed by social policies.
Attributes: Social Science Gen Ed, *Diversity Gen Ed, Liberal

LABR 3133 Struggles & Victories Workers in America: A Four Section Survey of US History from 1776 to Present (4 Credits)
The course introduces students to examine American history through the struggles and victories of American workers. The American Revolution, the Civil War, the New Deal and the post-World War II era are the four key turning periods in history that will be examined. Working with primary documents, scholarly articles, and handouts, students explore the consequences and contested meaning of key episodes paying special attention to the role of working people in the development of the relative prosperity of the economy and the democratic inspiration of the country's governing institutions.
Attributes: American History Gen Ed, Liberal

LABR 3135 Working-class Themes in Literature (4 Credits)
Participants in this class examine the ways that the working class has (and hasn't) been portrayed in literary works. In particular, students read literary texts that illustrate and explore working-class characters and problems, such as the relationship of the working class to society at large. In addition to exposing students to conventions of a range of literary forms, the class also allows participants to analyze how the working-class has (and hasn't) been portrayed in literature, and to assess how literature can contribute to the effort to build solidarity and to imagine a society that is better for workers. This course is only offered in-person at the college's Harry J. Van Arsdale, Jr. School of Labor Studies in New York City.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LABR 3140 Writing Labor's Story (4 Credits)
This course provides students with the opportunity to spend a semester working intensively on their writing and writing process. In it, each participant will produce a publishable piece of non-fiction writing about labor grounded in their own experience and in well-researched information. Our semester's work will consist of reading, writing, research and oral presentations that contribute to the drafting and revision of these individual projects, which will reflect critically not only on how work and the labor movements is understood in participants' own lives but also represented and understood in the course readings. While there is a fair amount of reading to be done in this class, this is primarily a course that supports and extends students abilities to express themselves in writing.
Attributes: Basic Communication Gen Ed, *Communication Gen Ed-Oral, *Communication Gen Ed-Written, Liberal

LABR 3150 Labor on Film (4 Credits)
How do the mediums of TV and film frame workers? One goal is for these students to achieve a deeper and wider critical understanding of the history of the labor movement through film, and what some of the key figures in that movement and what other labor and worker rights activists are doing here in the US and around the world through this medium to both grow and maintain existing labor rights. The other chief goal would be to build a greater sense among the students as to their place in the ongoing union movement while gaining an understanding of the language of film and tools related to the medium that they can then put to use in creating their own media concerning the value of being in a union with their coworkers and colleagues-and possibly beyond. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class through the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

LABR 3151 Labor, Climate Change, and the Just Transition (4 Credits)
This course examines climate change, the science behind it, and both the challenges and opportunities it poses to working people, especially workers in the energy sector and building trades. Students will learn to demonstrate scientific reasoning related to climate change, apply scientific knowledge to the complex social and economic facets of climate change as it affects working people, and analyze the concept of a "just transition" and the debates around it. This course fulfills students' Natural Science general education requirement.
Attributes: *Natural Science Gen Ed, Liberal

LABR 3155 Global History: Workers Beyond the West (4 Credits)
This course exposes students to scholarly accounts of the rise of industrialization, globally considered, and its impact on work, politics, and the environment, as they research and develop a perspective on current labor issues in non-Western cultures. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class through the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Other World Civilization Gn Ed, Humanities Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

LABR 3160 Public Art as Social Practice: Labor & Cultural Organizing (4 Credits)
"Social Practice" art or socially engaged art, focuses more on the social and political relations that may be catalyzed by art--or a critical intervention that might be enacted--than on an art object itself. Much of contemporary practice involves the creation and presentation of the work that is often an ongoing collaboration or movement building with specific communities. After gaining a grounding in these practices particularly where they intersect with race, class and gender, the student will take up further study of this work in relation to labor perspectives --- towards the development of a social practice/social justice art proposal/endeavor within their own labor community. This course is offered as part of union partnership programs and is open to non-partnership students subject to availability. It is also only offered in-class through the college's Harry J. Van Arsdale Jr. School for Labor Studies in New York City.
Attributes: Arts Gen Ed, *Diversity Gen Ed, *The Arts Gen Ed, Liberal

LABR 3998 Individualized Studies in Labor (LABR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Labor (LABR). Please contact your mentor/advisor for more details.

LABR 4015 The Labor Movement: Ideas and Institutions (4 Credits)
Explore the origins, purposes, methods and future of the labor movement. Students will learn about the historical beginnings of the United States labor movement. Topics include the Knights of Labor and the American Federation of Labor, alternatives to business unionism, including industrial and craft unionism, Marxism, anarcho-syndicalism and the New Left. Students will also examine labor as a social reform movement within capitalism. Through discussion and written assignments, students will apply the theories to actual case studies of workplace and union development. This course is relevant to students interested in studying labor studies, labor relations and human resource management. Students pursuing degrees in business, history, policy studies, political science and philosophy will also find this course pertinent. Prerequisites: None Corequisites: None This course is offered online. This course was previously LAB-263154 The Labor Movement: Ideas and Institutions.
Attributes: Liberal

LABR 4996 Special Topics in LABR (2-6 Credits)

LABR 4998 Individualized Studies in Labor (LABR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Labor (LABR). Please contact your mentor/advisor for more details.

LATN: Latin (Undergraduate)

LATN 1998 Individualized Studies in Latin (LATN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Latin (LATN). Please contact your mentor/advisor for more details.

LATN 2998 Individualized Studies in Latin (LATN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Latin (LATN). Please contact your mentor/advisor for more details.

LATN 3998 Individualized Studies in Latin (LATN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Latin (LATN). Please contact your mentor/advisor for more details.

LATN 4998 Individualized Studies in Latin (LATN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Latin (LATN). Please contact your mentor/advisor for more details.

LEST: Legal Studies (Undergraduate)

LEST 1005 Introduction to Law & the Legal System (4 Credits)
This course introduces students to the structures, purposes and jurisdiction of state and federal courts and the roles of lawyers, lay persons, judges and jurors in civil, criminal, administrative and alternative justice systems. Rudimentary skills in briefing cases and legal research and analysis will be developed. This course was previously CHS-261102 Introduction to Law and the Legal System.
Attributes: Liberal

LEST 1996 Special Topics in LEST (3,4 Credits)

LEST 1998 Individualized Studies in Legal Studies (LEST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Legal Studies (LEST). Please contact your mentor/advisor for more details.

LEST 2998 Individualized Studies in Legal Studies (LEST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Legal Studies (LEST). Please contact your mentor/advisor for more details.

LEST 3015 Mental Health & The Law (4 Credits)
This course provides a broad overview of legal and policy issues related to the intersection of mental health/illness issues and the law. We will examine the difference between the civil and criminal law aspects of the experiences of those with mental health concerns. In particular, we will examine how the rights of those with mental illness (including incarcerated men and women) are defined in the law and are protected, or not, in action. Students will examine case law and policies which define the power of the civil and criminal law to both protect and to intervene in various situations regarding the individuals with mental illness. This course was previously CHS-264514 Mental Health and the Law.
Attributes: Liberal

LEST 3998 Individualized Studies in Legal Studies (LEST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Legal Studies (LEST). Please contact your mentor/advisor for more details.

LEST 4005 Constitutional Law I: Institutional Powers & Constraints (4 Credits)
The U.S. Supreme Court interprets and resolves constitutional law disputes using very particular theories which have evolved over time. In this course, students learn legal analysis, using Constitutional Law as both case study and context. Students learn how to understand U.S. Supreme Court decisions using these theories of constitutional analysis. Emphasis is on analyzing and evaluating constitutional theories presented in cases addressing: separations of powers, federalism, and individual liberties (substantive due process and equal protection). The course begins with an in depth understanding of the circumstances surrounding the Declaration of Independence and the ratification of the Constitution. This discussion forms the basis of understanding for the rest of the course.
Attributes: Liberal

LEST 4010 Constitutional Law II: Civil Rights & Civil Liberties (4 Credits)
This study examines the rights and liberties provided by the U.S. Constitution, focusing on the Bill of Rights. Students examine major cases defining, expanding, and/or shrinking the protections afforded by the Bill of Rights with specific attention to the first, second, fourth, fifth, and fourteenth amendments. Methods of judicial interpretation are explored as is the social context within which the disputes arose. Constitutional Law. Prior to taking this course, Students should have completed at least one prior study where they learned about briefing judicial decisions.
Attributes: Liberal

LEST 4998 Individualized Studies in Legal Studies (LEST) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Legal Studies (LEST). Please contact your mentor/advisor for more details.

LING: Linguistics (Undergraduate)

LING 1005 Introduction to Linguistics (4 Credits)
In this course, students will be taught to think like linguists as they learn how human language is acquired, how it evolves and changes over time, how it is structured, and how it is used in everyday communication. This course was previously CUL-221254 .
Attributes: Humanities Gen Ed, Liberal

LING 1998 Individualized Studies in Linguistics (LING) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Linguistics (LING). Please contact your mentor/advisor for more details.

LING 2998 Individualized Studies in Linguistics (LING) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Linguistics (LING). Please contact your mentor/advisor for more details.

LING 3005 Introduction to Pragmatics (4 Credits)
Pragmatics is the study of language as action and of the social contexts in which linguistic action takes place. In this course a student will study four theoretical approaches to pragmatics: the communicative and cooperative principles, speech act theory and conversational analysis. Examining practical applications of pragmatics and exploring the reasons for miscommunication will be central to the course. Such topics as literary pragmatics and pragmatics across cultures will be also addressed. Prerequisites: Introduction to Linguistics This is course is an elective, and it is not a part of a sequence; it is highly recommended for students interested in linguistics.
Attributes: Liberal

LING 3010 The English Language (4 Credits)
In this course students will become familiar with the historical influences that brought about the development of the English language. Along the way students will learn how to analyze the structure of the language. Students will examine the morphology, phonology, and orthography of the language and assess the varieties of English found in today's global environment. The influence of social interaction, identity, ethnicity and class will also be examined. Prerequisites: College Writing; a foreign language study or equivalent knowledge in a language other than English Students interested in this study will generally be those pursuing a concentration in English, Language Arts, Literature and/or Creative Writing.
Attributes: Liberal

LING 3020 Language & Culture (4 Credits)
This course explores an intertwined relationship between language and culture. It is 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. This course was previously CUL-224364 Language and Culture. Prerequisites: Advanced writing skills.
Cross-listed with ANTH 3022.
Attributes: Humanities Gen Ed, Liberal

LING 3998 Individualized Studies in Linguistics (LING) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Linguistics (LING). Please contact your mentor/advisor for more details.

LING 4010 Second Language Acquisition (4 Credits)
This course will introduce the student to the field of second language acquisition, which as a discipline focuses on the many problems associated with three general questions: How do humans learn additional languages after they have learned their first? What factors contribute to the variability observed in rates and outcomes of second language learning? What does it take to attain advanced language and literacy competencies in a language other that the mother tongue? In addressing these questions, we will investigate a number of topics which can be grouped in three categories: Universal features of the L2 learner and the L2 learning process that determine the nature and route of acquisition; individual influences related to differential rate of acquisition and ultimate success in L2; and social dimensions that influence L2 learning. Prerequisites: Introduction to Linguistics is highly desirable This is course is an elective, and it is not a part of a sequence; it is highly recommended for students interested in applied linguistics and study of languages. Introduction to Linguistics is highly recommended.
Attributes: Liberal

LING 4030 Foreign Language Pedagogy (4 Credits)
This course provides an overview of foreign language teaching strategies based upon theory, practicum, and creativity. Such aspects of language teaching as developing auditory comprehension and oral production; reading and writing, as well as cultural competency will be addressed. We will also analyze the impact of culture; heritage, socioeconomic level, and educational background on language and literacy development as well as human development processes and variations.
Attributes: Liberal

LING 4998 Individualized Studies in Linguistics (LING) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Linguistics (LING). Please contact your mentor/advisor for more details.

LITR: Literature (Undergraduate)

LITR 1005 Introduction to Literature (4 Credits)
The course offers a critical introduction to various genres of literature (a diverse selection of short stories, poems, plays, novels) as well as an introduction to critical reading methods. The course aims to enhance a student's appreciation and understanding of major types of literature; to develop critical approaches to thinking, reading, and writing about literary works; and to cultivate an understanding of the relationship between literary texts and their contexts. To foster the development of critical views about literature, students will be expected to read, discuss, and write about a variety of literary works.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 1007 Introduction to Literature: Maritime Literature (4 Credits)
The course offers a critical introduction to various genres of literature (a diverse selection of short stories, poems, plays, novels) as well as an introduction to critical reading methods. The course aims to enhance a student's appreciation and understanding of major types of literature; to develop critical approaches to thinking, reading, reading and writing about literary works; and to cultivate an understanding of the relationship between literary texts and their contexts. To foster the development of critical views about literature, students will be expected to read, discuss, and write about a variety of literary works. This course will focus on Maritime Literature.
Attributes: *Humanities Gen Ed, Liberal

LITR 1998 Individualized Studies in Literature (LITR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Literature (LITR). Please contact your mentor/advisor for more details.

LITR 2006 African American Literature: Intro (4 Credits)
The purpose of this course is to introduce influential texts produced by African American thinkers, novelists, poets, dramatists and essayists from the eighteenth century to the present. Investigation of these texts allows the student to discover the major aesthetic, intellectual, and political concerns of these writers and their contexts, including oppressive systems like American chattel slavery and Jim Crow legislation. How African American writers explore intersections of race, class, and gender in their works is a particular focus of this course.
Attributes: *Diversity Gen Ed, *Humanities Gen Ed, Liberal

LITR 2010 American Literature to 1865 (4 Credits)
This course offers an introduction to the development of literary styles and genres from initial European contact with the Americas through the Civil War. The course will examine texts within their historical, political, and social contexts. Readings will reflect the diverse cultural traditions within American literature and will cover a variety of genres (e.g., transcripted oral stories, autobiographies, poems, sermons, letters, pamphlets, short fiction, etc.).
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 2015 American Literature 1865-Present (4 Credits)
This course will introduce students to literary styles and genres from the Civil War through the present, looking at a variety of texts in their social, historical, and cultural contexts.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 2020 An Introduction to The Modern Short Story (4 Credits)
This course will introduce students to major short stories and novellas of the 20th century and the literary devices and techniques the authors of these works employ. Along with following the chronological development of this genre, students will explore themes within these stories, and how these themes converge with social, historical and political movements of the time period. Students will also be exposed to methods of literary interpretation and ways to effectively argue their findings in writing.
Attributes: Humanities Gen Ed, Liberal

LITR 2025 Banned Books: Introduction (4 Credits)
This course is designed to provide an opportunity for the student to explore literature that has been suppressed, banned, prohibited, or censored based on religious, sexual, social and/or political grounds. Prerequisites: Intro to Lit.
Attributes: Liberal

LITR 2030 Children's Literature: Introductory (3-4 Credits)
This course surveys literature created especially for children. Students will read both broadly and deeply in the genre. Students will learn to read children's literature in the context of literary studies rather than pedagogy, though this course is likely to benefit those who work with children's literature professionally.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 2035 Introduction to Literature: Hamlet (3 Credits)
The course offers a critical introduction to various genres of literature (play, novel, short story, poetry), all related to or derived from Shakespeare's Hamlet, as well as an introduction to critical reading methods. The course aims to enhance a student's appreciation and understanding of these types of literature; to develop critical approaches to thinking, reading, and writing about literary works; and to cultivate an understanding of the relationship between literary texts and their contexts. To foster the development of critical views about literature, students will be expected to read, discuss, and write about the literature read.
Attributes: *Humanities Gen Ed, Liberal, Partial Hum Gen Ed

LITR 2040 World Literature: Introductory (4 Credits)
This course will concentrate on selected works of fiction and poetry in Latin American, African, Asian and Middle Eastern literatures. Students will explore concepts such as migration; issues of race, class, and gender in cultural context; social and political justice; cultural transition and disorientation; and colonialism and imperialism. Additionally, students will be exposed to methods of literary interpretation and ways to effectively argue their findings in writing. This course was previously titled Global Multicultural Literature: Intro. Students who have taken Global Multicultural Literature should not take World Literature.
Attributes: Humanities Gen Ed, *Diversity Gen Ed, *Humanities Gen Ed, Liberal

LITR 2045 Literature of Addiction: Introduction (4 Credits)
This course will provide the student with a basic understanding and appreciation of how poems, fiction, memoirs, essays, and films can be directed to address a variety of issues relevant to substance abuse. It is recommended students take Intro to Literature prior to this course.
Attributes: Humanities Gen Ed, Liberal

LITR 2050 Science Fiction & the Human Dynamic: Introduction (4 Credits)
In this study 20th and 21st century Science Fiction will be explored in several contexts: technical, historic, socio-political, and as modern fable, dealing with human nature in speculative circumstances and futuristic environments. Prerequisites: Preferably the student will have taken Intro to Literature
Attributes: Humanities Gen Ed, Liberal

LITR 2055 Studies in British Literature (4 Credits)
Iterations of this course will concentrate on one or more of a variety of topics organized, for instance, around a period, genre, major (or minor) author, or critical question. The topic will be studied at the introductory level and provide the basis for continued study in British or other literature at the advanced level.
Attributes: Liberal

LITR 2998 Individualized Studies in Literature (LITR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Literature (LITR). Please contact your mentor/advisor for more details.

LITR 3005 Banned Books: Advanced (4 Credits)
This course is designed to provide an opportunity for the student to explore literature that has been suppressed, banned, prohibited, or censored based on religious, sexual, social and/or political grounds. Prerequisites: Intro to Lit.
Attributes: Humanities Gen Ed, Liberal

LITR 3008 African American Literature: Advanced (4 Credits)
The purpose of this course is to introduce influential texts produced by African American thinkers, novelists, poets, dramatists and essayists from the eighteenth century to the present. Investigation of these texts allows the student to discover the major aesthetic, intellectual, and political concerns of these writers and their contexts, including oppressive systems like American chattel slavery and Jim Crow legislation. How African American writers explore intersections of race, class, and gender in their works is a particular focus of this course. Students taking African American Literature at the advanced level will conduct and integrate scholarly research into their analytical assignments.
Attributes: *Diversity Gen Ed, *Humanities Gen Ed, Liberal

LITR 3010 Children's Literature: Advanced (4 Credits)
This course focuses on children's literature and its current scholarship in the field. Students may examine one or more of the following topics as they pertain to children's literature: the history and chronological development of children's literature as a genre; race, class, gender, sexuality, and other issues of multiculturalism in children's literature; censorship; and adaptations. Students will read, analyze, and discuss children's literature from a variety of relevant perspectives. Students should note that this is a course in literature, not in pedagogy.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3015 Cultural Diversity through Literary Art (4 Credits)
To help the student achieve a useful and important set of insights into various cultures and American sub-cultures by reading and analyzing important short and long fiction of these cultures.
Attributes: Liberal

LITR 3022 Ekphrasis Poetry (4 Credits)
This study examines how poetry can function as an interpretive narrative for visual art.
Attributes: Liberal

LITR 3025 Folktales, Fairy Tales, & Fantasy Literature (4 Credits)
Here be dragons! Stories from an earlier period in our personal and cultural histories are not easily forgotten. This course will explore traditional and contemporary folktales, fairy tales, and fantasy literature, and consider their cultural contexts.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3030 World Literature: Advanced (4 Credits)
This course will concentrate on selected works of fiction and poetry in Latin American, African, Asian and Middle Eastern literatures. Students will explore concepts such as migration; issues of race, class, and gender in cultural context; social and political justice; cultural transition and disorientation; and colonialism and imperialism. Additionally, students will be exposed to methods of literary interpretation and ways to effectively argue their findings in writing. Students taking World Literature at the advanced level will conduct and integrate scholarly research into their analytical assignments. This course was previously titled Global Multicultural Literature: Advanced. Students who have taken Global Multicultural Literature should not take World Literature. Although there are no prerequisites, the student should have a foundational background in writing and literature studies.
Attributes: Humanities Gen Ed, *Diversity Gen Ed, *Humanities Gen Ed, Liberal

LITR 3035 Utopian Literature (4 Credits)
What is an ideal society? What potential for peace and equality do humans possess? In what ways do our contemporary cultures manifest a utopian impulse, if they do? Is the concept of utopia of value? If so, why? This course explores narratives about ideal communities-places where people live without war, hunger, or need. Such narratives use a variety of fictional situations (such as dreams, travel tales, futuristic visions) to present the ideal culture. As with any examination of other cultures (real or fictional), this study will help you examine your own culture, reflect on it from a broader perspective, and develop new insight into your cultural assumptions and values. This course was previously Ideal Worlds: Utopian Literature.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3040 Jane Austen (4 Credits)
While Jane Austen is certainly an important and a famous author, she is much more than that: she is also an icon, an enduring cultural success story, and the center of a cult of personality. In this course, we will examine the work of Austen herself and potentially the work that has been done with her life and her materials, from high culture to pop-culture. The field of Austen studies and critical work in Austen scholarship may be considered.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3046 Poetry (4 Credits)
The purpose of this study is to provide the student with an opportunity to study poetry in English and its role and status in culture.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3050 Literary Theory (4 Credits)
Literary Theory examines the main trends of literary theory of the last century, and asks students to evaluate and critically apply literary theory. The course introduces some of the different strategies of reading and integrates philosophical and social perspectives in the consideration of the questions: what is literature, how is it produced, and what is its purpose? In general, we will: (1) consider selected readings in order to see how they define literary interpretation; (2) consider the limits of each particular approach; and (3) trace the emergence of subsequent theoretical paradigms as responses to what came before. Students cannot take both LITR 3049 and LITR 3050
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3060 Literature of Addiction: Advanced (4 Credits)
The contract will provide the student with a basic understanding and appreciation of how poems, fiction, memoir, and essays can be directed to address a variety of issues relevant to substance abuse and the human dynamic. Prerequisites: Preferably the student will have taken Intro to Literature.
Attributes: Humanities Gen Ed, Liberal

LITR 3075 Literature & the Culture of the Vampire (4 Credits)
The vampire, as an enduring cultural metaphor for sexuality, class struggle, and Imperialism, has inconveniently and consistently refused to die. He (and, more recently, she) eerily transforms to suit history and circumstances: as Nina Auerbach explains, 'every age embraces the vampire it needs.' Iterations of the course might survey some of the most popular incarnations of the vampire in films, on TV, and in literature, both classic and contemporary. We may consider these works in the light of recent critical scholarship which takes them seriously, to help us decide what is at stake for our culture in the figure of the vampire.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3080 Native American Literature (4 Credits)
We will read Native literary theorists who offer concepts such as communal narrative, survivance, gender balance, orality, and cyclical time, in order to understand Native American literature in historical and cultural context. We will consider the ways Native literatures negotiate the historical legacy of power dynamics; for example, colonizing stereotypes, and how Native writers use humor to evoke, play with, and intervene in these stereotypes. Native literatures register tensions between Native and Western cultural qualities and values and we will examine the stakes of these values to address contemporary issues that we face globally. Related courses may be disciplinary rather than interdisciplinary or multidisciplinary; for example: First Peoples of North America (HIS).
Attributes: Arts Gen Ed, Liberal

LITR 3085 New York City in Literature (4 Credits)
This course will introduce the student to the rich tradition of writing about New York City. The city and its dwellers have for centuries been described, celebrated, and criticized by natives, visitors, and settlers, and the world's fascination with the metropolis continues unabated today. Studying diverse genres such as diary entries, memoirs, biographies, journals, poems, lyrics, newspaper articles, essays, letters, speeches, short stories, and novels, the student will gain a new understanding and appreciation of the unique history and culture of the city and its residents. Although there are no prerequisites, the student should have a foundational background in writing and literature studies.
Attributes: Humanities Gen Ed, Liberal

LITR 3090 Science Fiction & the Human Dynamic: Advanced (4 Credits)
In this study 20th and 21st century Science Fiction will be explored in several contexts: technical, historic, socio-political, and as modern fable, dealing with human nature in speculative circumstances and futuristic environments. Prerequisites: Preferably the student will have taken Intro to Literature.
Attributes: Humanities Gen Ed, Liberal

LITR 3095 Shakespeare (4 Credits)
This course focuses on Shakespeare's works and their cultural context. Students will become familiar with several canonical plays. Additional materials may also be covered. Other potential topics of study might include the Elizabethan and Jacobean theatre, the historical/political/cultural contexts of Shakespeare's work, Shakespeare's plays in performance, and the contemporary field of Shakespeare criticism.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3115 The Modern Short Story (4 Credits)
This course will introduce students to major short stories and novellas of the 20th century and the literary devices and techniques the authors of these works employ. Along with following the chronological development of this genre, students will explore themes within these stories, and how these themes converge with social, historical and political movements of the time period. Students will also be exposed to methods of literary interpretation and ways to effectively argue their findings in writing. Although there are no prerequisites, the student should have a foundational background in writing and literature studies.
Attributes: Humanities Gen Ed, Liberal

LITR 3120 The Popular Romance Novel (4 Credits)
This study will function as a survey of the U.S. popular romance genre. The student will become familiar with the formulaic conventions of the romance novel, paying particular attention to the changes that occur in the 1990s and the beginning of the 21st century. An intro-level literature course is recommended.
Attributes: Humanities Gen Ed, Liberal

LITR 3122 Bilingual Experiences in Literature (2 Credits)
In this study, students will read a selection of work written by bilingual and multilingual writers depicting their experiences learning English for the first time. Through these readings students will come to understand the struggles and determination of these vulnerable young learners. Additionally, students will gain theoretical knowledge of how texts are produced and interpreted and gain deeper experience in articulating the concepts, methods, and practices of current literary approaches to texts Prerequisites: a previous course in literature.
Attributes: Liberal, Partial Hum Gen Ed

LITR 3125 Topics in British Literature: Advanced (4 Credits)
Iterations of this course will concentrate on one or more of a variety of topics organized, for instance, around a period, genre, major (or minor) author, or critical question. Students should have the necessary knowledge and skills in critical thinking, reading, and writing to study British literature at an advanced level.
Attributes: Liberal

LITR 3127 The Graphic Novel (4 Credits)
In this study, students will have the opportunity to explore the fascinating world of what pivotal comics figure Will Eisner termed, "Sequential Art" and discover the nuances of storytelling through narrative and pictures. Graphic novels will be examined as a significant and influential part of the literary cannon, a medium that captures both personal odyssey and cultural events while heightening awareness of larger historical, political, and social issues. It is advisable to have taken another literature course previously but not required.
Attributes: Humanities Gen Ed, Liberal

LITR 3130 US Multicultural Fiction (4 Credits)
This course will explore the treatment, meanings, and implications of race, ethnicity, and cultural diversity in U.S. fiction. It may focus on a variety of literature by African American, Asian American, Latina/o/Chicana/o, and Native American writers, and about these communities.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3132 Asian American Writers (4 Credits)
This course introduces students to Asian American fiction and drama, with an emphasis on 20th and 21st century texts. Students explore works of Asian American literature within the political and social contexts of their emergence, such as anti-Chinese exclusion laws, Japanese American internment, the Vietnam War, the Asian American movement, South Asian discrimination post 9/11, and anti-Asian violence during COVID etc. This course is particularly concerned with how Asian American writers address issues of race, class, and gender in their works, as well as how these identity markers intersect with national belonging.
Attributes: *Diversity Gen Ed, *Humanities Gen Ed, Liberal

LITR 3133 American Women Writers (4 Credits)
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 multicultural authors.
Attributes: Humanities Gen Ed, Liberal

LITR 3135 U.S. Women's Multicultural Life Writings (4 Credits)
Students will investigate personal narratives, memoirs, and autobiographies by U.S. women selected for their literary excellence in describing their participation in more than one culture within the U.S. The course will focus on how narrative is used to construct meaning, identity and culture. Students must have the ability to do advanced-level work. This course can fulfill either Humanities OR The Arts general education credit (not both). Students choosing Humanities will have the option of focusing more on reading and analysis of life writings, while students choosing The Arts will have the option of focusing more on creating and revising their own work.
Attributes: Humanities Gen Ed, Arts Gen Ed, *Humanities Gen Ed, Liberal

LITR 3141 Modern American Literature (4 Credits)
This study will look at the rise of modern American literature and the 1920s culture of the "Jazz Age." We will look at the post-World War I disillusionment of such writers as Ernest Hemingway, F. Scott Fitzgerald, and T.S. Eliot, the flowering of African-American writing known as the "Harlem Renaissance" and the artistic contributions of jazz writers and performers.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3145 Young Adult Literature (4 Credits)
This course will focus on the interesting, controversial genre of Young Adult literature. While these books often focus on issues of specific interest or relevance to teenagers (more or less), they are often purchased and read by adults. And that is how we will approach these texts: as experienced, thoughtful, reflective readers. This does not mean, of course, that we will not experience the same kind of emotional exhilaration as our younger counterparts. We will read broadly, to help us think about such issues as the ways in which young adults and the challenges facing them are both described in and constructed by this body of literature.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3160 Literature of the Holocaust (4 Credits)
In this course, you will learn about anti-semitism and the underlying causes and impacts that led to and resulted in the German persecution and annihilation of Jews and other "undesirable" people. Despite the horrific circumstances imposed by the German government, the human spirit found expression in artistic efforts in art, music and literature. You will gain an appreciation for the role that the arts, and literature in particular, can play in explaining and understanding the human condition and the ability of people to endure even the most severe hardship. Highly Recommended (not required): At least one study of literature This course was previously CUL-224354 Literature of the Holocaust.
Attributes: Humanities Gen Ed, Liberal

LITR 3172 Mythology (4 Credits)
This course will focus on myths and the study of mythology. Myths, in common parlance, refer both to ancient or traditional stories or story cycles, but also to things which are widely believed but not true. We will consider what is at stake for both of these definitions as we read broadly and deeply. A primary mode of analysis and inquiry for the course will be considering what we see as the cultural work that particular myths are doing.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

LITR 3192 20th Century American Literature (3 Credits)
"Twentieth-century American Literature" encompasses an extraordinarily diverse range of texts, and there are many ways in which its history could be traced and constructed. This course offers one particular route through this vibrant and divergent literary field. We will examine a range of American literature written between the end of the First World War and the dawning of the 21st century. We will look at some major American writers -- F. Scott Fitzgerald, William Faulkner, Willa Cather, Toni Morrison, James Baldwin, and others -- but also consider the evolving path of American literary history in the twentieth century, its relationship to the social upheavals of the times as well as to the aesthetic and generic development of American art and writing. We'll look at novels, short stories, and journalism, and consider the changing fate of these forms in the age of modernism and post-modernism. Some of the fundamental issues of twentieth-century American life (wars in Europe and Vietnam, the civil rights movement, second wave feminism, the triumph of late capitalism, urbanism and its discontents, religion and secularism, etc.) will be explored alongside a wide variety of literary forms and styles: from the modernist novella and the postwar realist novel, through the experimentalism of Native American writing and New Journalism, to genre fiction, theater, and the graphic novel.
Attributes: Liberal

LITR 3207 American Poetry (3 Credits)
This course introduces students to a full range of twentieth-century American Poetry. The emphasis in this course will be on the poets and their poems as well as their impact and poetry's impact on politics/democracy. Students will be introduced to the basics of analyzing poetic form and rhythms, as well as interpretative strategies relevant for understanding an author's individual voice and the ways in which his or her poems engage with U.S. history and ideas of the poet's vocation in society.
Attributes: Humanities Gen Ed, Liberal

LITR 3996 Special Topics in LITR (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

LITR 3997 Special Topics in LITR (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

LITR 3998 Individualized Studies in Literature (LITR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Literature (LITR). Please contact your mentor/advisor for more details.

LITR 4122 Senior Project Proposal (2 Credits)
The student will prepare a proposal for the senior project and engage in educational planning. The senior project facilitates the integration and reflection of knowledge acquired from university learning which is aimed at creating an original culminating work. Educational planning includes the preparation of a rationale essay articulating how the program of study for the bachelor's degree meets the student's educational and career goals. For the senior project proposal, the student will pose a question to be addressed under the guidance of the ESC mentor. The student and mentor will discuss the focus and design of the research question to be developed. The student will identify the appropriate resources needed to address the question and submit the proposal to the mentor. The thesis, based on the proposal submitted for this study, will be carried out the following semester. This course will be used as part of the Educational Planning credit. Prerequisites: As part of a capstone course, students should enroll in Senior Project Proposal during their final year of study. All lower level concentration courses should be complete, as well as at least two advanced level concentration courses or their equivalent.
Attributes: Liberal

LITR 4127 Senior Project Proposal (2 Credits)
The student will prepare a proposal for the senior project and engage in educational planning. The senior project facilitates the integration and reflection of knowledge acquired from university learning which is aimed at creating an original culminating work. Educational planning includes the preparation of a rationale essay articulating how the program of study for the bachelor's degree meets the student's educational and career goals. For the senior project proposal, the student will pose a question to be addressed under the guidance of the ESC mentor. The student and mentor will discuss the focus and design of the research question to be developed. The student will identify the appropriate resources needed to address the question and submit the proposal to the mentor. The thesis, based on the proposal submitted for this study, will be carried out the following semester. This course will be used as part of the Educational Planning credit. Prerequisites: As part of a capstone course, students should enroll in Senior Project Proposal during their final year of study. All lower level concentration courses should be complete, as well as at least two advanced level concentration courses or their equivalent.
Attributes: Liberal

LITR 4150 Senior Project Thesis (3 Credits)
The student will complete the senior project thesis as planned in the proposal phase of this study. The project provides an opportunity to conduct an in-depth examination of a topic of interest related to the study program that emerged from the student's earlier course work, and in this regard will complete educational planning by focusing on the mastery of academic skills, college level writing and presentation, and independent research and critical thinking. The student will be expected to produce a major research paper that meets the standards established during the proposal stage and prepare the final drafts of the rationale essay. This course will be used as part of the Educational Planning credit. Prerequisites: Successful completion of the Senior Project Proposal.
Attributes: Liberal

LITR 4998 Individualized Studies in Literature (LITR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Literature (LITR). Please contact your mentor/advisor for more details.

MATH: Mathematics (Undergraduate)

MATH 1000 College Mathematics (4 Credits)
This course provides students with the opportunity to strengthen college mathematics skills prior to enrollment in more advanced courses. The student will have the opportunity to further develop the skills and confidence needed to be successful in other courses that require college-level quantitative skills, including statistics. Topics include employing quantitative methods to solve problems, determining the reasonableness of results, and recognizing the limits of mathematical methods. Fluency with the use of integers, rational numbers, exponents, expressions, equations, inequalities, inductive and deductive reasoning, algebraic problem solving, graphs, geometry, measurement, and the use of probability and statistics will be furthered. Notes: This course overlaps with algebra. A student should seriously consider which course is appropriate, depending on math background, comfort and goals. This study is appropriate for students who need general education credit in mathematics.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1005 Contemporary Mathematics (4 Credits)
This study explores the exciting world of mathematics through such diverse topics as working with investing models, geometry, characterizing change and statistics. Foundational studies, including algebra, are also included, but not as extensively as in a full algebra course. Note: This study is appropriate for students needing to meet the general education requirement. This course was previously SMT-271954 Contemporary Mathematics.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1010 Discovering Math Across Generations (4 Credits)
Interested in helping children with math? Would you like to convey mathematical concepts through creative home projects? Do you have the numerical skills to understand and communicate quantitative concepts? This course presents mathematics materials for families to learn and enjoy mathematics. An interactive approach helps adults use topics in algebra, geometry, number sense, estimation, logical thinking, probability and statistics with other family members and children. This course is designed for interaction with children between the ages of 6 and 12. Highly Recommended (not required): Since the course is designed around this interaction, access to a child of this age is highly recommended. Notes: This study is appropriate for students who need general education credit in mathematics. This course was previously SMT-271604 Discovering Math Across Generations.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1015 Math for the Inquiring Mind (4 Credits)
The focus of this course is on developing mathematical problem solving as a process of identifying, defining, and understanding a mathematical problem; and then modeling, validating, and documenting its solution. Students will improve and refine problem-solving skills, including analytical and critical thinking, and quantitative reasoning as they apply to real-life mathematical problems. Learners will also use a learning journal throughout the course as a strategy for reflection and self-assessment. The course includes the use of tables, data management and analysis, graphical analysis, and modeling. A spreadsheet (preferably Excel) will be used extensively as a problem-solving tool. Note: This study is appropriate for students who need general education credit in mathematics. This course was previously SMT-271854
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1020 Voter Math (3 Credits)
Voter Math examines the mathematics of elections while building mathematical understanding. Topics include: the use of a spreadsheet; statistical tools; the use of polls and surveys; voting algorithms (methods); fairness criteria; power distribution in voting; and apportionment of seats in legislatures. Through problem solving with Excel, students will gain confidence in the use of basic math skills, such as fractions, decimals, percentages, simple equations and formulas. They will expand their skills to include statistical tools, creation and interpretation of graphs, more advanced use of equations and formulas, calculation of power indices, and various vote tallying methods. Note: This study is appropriate for students who need general education credit in mathematics. For students who need additional support using Excel, a list of available video tutorials will be made available. This course was previously SMT-271203.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1025 Quantitative Reasoning (4 Credits)
This study will develop the ability to interpret and reason with information that involves mathematical ideas and numbers. As students explore issues that directly affect their lives, they will gain an appreciation of mathematics and its importance in a technological world. Topics include statistical reasoning, financial management, mathematical modeling, probability, and geometry. Note: This study is intended for students who need general education credit in mathematics.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1030 Visualizing Mathematics (4 Credits)
Are you a visual learner? This course will give an opportunity to learn mathematics primarily through seeing it. Focus will be on topics in geometry, which are naturally visual, and graphing, which will give an understanding of the visual aspect of algebra. The course will also look at mathematics through art. DVDs and text materials will be used, along with internet resources. Note: This study is appropriate for students who need general education credit in mathematics. This course was previously SMT-271514 Visualizing Mathematics.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1040 Algebra (3,4 Credits)
This study will develop basic algebra concepts and problem solving techniques. The student will develop skills in translating problem situations into their symbolic representations and manipulating those symbols. Major topics include equations, inequalities, problem solving, geometry, graphs, and transformations. Linear, quadratic, polynomial, exponential, and logarithmic functions will be studied. Note: This study is appropriate for students who need general education credit in mathematics. Prerequisite: Understanding of arithmetic essentials. This course was previously SMT-271104 Algebra.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1050 Mathematics for Business (4 Credits)
Mathematics for Business presents math skills and knowledge that can be applied in solving financial problems. The core topics include business finance, trade and cash discounts, markup and markdown, business statistics, wages and payroll, simple interest and simple discount, compound interest, future value, and present value, mortgages, sinking funds, and amortization, depreciation, inventory, insurance, business insurance, life insurance, annuities, taxes, stocks and bonds. Students will also gain an understanding of financial instruments and terminology used in business finance. This serves as a foundation for further studies in business, management, accounting, and finance. Students will gain skills to manage personal finance. Note: This study is appropriate for students who need general education credit in mathematics.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1055 Mathematics for Elementary Teachers (4 Credits)
This course is intended for students who are interested in teaching at the elementary school level. Elementary mathematics material will be presented from a variety of perspectives so that the student will be more able to address the broad range of learning aptitudes that he/she will encounter in their future students. Topics will include a development of binary algorithms, properties of the real number system as applied to different mathematical systems, systems of numeration, functions and equivalence relations and solving algebraic equations and number theory.
Attributes: Liberal

MATH 1060 Introduction to Statistics (3 Credits)
The student will study introductory statistics in order to be able to interpret, evaluate, and use statistical information and methods. The student will work standard problems in statistical analysis involving measures of central tendency, measures of dispersion, confidence intervals, hypothesis testing, and correlation and regression. The student will also interpret the results of statistical analysis and present and evaluate statistical information in graphical form. Note: This course can be paired with Statistics II. It should not be taken with Statistics (4 credits), since there is considerable overlap.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1065 Statistics (3-4 Credits)
The focus of this course is on the application and use of statistics, rather than the detailed complexity of the underlying mathematics. Students will study and apply the fundamental concepts and methods of data analysis, including both descriptive and inferential statistics, including arranging data, tables and graphs, measures of central tendency and dispersion, regression analysis, correlation, sampling, confidence intervals, and hypothesis testing. The student will make use of technology-based tools (Excel, StatCrunch, etc.) to assist in summarizing, interpreting, and communicating with data. Notes: This study is appropriate for students who need general education credit in mathematics. Algebra would provide a good background for statistics, although the minimum entering skills would be arithmetic essentials (fractions, decimals, ratios) and graphing. This course was previously SMT-272384 Statistics: An Activity Based Approach.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1100 Introduction to Discrete Mathematics (4 Credits)
This course is designed to develop mathematical thinking at an abstract level, starting from a modest background in mathematical algorithmic knowledge. It includes the basic ideas of logic, proofs and mathematical induction; set theory; an understanding of the concept of function in set theoretic terms; equivalence relations and graphs. Notes: Recommended for students who lack the math background for an advanced level study of this subject. This study is appropriate for students who need general education credit in mathematics. Prerequisites: MATH 1040 Algebra.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1110 Geometry (4 Credits)
This course covers the important principles and real-world applications of geometry. Topics covered include line and angle relationships, parallel lines, triangles, quadrilaterals, similar triangles, circles, locus and concurrence, areas of polygons and circles, surfaces and solids, and analytic geometry. Notes: This study is designed for students who wish to expand their learning in geometry, including non-Euclidian geometry. This study is appropriate for students who need general education credit in mathematics.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1122 Math for Paraprofessionals (3 Credits)
In this course, paraprofessionals will study elementary concepts of sets, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems. There will be an emphasis on problem solving and critical thinking pertaining to understanding and explaining the concepts. All readings and learning activities for the study are taken from the Mathematics For Elementary Teachers by Michelle Manes: Creative Commons. (http://pressbooks-dev.oer.hawaii.edu/math111/)
Attributes: Mathematics Gen Ed

MATH 1140 Precalculus (4 Credits)
Students learn the foundational concepts needed to prepare for further studies in mathematics and its applications. Topics covered will include: precise and correct usage of mathematical terminology, sets, functions and their inverses, rational functions, linear, quadratic, cubic and quartic equations, trigonometry, exponential and logarithmic functions, complex numbers, graphing, and solving word problems. Other topics may include the introduction of conic sections, polar coordinates and parametric equations. The primary audience for this study consists of students who are planning further studies in Mathematics, related fields, IS/IT, or Business. Knowledge in Algebra (MATH 1040) or equivalent is required.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1145 Introduction to Calculus (3 Credits)
In this study, students will apply the basic principles of calculus, including limits, slopes, and tangents. In addition, students will begin to explore derivatives and integrals. Notes: This study is intended to be a one-term introduction to calculus for students who do not need to complete two or three terms in calculus. It will prepare the student for further study in technology, science, or mathematical applications in other fields. This study is appropriate for students who need general education credit in mathematics. This course is meant as a stand-alone and will not be sufficient preparation for Calculus 2. If you are preparing for the Calculus sequence, (Calculus 1, 2, 3), you should not take this course. Prerequisites: MATH 1040 Algebra.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1150 Calculus for Business (4 Credits)
Calculus for Business is a study of functions, limits and derivatives. It is designed to improve understanding of the way that variables such as supply and demand interact with each other. Business applications include the study of marginal rates for profit and revenue using derivatives, and the use of exponents and logarithms in the calculation of compound interest. Integration is viewed as a summation over continuous time or space. Notes: This study is appropriate for students who need general education credit in mathematics. Calculus for Business and Calculus I cannot both be taken for credit. Student should have a current knowledge of Algebra prior to taking this course.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 1998 Individualized Studies in Mathematics (MATH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Mathematics (MATH). Registration for this class must be approved by the student's mentor.

MATH 2005 History of Mathematics: Introductory (4 Credits)
This interdisciplinary course offers an introduction to the development of mathematics from antiquity to the present. Moving beyond an outline of the development of mathematical ideas in Europe and its colonies, students will also study mathematical developments in other cultures, including the ancient Mesopotamian, Chinese, Indian and Egyptian civilizations. Emphasis will be placed on mathematical developments in broader historical and cultural context. Students will discuss points of view concerning selected core controversies in mathematics, research and write about the contributions of individuals or cultural groups to the development of mathematics, and solve a variety of mathematical problems of historical interest. Note: This study is appropriate for students who need general education credit in mathematics. This course was previously SMT-272904 History of Mathematics.
Attributes: Mathematics Gen Ed, Other World Civilization Gn Ed, *Mathematics Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

MATH 2010 Introduction to Proof & Logic (4 Credits)
Logic, the science of cogent inference, is at the foundation of all mathematical reasoning. Moreover, logic is an essential underpinning for many other fields which rely on analytical reasoning. This multidisciplinary study offers an introduction to formal logic and methods of proof. A particular emphasis will be placed on clear exposition in proof-writing, strategies in the construction of mathematical proofs, and critical reflection on proof composition and methodology. Highly Recommended (not required): Prior to enrolling in this course, a student should have a working knowledge of mathematical notation and terminology. At least two semesters of undergraduate mathematics is strongly recommended, with one of these being at a minimum Precalculus or higher. Notes: This study is intended to facilitate the transition to studies in advanced-level undergraduate mathematics. This course was previously SMT-272164 Introduction to Proof and Logic.
Attributes: Liberal

MATH 2015 Mathematics for Game Programmers (4 Credits)
Mathematics for Game Programmers develops math skills and knowledge needed to be applied to game programming. The core topics include points and lines, parabolas, circles and spheres, trigonometric functions, vector operations, matrix operations, and transformations. The study serves as a good foundation for further study in computer programming. This study is appropriate for students who need general education credit in mathematics. Prerequisites: MATH 1040 Algebra.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 2065 Statistics II (3 Credits)
In this study, students will continue the exploration of statistics in order to be able to interpret, evaluate, and use statistical information and methods. The student will briefly review introductory statistics. Then, the student will solve problems using statistical analysis involving hypothesis testing, multiple regression, applications of the Chi-Square distribution, and analysis of variance (ANOVA). The student will also be able to interpret the results of statistical analysis and be able to present and evaluate statistical information. This study is appropriate for students who need general education credit in mathematics. Prerequisites: Introduction to Statistics MATH 1060 or Statistics MATH 1065.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 2140 Calculus I (4 Credits)
Topics found in Calculus I include solving problems pertaining to functions, limits, continuity, derivatives, implicit differentiation, related rates, maxima and minima. Students also begin to study definite integrals with applications to area and volumes of revolution. Note: This is the first in a three-course Calculus sequence. Knowledge of Precalculus (MATH 1140) or equivalent is required.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 2141 Calculus II (4 Credits)
In Calculus II, students will study techniques and applications of integration, elementary transcendental functions, polar coordinates, parametric equations, infinite sequences and series, vector functions, and curves in space. Prerequisite (must complete before registering): Calculus I Notes: This is the second course in a three-course sequence. There may be some variation in topics covered. This course was previously SMT-272144 Calculus 2.
Attributes: Liberal

MATH 2998 Individualized Studies in Mathematics (MATH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Mathematics (MATH). Registration for this class must be approved by the student's mentor.

MATH 3000 Exploring the Disciplines: Thinking Mathematically (2 Credits)
Use this course in conjunction with educational planning to both learn more about what a degree in mathematics means, as well as experience the world of theoretical mathematics. Students also explore the use of Maple software. Ideally, this is taken before or concurrently with any advanced level math course. Prerequisites: Some math background is needed, but actual content will vary. This course was previously EDU-233032. This course may be used to fulfill educational planning credit with mentor approval.
Attributes: Liberal

MATH 3005 History of Mathematics: Advanced (4 Credits)
This interdisciplinary course offers an advanced-level introduction to the development of mathematics from antiquity to the present. Moving beyond the development of mathematical ideas in Europe and its colonies, students will also study mathematical developments in other cultures, including the ancient Mesopotamian, Chinese, Indian and Egyptian civilizations. Students will propose a course theme in accordance with their particular interests around which to build their principal research and writing assignments. Students will be encouraged to identify significant mathematical developments, to analyze key ideas, contributors and events that made these possible, and to discuss implications for mathematics in the 21st century. Prerequisite (must complete before registering): Precalculus Highly Recommended (not required): This advanced-level study presumes that the student has already achieved upper-level standing with fluency in college reading, writing, research and critical thinking. This study also presumes that the student has excellent knowledge of college level mathematics through Precalculus. Notes: This study is appropriate for students who need general education credit in mathematics. There is an introductory version of this course (MATH 2005) in which students who may not yet be prepared for advanced-level studies are encouraged to enroll. This course was previously SMT-273904 History of Mathematics.
Attributes: Mathematics Gen Ed, Other World Civilization Gn Ed, *Mathematics Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

MATH 3010 Linear Algebra (4 Credits)
This study examines linear equations, matrices, and determinants. This foundational knowledge leads to a detailed study of real vector spaces, including linear independence, basis, dimension, and orthogonality. Following an exploration of eigenvalues and eigenvectors, the study will culminate in an exploration of linear transformations, which are the multidimensional generalization of the familiar linear functions. Prerequisite (must complete before registering): Calculus III This course was previously SMT-273014.
Attributes: Liberal

MATH 3015 Discrete Mathematics (4 Credits)
This course explores the precise foundational mathematical concepts that underlie much of computer science and advanced studies in mathematics. Topics include formal symbolic logic, an introduction to deductive proof, set theory, relations, functions, partial orders, induction, recursion, principles of counting, algorithms, complexity, and introductory concepts in graph theory. Prerequisites (must complete before registering): Excellent algebraic skills and working knowledge of mathematical notation and terminology. Highly Recommended (not required): At least two semesters of undergraduate mathematics, with one of these being at a minimum Pre-Calculus or higher. Note: Students who wish to concentrate in mathematics, applied mathematics, or related fields such as computer science, information systems, or information technology are most likely to take this course. This course was previously SMT-273104.
Attributes: Liberal

MATH 3020 Graph Theory (4 Credits)
Topics covered in this course include: graphs as models, paths, cycles, directed graphs, trees, spanning trees, matchings (including stable matchings, the stable marriage problem and the medical school residency matching program), network flows, and graph coloring (including scheduling applications). Students will explore theoretical network models, such as random graphs, small world models and scale-free networks, as well as networked datasets from social, infrastructure and information networks, the role of strong and weak ties, triadic closure, and centrality measures, as well as the fragility of networked systems and contagious process on networks of various topologies. Prerequisites: Discrete Math Foundations of mathematics and mathematical proof: logic, methods of proof (both inductive and deductive), sets, relations and functions. This knowledge may be obtained from a course such as Discrete Mathematics, for example. This course was previously SMT-273244.
Attributes: Liberal

MATH 3025 Math Modeling (4 Credits)
Mathematical Modeling looks at the world in a numerical way to gain a better understanding of how things work and interrelate. The focus of this course will be on patterns of growth. There are countless examples that will allow the course to include new or newsworthy problems each term. When will an outbreak of a disease become an epidemic? Which investment strategies give the best return? When does a species, such as the spotted owl of the great Northwest, decline to a point that it is doomed to extinction? When is a problem too big to be solved by a computer? Prerequisites: Calculus I, Statistics Calculus II recommended prior to enrolling in Math Modeling. This course was previously SMT-273504.
Attributes: Liberal

MATH 3040 Calculus III (4 Credits)
This is the third in a three-course Calculus sequence. Topics found in Calculus III include functions of several variables, partial derivatives, directional derivatives, maxima and minima of functions of several variables, line integrals, surface integrals, divergence, curl, Green's Theorem, Stokes' Theorem, and applications of double and triple integrals. Prerequisite (must complete before registering): Calculus II Note: Since this course is part of a sequence, the content of Calculus III may differ depending on what was offered in Calculus II. If at all possible, a sequence that follows the same book is the preferred approach. This course was previously SMT-273144 Calculus 3.
Attributes: Liberal

MATH 3045 Mathematical Proofs (4 Credits)
Advanced mathematics requires creativity in analyzing why theorems are correct, reading their proofs, and creating proofs for additional theorems. This study is designed to provide the tools to analyze proofs and to present the advanced concepts in accord with mathematical conventions. The study includes sentential logic, logic of quantifiers, proof strategies, biconditionals, existence and uniqueness proofs, relations, functions and inductive proofs. This study is appropriate for students who need general education credit in mathematics. Prerequisites: Discrete Math MATH 3015.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 3050 Applied Probability & Statistics (4 Credits)
This study provides the mathematical foundations of both statistics and probability. Topics include: review of descriptive and basic inferential statistics and basic probability, random variables, probability distributions (Poisson distribution, normal distribution, geometric distribution, the negative binomial distribution and the gamma distribution) parameter estimation, goodness of fit tests, regression analysis and basic quality control methods. Note: This study is appropriate for students who need general education credit in mathematics.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 3055 Numerical Methods (4 Credits)
This course explores develops a variety of skills involving mathematical preliminaries and error analysis, direct methods for solving linear systems, interpolation and polynomial approximation, numerical integration and differentiation, and solutions of equations of one variable. This course is highly computational and many of the concepts require a deeper understanding of the theory presented. Prerequisites: Calculus II Familiarity with linear algebra and programming recommended. This course was previously SMT-273344.
Attributes: Liberal

MATH 3060 Mathematical Statistics (4 Credits)
In this upper level calculus-based probability and statistics course, students will study topics including descriptive statistics, probability models and related concepts and applications, statistical estimation, and hypothesis testing. Prerequisites (must complete before registering): Calculus II This course was previously SMT-273114.
Attributes: Liberal

MATH 3065 Ordinary Differential Equations (4 Credits)
This upper-level course provides an exploration of the theory, solution, and application of ordinary differential equations. Concepts learned include methods of solving first-order differential equations, higher-order differential equations, modeling with first-order and higher-order differential equations, series solution of linear equations, systems of linear first order differential equations, and numerical solutions of ordinary differential equations. Students will apply differential equations in physics, biology, and economics. Prerequisite (must complete before registering): Calculus III This course was previously SMT-274104.
Attributes: Liberal

MATH 3998 Individualized Studies in Mathematics (MATH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Mathematics (MATH). Registration for this class must be approved by the student's mentor.

MATH 4005 Number Theory (4 Credits)
In this upper-level mathematics course students will apply the concepts of number theory. This will take place through numerical calculations, reading and writing of proofs, and discussion. Students will explore the properties of integers and their applications, including topics in the history of number representation systems, divisibility, prime numbers, linear Diophantine equations, Fermat's last theorem, cryptology, and public key encryption. Prerequisites (must complete before registering): Intro to Proof and Logic Note: Foundation in reading and writing of proofs is necessary. This course was previously SMT-274314.
Attributes: Liberal

MATH 4010 Abstract Algebra I: Group Theory (4 Credits)
In this upper level study, students explore the theory and applications of the algebraic structures known as groups. In addition, group theory will be used to develop the skill in proofs and abstraction that are essential to further study of higher mathematics. Topics covered in this course include: an introduction to the abstract idea of a group; example groups; subgroups and cyclic subgroups; permutations and Cayley's Theorem; cosets, normal groups and their relationship to homomorphisms; and Lagrange's Theorem. Prerequisites: It is assumed that students are acquainted with logic and the construction of proofs, usually from having completed a study in at least two out of three of the following topics: Discrete Math, Proofs, and Linear Algebra. Relevant topics from those courses are logic, proofs, if and only if proofs, proof by induction, equivalence relations, properties of functions such as one to one and onto, and matrix operations. These topics will be used extensively. This course was previously SMT-274404 Abstract Algebra 1: Group Theory.
Attributes: Liberal

MATH 4011 Abstract Algebra II (4 Credits)
This study focuses on rings, integral domains and fields. It is designed to expand knowledge of the building of theoretical structures based on axioms, and to build an understanding of how these constructs are more general versions of algebra learned earlier. Prerequisites: Abstract Algebra I.
Attributes: Liberal

MATH 4020 Quantitative Methods for Management (4 Credits)
Explore quantitative methods and techniques for decision support in a management environment, using mathematical models. The course includes formal project management tools and techniques, such as linear programming; use of time series analysis for forecasting; applications of regression analysis in management; and aspects of decision theory and simple modeling. Complete a final project, applying one or more of these techniques in an area of interest. Notes: Excel spreadsheet software is used extensively in course assignments. This course meets the quantitative guideline in BME degrees. This course was previously SMT-214104 Quantitative Methods for Management.
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

MATH 4025 Complex Variables (4 Credits)
The theory of complex variables is elegant and rich in applications. Also known as Complex Analysis, this is primarily a proof-based study of functions of a single complex variable. Complex variables enjoy a wide range of applications, which appear in engineering and the physical sciences. Complex Analysis also applies elegantly to other sub-fields of mathematics, such as Number Theory and Partial Differential Equations. Prerequisites: Introduction to Proof and Logic and Calculus III. This course was previously SMT-273314.
Attributes: Liberal

MATH 4030 Real Analysis (4 Credits)
This course is an exploration of the theory of calculus of functions of a single real variable. Students will establish calculus on a rigorous foundation: familiar concepts will be revisited in the context of mathematical proof. Topics include: the real numbers, limits of sequences, completeness, the Monotone Convergence Theorem, the Bolzano-Weierstrass Theorem, the Cauchy Criterion, the Cantor Set, open and closed sets, sequential compactness, limits of functions, continuity, the Intermediate Value Theorem, the derivative, the Mean Value Theorem, the Riemann Integral, and the Fundamental Theorem of Calculus. Prerequisites (must complete before registering): Calculus III and one of the following: Intro to Proof and Logic, Discrete Mathematics or Linear Algebra This course was previously SMT-274344 Real Analysis: The Theory of Calculus.
Attributes: Liberal

MATH 4998 Individualized Studies in Mathematics (MATH) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Mathematics (MATH). Registration for this class must be approved by the student's mentor.

MGIS: Management Info Syst (Undergraduate)

MGIS 1998 Individualized Studies in Management Information Systems (MGIS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Management Information Systems (MGIS). Registration for this class must be approved by the student's mentor.

MGIS 2000 The Internet of Things (IoT) Essentials (4 Credits)
The course focuses on the next evolution of the Internet - Internet of Things (IoT). Along with Web of Things (WoT), Web 3.0 and Machine to Machine (M2M), IoT brings innovative business strategies and technology transformations to the society and to our life. The goal of the course is to look top-down as well as bottom-up, to provide students with an understanding of the IoT and other related technologies. The student will research compare and summarize at a variety of real-world application scenarios of the IoT and diverse implemented applications. This allows students to understand what IoT technologies are used for, and what is required to build appropriate IoT solutions.
Attributes: Liberal

MGIS 2998 Individualized Studies in Management Information Systems (MGIS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Management Information Systems (MGIS). Registration for this class must be approved by the student's mentor.

MGIS 3000 Business Intelligence: Practices, Technologies, Management (4 Credits)
The primary objective of this advanced course is to introduce the students to concepts, practices, and technologies called Business Intelligence, in some circles also referred as Business Analytics. Other objectives are to provide students with details and knowledge in applications of BI, data warehousing, data mining, Web intelligence/Web analytics, knowledge management, predictive analysis, and other practical benefits of business related intelligent systems.
Attributes: Liberal

MGIS 3005 The Business of the Internet of Things (IoT) (4 Credits)
The course focuses on a new emerging topic - the Internet of Things (IoT). Along with Web of Things (WoT), Web 3.0, Human to Machine (H2M), Machine to Machine (M2M), Cloud and Fog computing, the IoT brings innovative transformations in corporate strategies, new business models, to the society and our life. With a case based approach, the course provides students with a comprehensive understanding of the Business of IoT and other related technologies. The student will research, analyze, and justify a variety of real-world IoT applications of connected devices, remote operations, predictive analytics and preventive maintenance based on proven use-cases adopted globally. This will allow students not only to understand what IoT technologies are used for today, but also what is required to plan, and suggest framework for implementing IoT solutions.
Attributes: Liberal

MGIS 3010 Management Information Systems (4 Credits)
In this course, students explore the impact of advances in information technology in the context of organizational decision making and the potential of an effective management information system to contribute to organizational learning, to be a source of competitive advantage, and to assist an organization competing in a global arena. By exploring systems from a managerial and organizational perspective, students will develop the capacity to examine the interactions among people, technology, and processes and recommend solutions to complex business problems. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent. Students should have a basic understanding of computers along with a fundamental understanding of computer use in an organizational environment. In addition, students should have an understanding of basic management principles. This can be gained through a course such as Management Principles or equivalent knowledge through professional experience. This course was previously SMT-273754 Management Information Systems. Cross-listed with BUSN 3122.

MGIS 3996 Special Topics in MGIS (2-8 Credits)
Attributes: Liberal

MGIS 3998 Individualized Studies in Management Information Systems (MGIS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Management Information Systems (MGIS). Registration for this class must be approved by the student's mentor.

MGIS 4005 Information Security & Policy (4 Credits)
This course focuses on comprehensive overview of securing computer operations, information security planning, and managing information security programs. Topics include general security concepts; operational, physical, infrastructure, and wireless security; cryptography and PKI infrastructure; authentication, remote access, IDS, protection mechanisms, and network security; personnel and security; planning for contingency, developing information security policy and programs; identifying, assessing and controlling the risk; security management models and practices; professional ethics, current law, regulations, and important professional organizations related to information security. Assumptions about surrounding courses: Students should have an understanding of computer networks, database systems and database administration concepts, and web technologies and related applications. In addition, students should have an understanding of basic management principles. Notes: Students should select either this course, or Information Assurance as part of their degree program as there is substantial overlap in the course curriculums.
Attributes: Liberal

MGIS 4010 Information Technology for Management (4 Credits)
In this course, students will explore the impact of information technology on the business environment, focusing on how the organizational success and economic opportunities are supported or provided by IT-enabled capabilities. Students will analyze the use of the latest information technologies for achieving managerial goals and strategic business objectives. Students will examine how IT-business strategic alignment, operations, collaboration, performance, productivity, growth and career success are driven by and dependent on IT-capabilities. By exploring emerging information technologies, students will examine the framework -Operating model, Enterprise architecture, IT engagement model- and recommend appropriate IT solutions to complex business problems. Assumptions about surrounding courses: Students should have an understanding of computers along with a fundamental understanding of computer use in an organizational environment. In addition, students should have an understanding of management principles. Notes: Student may select either this course, or Management Information Systems as part of their degree program as there is some overlap in the course curriculums.

MGIS 4015 Project Management in IT / IS (4 Credits)
Although Project Management has been a well-established field for many years, managing information technology projects requires specific knowledge and information that go beyond standard practices. This course provides students with a comprehensive understanding of the project life cycle, organizational, behavioral, management concerns, project management tools, and information technology context in a business environment. Students will learn and practice different suggestions on how good project management and effective use of software applications can help them manage projects, especially information technology projects. Students will have acquired project management knowledge that can be helpful in thinking about, understanding, discussing, and managing IT/IS projects. Prerequisites: Management Principles (or equivalent experience in management); Organizational Behavior (or significant experience in management); core IT/IS courses in computers, programming, networking, and systems analysis and design. Notes/Comments: Students can only take one of the project management courses: MGIS 4015 Project Management in IT/IS, INFT 3035 Project Management, or MGMT 4030 Project Management for Business.

MGIS 4020 IT Strategy and Innovations (4 Credits)
This course provides knowledge and competency-based framework related to Information Technology (IT) strategic planning, digital transformations and innovations. The curriculum is designed for IT/IS professionals to be prepared for strategic planning, innovative IT designing, and suggesting digital driven transformations. The focus of the course is on the role of integrated cloud and mobile solutions in modern organizations, 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 innovative, reliable and secure operational enterprise systems; the significance of IT leadership and the importance of fostering key IT capability and linking IT values to business metrics. Appropriate as a capstone course for IT/IS students or similar computing discipline concentrations. Recommended for junior- or senior-year students. Prior to taking this course students should have taken Introduction to Computers / Networks or equivalent, familiarity with the core concepts of computers and networking; an understanding of hardware and operating systems, basic applications and security. This knowledge can be gained through the listed prerequisite course(s) or through professional experience.

MGIS 4998 Individualized Studies in Management Information Systems (MGIS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Management Information Systems (MGIS). Registration for this class must be approved by the student's mentor.

MGMT: Management (Undergraduate)

MGMT 1005 Principles of Management (3,4 Credits)
This study is designed to introduce students to basic principles and functions of Management in an organizational setting including decision-making, planning, organizing, staffing, leading and controlling. The roles and functions of managers are examined within the context of organizational structure, cultural diversity, teamwork, ethics and global challenges. This course was previously BME-212314 Management Principles.

MGMT 1020 Introduction to Entrepreneurship (4 Credits)
This course focuses on gaining basic knowledge and skills to analyze entrepreneurial opportunities and problems. The objective of this course is to learn the basic tools needed for launching new ventures and becoming a successful entrepreneur. Major topics include developing a successful business, recognizing opportunities and generating ideas, writing a business plan, developing an effective business model, conducting industry and competitor analysis, assessing new ventures, assessing financial strength and viability, and securing financing or funding. This course was previously BME-212704.

MGMT 1998 Individualized Studies in Management (MGMT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Management (MGMT). Registration for this class must be approved by the student's mentor.

MGMT 2998 Individualized Studies in Management (MGMT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Management (MGMT). Registration for this class must be approved by the student's mentor.

MGMT 3005 Conflict Resolution in Management (4 Credits)
The student will explore conflict, negotiation, and mediation in the organizational setting. Topics included are approaches and strategies for understanding and managing conflict, developing communication skills, and strategies that facilitate conflict resolution. The student will also have the opportunity to develop and assess his/her own conflict communication style. Prerequisite (must complete before registering): Organizational Behavior (MGMT 3060) Corequisite (must be taken concurrently): Principles of Management (MGMT 1005), or equivalent.
Attributes: Liberal

MGMT 3010 Cross Cultural Management (3 Credits)
This advanced level business course is designed to provide an awareness of the challenges and opportunities that are presented when management is conducted across cultural and national boundaries. The core material considers elements of managerial and organizational significance in communication, motivation, teamwork, culture, leadership, structure, change, and human resources. Each of these elements has to be reinterpreted in international and inter -cultural contexts. Issues such as culture, communication, and national difference have to be approached and efforts made to optimize the innovation and changed perspectives provided by inclusion of other cultural dimensions and of diversity in the workplace. Prior courses in Management and/or Business, or similar relevant experience are recommended before taking this course. This course is offered for our International Education program students.
Attributes: Liberal

MGMT 3015 Ethics for a Global Economy (4 Credits)
This course examines the source, development, and exercise of the concepts and principles of right and wrong human behavior at the individual and organizational levels of society. Building upon classical and contemporary ethical theory, students learn how to apply a general-purpose ethical decision-making model to resolve ethical dilemmas. Progressing to the workplace, the acquired analytical skills and generic model are placed in the context of the modern global workplace and applied to challenges presented in case studies on issues including, but not limited to: employee privacy; truth in marketing; discrimination; the environment; sweatshops, etc. Prerequisites (must complete before registering): This course demands advanced level critical thinking and writing skills.
Attributes: Humanities Gen Ed, Liberal

MGMT 3020 International Cross Cultural Management (4 Credits)
The main objective of this study is to understand the management and leadership of successful business relationships between international business participants from different cultures. Topics include: the basics of culture and cultural theory; globalization and culture; problems of cross-cultural communication and negotiation; the impact of cross-cultural differences on business and management performance; working in cross cultural environments and on cross cultural teams; leadership across cultures; international business customs and protocol; and culturally sound strategies for organizational success in the global business context. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent. Highly Recommended (not required): Organizational Behavior (MGMT 3060) or Managerial Leadership or Human Resource Management (HRMS 3015), or equivalents This course was previously BME-213974 International Cross-Cultural Management.

MGMT 3022 New Venture Planning (4 Credits)
One of the most exciting and satisfying activities in business is to start a new venture. This course will provide students the opportunity to explore the entrepreneurial mindset and investigate how innovative and creative concepts can be transformed into a viable business. Student will develop a comprehensive strategy for launching and sustaining a new business venture.

MGMT 3025 Leadership (4 Credits)
This study explores the theory and practice of effective leadership. Some of the topics students will explore include leadership theories, the nature of managing and leading, behavioral indicators of leadership and the complex nature of power and influence within organizations. This course was previously BME-214624 Managerial Leadership.

MGMT 3030 Logistics Management (4 Credits)
The objective of this course is to explore and analyze modern logistics from a managerial perspective. The study focuses on the fundamentals of logistics in light of contemporary global business environments and the latest technological advancements and economic changes that have occurred in logistics. Major topics include inventory management, strategic and financial logistics, logistics and information technology, international logistics, procurement, distribution and warehouse management, and transportation management. Prerequisite (must complete before registering): Principles of Management (MGMT_1005) or Introduction to Business (BUSN 1015) or equivalent.

MGMT 3035 Management Theory (4 Credits)
Management is both a historical and an emergent discipline, which continues to be shaped by the forces of globalization, technology, and diversity. This study will examine the evolution of management theories needed to understand the role of today's manager. Some of the topics students will explore include: the challenges of modern management, decision making, planning and organization strategy, responsibility, authority and delegation, as well as influencing employee competencies and behaviors. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent Highly Recommended (not required): Organizational Behavior (MGMT 3060) or Human Resource Management (HRMS 3015) or equivalents. Students should have advanced-level critical thinking, writing and reading skills. Note: If this course is being considered as a capstone course, the assumption is that students are in their last enrollment and have successfully completed most of the BME requisite courses.
Attributes: Liberal

MGMT 3040 Managing Sustainable Organizations (4 Credits)
This advanced management study, which is open to all students and is also part of the Business and Environmental Sustainability Certificate, focuses on strategic planning and managing sustainable business operations. The student will become acquainted with skills needed to understand the role of management in the context of sustainability, will explore ways to incorporate sustainability strategies through industry analysis, competitive advantage and SWOT analysis. The study also involves mastering leadership concepts such as managing change, organizational culture, and corporate social responsibility. Students will learn strategies to employ as change agents, will create a toolbox of best practices to lead change, and master analytic tools they can use to assess success in creating sustainable organizations. Prerequisite (must complete before registering): Principles of Management (MGMT 1005) or equivalent and Economics and/or Finance or equivalent. Students should not take this course and Sustainable Enterprise Management.

MGMT 3045 Not-For-Profit Management (4 Credits)
The course in not-for-profit management explores the unique nature of these organizations and the management skills required. Concepts and theories applicable to this field, often referred to as the nonprofit sector, will be examined. There is a focus on key organizational and management characteristics, such as the mission, governance, leadership, funding and financial management, organizational dynamics, human resources, strategic management, advocacy, and social entrepreneurship. Included will be the development of an understanding of the challenges of managing an organization that is comprised of a mix of paid staff and volunteers. An exploration of current trends and challenges facing today's not-for-profit organizational managers will be included. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent This course was previously BME-213354 Not-for-Profit Management.

MGMT 3050 Operations Management (4 Credits)
In this course students will learn about the concepts, methodologies, and challenges of operations management. Operations management involves the planning, organizing, leading, and controlling of resources for an organization's transformation of inputs to desired outputs - the production of and delivery of goods and/or services to customers. The student will develop an understanding of the factors that are balanced to optimize the effectiveness of delivering these products and/or services. Quantitative and qualitative analytical methodologies aiding in the manager's decision making process will be explored. Students will study the strategic importance of operations. Topics covered will include process and operations design, capacity, inventory management, forecasting, quality, aggregate and resource planning, just-in-time and lean operations, product design, supply chain, technology utilization and operations in a global context. Prerequisites (must complete before registering): Principles of Management (MGMT 1005) and Statistics (MATH 1065) This course was previously BME-214204 Operations Management.

MGMT 3055 Operations Management (3 Credits)
This course is designed to provide students with an appreciation of the processes and dynamics that surround production in manufacturing and service environments. The course will consider the planning and logistics associated with the manufacturing process and will concentrate on issues such as scheduling, production layouts, capacity, and quality. The core element of the course is to understand the production of goods and services as a dynamic process that is amenable to a thoughtful, relevant, and efficient system of management in areas such as value-added activities, product and process design, quality, capacity and facility, and human resources. Note: Operations Management is an upper-level course that articulates with other functional areas of organizational and business studies. This course is offered for our International Education program students. Prerequisites: Students should have successfully completed Principles of Management (MGMT 1005) and at least one course in Statistics.

MGMT 3060 Organizational Behavior (4 Credits)
This study in organizational behavior (OB) explores the sociological and psychological foundations of behavior in organizations and seeks to understand how the behavior exhibited by individuals and groups affects organizational structures, processes, and ultimately, performance and effectiveness. This study focuses on the core concepts, theories, and methods of human and of organizational behavior. Its main objective is to analyze, understand, and manage the development of complex and multifaceted contemporary organizational behavior. Topics include the changing environment of organization, foundation of individual behavior, motivation, communication, conflict and negotiation, power, politics, organizational justice, leadership, decision making and problem solving, organization culture, and organization change and development. This course meets the understanding people in an organizational context area of study guidelines for students in the business, management and economics area. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent This course was previously BME-214614.

MGMT 3062 Sports Management (4 Credits)
The purpose of this study is to give the student the opportunity to explore management in the sports industry and learn the marketing, labor relations, planning, financing, and other practices and procedures associated with sports management. Topics will include the amateur sports industry, the professional sports industry, and sports industry segments, such as facility management, event management, sales, communication, broadcasting, media, and licensed products. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent.

MGMT 3065 Small Business Management (4 Credits)
This course is taught as a capstone course and is designed for students who wish to own and manage their own business or understand the managerial aspects of a small business. It is a course designed to give the student the appropriate theoretical and applied learning needed to understand the working environment of the typical small business and to provide skills needed to develop a full business plan. Prerequisites (must complete before registering): Marketing Principles (MRKT 1005), Principles of Management (MGMT 1005), Accounting, Economics, Finance, Legal Environment Business I (BUSN 1025), and a broad foundation of business studies at the advanced level. This course was previously BME-214704 Entrepreneurship and Small Business Management.

MGMT 3070 Small Business Management (3 Credits)
This course builds on the student's prior learning in management, marketing, accounting and finance and applies that knowledge to starting and managing a small business (less than 500 employees in the US; less than 250 in the EU). The course deals with small business start-ups, their day-to-day operations, appropriate leadership skills and human resources issues, product development, budgeting, cash flow management, capital purchases, and the effective use of technology. The course will also consider the dynamics of the family business, succession planning, and the process of valuing and selling the business. Highly Recommended (not required): Successful completion in a course in Human Resource Management (HRMS 3015) and/or Organizational Behavior (MGMT 3060). Notes: Small Business Management is an upper-level course that articulates with other functional areas of organizational and business studies, although it is concerned with the unique dynamics of small and medium sized enterprises. This course was previously Entrepreneurship and Small Business Management. This course is offered for our International Education program students. Prerequisites: Students should have successfully completed courses in Principles of Management (MGMT 1005), Marketing Principles (MRKT 1005), Principles of Accounting, and Principles of Finance or equivalents.

MGMT 3072 Management of Healthcare Organizations (4 Credits)
Healthcare management involves complex relationships and control functions in organizations including hospitals, medical groups, long term care facilities, home healthcare agencies, governmental agencies, and healthcare insurers. This course introduces students to the core principles of management. This course also introduces students to the knowledge and skills required to strategically manage the rapidly changing internal and external environment of health care organizations, and to provide students with a foundation in contemporary health care organizational structures and management practices. This course is recommended for students who have prior managerial knowledge or experience in the health care sector.

MGMT 3073 Current Issues in Healthcare Management (4 Credits)
The healthcare field is a rapidly changing one and it is critical for those in healthcare management to stay abreast of these changes. Current Issues in Healthcare Management provides a comprehensive and evaluative look at current issues relevant to health care policy and management. The course addresses key health care components of improving access, ensuring quality and controlling costs through the examination of trends in technology, consumer behavior, reimbursement models, competitive strategies and market dynamics. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent.

MGMT 3074 Information Technology for Healthcare Management (4 Credits)
This course focuses on the new opportunities that arise from Health Information Technology's (HIT) ascendance. With EHRs now widely implemented creating a plethora of healthcare data, and with network enabled medical equipment and devices connected, healthcare leaders must position themselves to leverage these new challenges and opportunities. The course identifies the current applications being used to improve quality of care, enhance patient safety, and re-engineer business and care processes, and addresses key management issues related to security, implementation, and acceptance of technology by multiple stakeholders. The course will address the disruptive nature of emerging technology applications in healthcare and the issues faced by management as technology rapidly evolves. Topics covered will include digital health, electronic medical records, personalized medicine, wireless sensing and remote monitoring, telemedicine, mobile health platforms, Artificial Intelligence, and predictive analytics.

MGMT 3075 Supply Chain Management (4 Credits)
This course is designed to explore and analyze supply chain from a managerial perspective. The study focuses on the objectives and fundamentals of supply chain management in today's dynamic global landscape and the latest technological and economic changes that have recently occurred in the business and supply chain networks. Major topics include designing distribution networks, supply chain performance, designing global supply chain networks, demand forecasting, managing uncertainty in a supply chain, and managing economies of scale in a supply chain. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent Highly Recommended (not required): Project Management (INFT 3035), or equivalent.

MGMT 3080 Supply Chain Management In The Global Context (4 Credits)
The focus of this study is on the global contexts and influence of international trade on supply chains. International supply chains are investigated and dynamics and the impact of international laws and trade are examined. Students will explore other aspects such as building international strategic partnerships across different entities in supply chains, factors impacting supply chain design, procurement and strategic purchasing in the global supply chains, global logistics and transportation management, role of information technology and information sharing in global supply chains, coordination patterns in global supply chains and risk and revenue management. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent Highly Recommended (not required): Previous study in international business Note: Students taking this course may also take Supply Chain Management (MGMT 3075), which sets the foundation for understanding a broader global context. This course was previously BME-214344 Supply Chain Management in the Global Context.

MGMT 3085 Sustainable Enterprise Management (4 Credits)
In this study, the student will develop an in-depth understanding of a sustainable organization and its management. The student will explore how an organization incorporates forward, long-term perspectives in sustainability into its decision making - including environmental, societal and business inter-relationships. This study will allow the student to develop an understanding of key ethical considerations and stakeholder views and impacts. This study will increase the student's awareness of the organization within broader contexts. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent Note: Students who have taken Managing Sustainable Organizations (MGMT 3040) should not take this course.

MGMT 3090 Women in Management (4 Credits)
This study will examine the theories, concepts and research that impact how women develop as managers and leaders within organizations. We will explore the challenges and opportunities women encounter in seeking advancement to management positions and the impact these have on their career choices and progression. We will discuss how organizational members (men and women) can help create a workplace that encourages and promotes talent, regardless of gender. We will examine the context in which women are viewed, evaluated and compensated in the workplace and how gender influences perceptions of women as managers. Topics may include a historical perspective of women in the workplace, comparisons to international countries, pay inequality, gender differences in communication, management and leadership styles, gender biases, and work-life issues. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent Note: This course is relevant to all students who are interested in exploring the roles they can play in advancing women in the workplace. This course was previously BME-213224 Women in Business: Managing and Leading.
Attributes: Liberal

MGMT 3996 Special Topics in MGMT (1-8 Credits)

MGMT 3998 Individualized Studies in Management (MGMT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Management (MGMT). Registration for this class must be approved by the student's mentor.

MGMT 4005 Change Management (4 Credits)
In this course students will learn about what constitutes effective change management including how to develop a change management strategy, establish goals, communicate the organization's vision, and find practical ways to deal with successful change processes. Understanding of management and leadership concepts developed in courses such as Organizational Behavior and Leadership will assist the student in understanding how change impacts managerial function, roles, culture, values, conflict, groups and team development, decision making, motivation, stress and employee satisfaction and retention. Prerequisites (must complete before registering): Principles of Management (MGMT_1005), and Organizational Behavior (MGMT_3060) and Organizational Development and Leadership.

MGMT 4010 Global Strategies (4 Credits)
This course is concerned with the field of business policy and strategic management, as well as understanding a conceptual framework for policy formulation and strategic planning. The course also looks at the development of organizational policy as it applies to finance, marketing, production, operations, and human resources within the broad areas of management and systems. A major goal of this course in the business curriculum is to develop a general business and management point of view in the context of a global business environment. Notes: This is a capstone course for students with concentrations in Business Administration or Management. Students are expected to integrate their knowledge from their prior studies and work experiences in this course. This course is offered for our International Education program students. Prerequisites: Principles of Management (MGMT 1005), Marketing Principles (MRKT 1005), Human Resource Management (HRMS 3015), or Corporate Finance (FSMA 3010), or equivalent.

MGMT 4015 Management of Technology & Innovation (4 Credits)
In this course students will acquire an understanding of issues and complexities involved in the effective management of technology and innovation. Students will develop skills and critical thinking to use in solving problems related to development of effective management of technology and innovation and will examine possible frameworks and methodologies for assessing firm's technological and innovative capabilities from a strategic perspective. Given the global nature of businesses the course will also incorporate topics such as managing international R & D, intellectual property, competitor assessment, and management of new product & process development. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent This course was previously BME-214224 Technology and Innovation Management.

MGMT 4020 Managing the Service Sector Operation (4 Credits)
Industries covered include retail, private practices such as law and healthcare, transportation, entertainment and others. Eighty-five percent of the jobs in the US economy are in the Service Sector. Specifically, the purpose of this course is threefold. First, the content is designed to expand the student's understanding of services as a science. Core to the concept of services is the customer, who, unlike the manufacturing customer, participates in the service delivery. Therefore, the design and execution of the service process with customer's needs and desires is essential. Second, the essence of this study is to teach students how to recognize the working elements of a service operation. Lastly, information technology is a critical component of services. Gaining an understanding of the focus of technology in services will be an underlying theme throughout the course. Prerequisites (must complete before registering): Principles of Management (MGMT 1005), or equivalent and Introductory Accounting I (ACCT 2005), or equivalent This course was previously BME-214234 Managing the Service Sector Operation.

MGMT 4025 Manufacturing Management (4 Credits)
In this course the student will acquire an in-depth understanding of manufacturing management. The study includes exploration of the fundamentals of manufacturing management, resource planning, concepts of lean manufacturing, leadership manufacturing management, synchronous manufacturing, manufacturing resource planning and total productive maintenance. Prerequisite (must complete before registering): Principles of Management (MGMT 1005), or equivalent This course was previously BME-214304 Manufacturing Management.

MGMT 4030 Project Management for Business (4 Credits)
The purpose of this course is to introduce the student to concept of the project management and its characteristics. Project Management is a complex process that includes compilation of budgets, understanding of resources needed (both funding and staffing), performance specifications, and communication planning. Students will learn how to develop a plan and its components, create assessment goals, use measurement tools and diagrams, and manage projects that require cross department communication. Prerequisites: Principles of Management or Equivalent; Accounting, Finance, and HRM or equivalent knowledge. Note: Students can only take one of the project management courses: MGMT 4030 Project Management for Business, INFT 3035 Project Management, or MGIS 4015 Project Management in IT/IS.

MGMT 4035 Strategic Management (3-4 Credits)
This course is a capstone study for Business, Management & Economics students. It introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition. In studying strategy, the course draws together and builds on all the ideas, concepts, and theories from students' functional courses such as Accounting, Economics, Finance, Marketing, Management, Organizational Behavior, and Statistics. Prerequisites (must complete before registering): All of the core BME courses e.g. Management, Organizational Behavior, Accounting, Economics, Statistics, Marketing, Finance Notes: The assumption is that students enrolling in Strategic Management are in their last enrollment and have successfully completed most of the BME requisite courses.

MGMT 4998 Individualized Studies in Management (MGMT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Management (MGMT). Registration for this class must be approved by the student's mentor.

MRKT: Marketing (Undergraduate)

MRKT 1005 Marketing Principles (4 Credits)
This study provides a basic understanding of the basic concepts, functions, practices, and marketing tools within a company or other organization. Marketing is creating and capturing customer value based on good customer relationships. Therefore, the focus will be on the consumer. Consequently, it is essential to know how to develop and practice the principles of marketing as a social and managerial process whereby individuals and groups obtain what they need and want by creating and exchanging products, services, and values with each other.

MRKT 1998 Individualized Studies in Marketing (MRKT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Marketing (MRKT). Registration for this class must be approved by the student's mentor.

MRKT 2998 Individualized Studies in Marketing (MRKT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Marketing (MRKT). Registration for this class must be approved by the student's mentor.

MRKT 3010 Consumer Behavior (4 Credits)
This course prepares students to analyze consumer purchasing behavior related to the development of marketing mix programs. This study focuses on theories, functions, and concepts of consumer behavior, and they can be applied to marketing management, our roles as consumers, and everyday life. It involves various types of consumers and views of the consumer's influences, such as the internal or psychological or external or anthropological/sociological. Recommended students take Introduction to Psychology (PSYC 1005) or equivalent prior to taking this course. Prerequisites: Marketing Principles (MRKT 1005) or equivalent.
Attributes: Liberal

MRKT 3015 Integrated Marketing Communications (3 Credits)
This course is designed to introduce students to the role of advertising and other promotional mix elements in the integrated marketing communications (IMC) program of an organization. The course allows students to develop an understanding of an integrated marketing process, how companies organize their advertising, and how they set their organizational goals for promotional, customer behavior, and organizational communications. Attention will be given to the IMC tools used in contemporary marketing including advertising, direct marketing, Internet and interactive marketing, sales promotion, publicity and public relations, and personal selling. The course examines how IMC programs are planned, developed, and implemented. It also considers the environments in which advertising and promotion occur and the regulatory, social, and economic factors that affect such programs. Registration in this course requires the successful completion of at least one intermediate course in Advertising, Marketing, Marketing Management, Marketing Research, or Consumer Behavior. Note: Integrated Marketing Communications is designed to provide an upper-level course for those who are interested in the theory and practice of Marketing, Advertising, and/or Consumer Behavior or equivalent knowledge. This course is offered for our International Education program students.

MRKT 3020 International Marketing Strategies (3 Credits)
This course focuses on the realities of developing and implementing marketing strategies in an international setting. It is designed to enhance the strategic, analytical, research, and application skills of participants in international marketing contexts. It evaluates different approaches for analyzing and implementing strategies in the dynamics of the changing environments of international marketing, focusing on the challenges confronted and contemporary knowledge. The course provides students with the appropriate tools and techniques for investigating marketing in international situations and for measuring and evaluating innovation, exporting potential, brand image, service quality, etc. Consideration will be given to the impact of local habits in the marketing of goods and services worldwide and to developing an appreciation of national cultural impact on different marketing approaches. Highly Recommended (not required): a course in International Business or Cross-Cultural Management. Preferably, students should be co-registered in another intermediate course in Marketing, Marketing Management, Marketing Research, or Consumer Behavior or equivalent knowledge. Notes: International Marketing Strategies is an upper-level course that articulates with, and advances knowledge of, many of the issues confronted in marketing, cross-cultural studies, and strategy development and implementation. This course is offered for our International Education program students. Prerequisites: An introductory course in Marketing and preferably Market Management.

MRKT 3025 Digital and Social Media Marketing (4 Credits)
This course reviews strategic and operational and functional aspects of digital and social media marketing. Students will learn about integration of new information and communication technologies with basic principles of marketing. The relationship between firm and consumer in the e-environment will be discussed from the technological, legal, ethical and global perspectives. Students will analyze situations within the workplace, identify specific courses of action, develop goals and objectives, and implement strategies and tactics that support digital and social media marketing objectives. Prerequisites: MRKT 1005 or Equivalent.

MRKT 3030 Marketing Communications: Advertising & Promotion (4 Credits)
This course is designed to develop an understanding of all aspects of integrated marketing communications, including advertising, direct marketing, the Internet, interactive media, sales promotion, public relations, personal selling, social and consumer-driven media, and consumer advertising. It provides details on how to research and evaluate a company's marketing environment and promotional situation within the context of consumer behavior, other variables in the marketing mix and overall corporate's marketing plans, and how to use various promotional tools to develop effective communications strategies and programs. The course can be used to fulfill the marketing communications requirement for a concentration in marketing. Prerequisites: Marketing Principles (MRKT 1005), or equivalent.

MRKT 3040 Marketing for Nonprofit Organizations (4 Credits)
The demand for nonprofit services is continuing to increase; yet the funding for these services is decreasing as the demand increases. Nonprofit organizations are looking to nonprofit marketing to increase their donations and support the services that they offer. This course will focus on the role of nonprofit marketing as part of the overall objectives and strategy of the nonprofit organization. Students will learn how to create a relationship marketing strategy with the organization's donors, volunteers, and funding agencies. The importance of branding and how to build a brand will be discussed for participants in this industry. The elements of the marketing mix for nonprofit organization will be defined including the product mix and the promotion mix; and how they are integrated into the planning process. Finally, this course will look at the evolving role of for-profit products that are being developed to supplement funding for nonprofit organizations. Prerequisite (must complete before registering): Introduction to Marketing or Marketing Principles (MRKT 1005), or equivalent. Notes: This course would be of interest to student who want to work for non-profits and thus could be included with studies such as non-profit management.

MRKT 3045 Marketing Management (4 Credits)
This course focuses on the methods to identify appropriate marketing objectives, the development of marketing strategies designed to meet stated objectives, and the process for the successful implementation of tactics that will drive desired customer action. Concepts to be examined include product planning, market needs, competitive assessment, media planning, market segmentation, goal setting, pricing strategies, budgeting, distribution, promotion, and customer service. In addition, the student will understand the critical factors to consider in developing and evaluating marketing plans by analyzing organizations' marketing efforts across various industries. Prerequisites: Marketing Principles (MRKT 1005) or equivalent.

MRKT 3055 Public Relations (4 Credits)
This study focuses on the essentials of public relations activities. The topics to be covered include understanding public opinion, ethics, Public Relations (PR) research, communication, the role of PR within a corporation, lobbying as PR, public relations writing, dealing effectively with the media and employees, and crisis communication. The course can be used to fulfill the marketing communications requirement for a concentration in marketing. Prerequisites: Marketing Principles (MRKT 1005) or equivalent.
Attributes: Liberal

MRKT 3060 Services Marketing (4 Credits)
This course provides a conceptual framework for the study, understanding and application of the theories of service marketing. A key focus is new service development and implementation into the marketplace. Topics covered include an overall foundation for understanding services marketing; examining customer expectations and building customer relationships; developing standards for services quality; managing and communicating service promises; and understanding the economic impact of service. Prerequisite (must complete before registering): Introduction to Marketing or Marketing Principles (MRKT 1005), or equivalent This course was previously BME-213454 Services Marketing.

MRKT 3996 Special Topics in MRKT (3-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

MRKT 3998 Individualized Studies in Marketing (MRKT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Marketing (MRKT). Registration for this class must be approved by the student's mentor.

MRKT 4020 Hospitality & Tourism Marketing Management (4 Credits)
The purpose of this course is to develop a strong conceptual framework for the understanding and application of marketing management principles in hospitality and tourism (H&T). Students will develop a critical understanding of tourism and the social, cultural, political, legal, economic, ethical and environmental contexts in which it operates including but not limited to green tourism and eco-tourism and analyze how the economy impacts H&T and sustainability. They become familiar with and analyze the pieces of a marketing plan in relation to H&T industry in a global market and attain the skills needed to manage and market an H&T business. Prerequisites (must complete before registering): Introduction to Marketing or Marketing Principles (MRKT 1005), or equivalent. Notes: Course should be cross-listed in both MKT (Marketing) and MGT (Management). This course was previously BME-214464 Hospitality and Tourism Marketing Management.

MRKT 4025 International Marketing (4 Credits)
This study is to provide an understanding of the marketing function within a company or other organization as it applies to international markets. The course introduces the students to the marketing practices of companies seeking market opportunities outside their home country, and it raises students' awareness of the importance of viewing marketing management strategies from a global perspective. The student will focus on how to practice the principles of marketing as a social and managerial process in the global context. The course can be used to meet the BME guideline "Understanding Organizations Within Broader Contexts". Prerequisites: Marketing Principles (MRKT 1005) or equivalent.
Attributes: Liberal

MRKT 4035 Marketing Research (4 Credits)
This course provides an introduction to marketing research to the students with the skills needed to design market research studies and collect and analyze data that is useful to managers in making decisions. This course examines the role of marketing research in the firm, global and ethical dimensions of research, research design, experimentation, data collection procedures, questionnaire design, sampling, and basic and advanced data analysis. This study will address the intellectual basis and practical knowledge needed to design and complete a marketing research project. The study will require the student to read the textbook and complete various steps associated with a marketing research project. There will be revisions on each of the deliverables throughout the semester. Prerequisites: Marketing Principles (MRKT 1005) and College Level Statistics (MATH 1065) or equivalents.

MRKT 4040 Marketing Strategy (4 Credits)
This course is designed as a capstone for a concentration in marketing. This course offers an all-encompassing foundation for the creation of competitive marketing strategies. In this course, students will analyze real marketing situations and propose sound solutions to marketing problems by designing and implementing market-driven strategies with a clear emphasis on strategic analysis, marketing planning, and implementation. It is strongly recommended that students undertake this study as the last in the concentration. Prerequisites: Marketing Principles (MRKT1005) or equivalent and three advanced level studies in marketing.

MRKT 4045 Sales Management (4 Credits)
This course provides students with an understanding of the principles and techniques necessary to sell a product, service or idea, as well as how to build meaningful customer relationships in both the business-to-consumer and business-to-business segments. Topics covered will include customer need identification, solution-selling strategies, customer relationship management, and effective methods of presentation and follow-up. Recommended before enrolling: Principles of Management (MGMT 1005) or equivalent. Prerequisites: Marketing Principles (MRKT 1005) or equivalent.

MRKT 4050 Career Self-Management and Self-Marketing (4 Credits)
Students will learn how to use contemporary learning theories and fundamental management and marketing concepts to guide their self- and career development. Throughout the course, students will engage in a series of learning activities aimed at developing, documenting, evaluating, peer-reviewing, presenting, and improving their work-related skills. Overall, this course will foster students' self-awareness and help them develop effective strategies for self-improvement and self-promotion. Although this course fully meets the 4-credit educational planning requirement, it does not deal with degree planning. If students have not yet designed their plan of studies in the college, they should contact their mentor to discuss the format they will use to design their degree plan (for example, if needed, students may take a separate Educational Planning course).
Attributes: Liberal

MRKT 4055 Senior Project: Marketing (4 Credits)
Senior Project is a capstone, applied learning experience. Students work closely with the instructor on a topic of their choice to connect theory with practice and demonstrate their ability to integrate and apply the learning they have acquired over the course of their studies and experience. Depending upon the size and scope of the project, the work may be completed in one or two terms, and for differing amounts of credit. If completed in two terms, typically the first term is used for planning and research, and the second term for the final development or implementation of the project. Students should consult with their mentor and the instructor before enrolling to determine the number of credits and time needed. As this is designed a capstone course, students should enroll in Senior Project during their final year of study. All lower-level Marketing courses should be complete, as well as at least two advanced level Marketing courses or their equivalent. The student should have already completed Statistics and either Market Research and/or Consumer Behavior before enrolling in this course. Notes: Additional Marketing courses may be taken concurrently. Students will be expected to apply learning from all concentration courses, including those being taken during the same term. Senior Project is offered through the College's programs in Albania, Lebanon, Prague and Turkey, however ANY student interested in doing a final capstone project on a topic related to one of these countries or regions, or with an international theme, is welcome to request the opportunity to work with one of the international faculty in these programs. This course may be taken for 2 to 6 credits over one or two terms. This course is offered for our International Education program students.

MRKT 4998 Individualized Studies in Marketing (MRKT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Marketing (MRKT). Please contact your mentor/advisor for more details.

MUSC: Music (Undergraduate)

MUSC 1005 Exploring the World of Music (4 Credits)
This introductory course in music appreciation considers how people engage in music-making activities in various cultures. Students will learn to interpret and write about music using terms and concepts from assigned readings, and they will learn to articulate their understanding of particular musical phenomena (pieces, styles, composers or performers, instruments, performance venues, recording technologies, etc.) in social, cultural, and historical contexts. Students will learn to interpret one or more aspects of music-making as artistic or as creative process. Students will have ample opportunity to shape and direct the focus of their learning according to their own interests and purposes. This course was previously ART-221514 Exploring the World of Music.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

MUSC 1010 Introduction to Guitar and Guitar Music (4 Credits)
Introduction to Guitar and Guitar Music is designed to introduce students to the instrument of guitar and the music associated with it from a historical, as well as a practical, perspective. We will also explore the mechanical aspects of guitar construction as it evolved over the centuries by considering various materials such as wood, metal, bone, glue, synthetics, and strings, and we'll look at the building techniques/ tools of luthiers (guitar-builders).
Attributes: Arts Gen Ed, Liberal

MUSC 1020 Western Music History I (4 Credits)
In this course, the student will develop an understanding of Western music in an historical context from antiquity through the late seventeenth century. The student will learn about the elements of music, become knowledgeable about musical works and composers in an historical context, and investigate various musical styles and forms. The study will include listening assignments in conjunction with the readings. The student will acquire a vocabulary for speaking about music, gain an historical understanding of the roles music plays in Western culture and society, and develop an appreciation for music as a discipline and as an art.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

MUSC 1025 Music History II (4 Credits)
In this course, the student will develop an understanding of Western music in an historical context from the early eighteenth century to the end of the twentieth century. The student will learn about the elements of music, become knowledgeable about musical works and composers in an historical context, and investigate various musical styles and forms. The study will include listening assignments in conjunction with the readings. The student will acquire a vocabulary for speaking about music, gain an historical understanding of the roles music plays in Western culture and society, and develop an appreciation for music as a discipline and as an art.
Attributes: Arts Gen Ed, Liberal

MUSC 1998 Individualized Studies in Music (MUSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Music (MUSC). Please contact your mentor/advisor for more details.

MUSC 2010 Songwriting: Introductory (4 Credits)
This course is a practical investigation of the song writer's craft. Work by master song writers will be analyzed and used as models for student work. The student will develop lyrics and/or music for songs in one or more genres. Students will present their completed songs at the end of the term. Note: Students may take either the introductory or advanced version of this course, but not both.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

MUSC 2998 Individualized Studies in Music (MUSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Music (MUSC). Please contact your mentor/advisor for more details.

MUSC 3005 Songwriting: Advanced (4 Credits)
This advanced level course is an investigation of the songwriter's craft. Works by master songwriters will be analyzed and used as models for student work. The student will write lyrics and/or compose music for songs in one or more genres. Students will be engaged in the creative process directly while also acquiring a broader understanding of the theory, history, and aesthetic principles of songwriting. Note: Students can take either the introductory or advanced version of this course, but not both.
Attributes: *The Arts Gen Ed, Liberal

MUSC 3010 American Music, American Life (4 Credits)
From disco to country, hip-hop to jazz, classical to gospel, Americans have adopted, adapted, appropriated, developed, and invented many musical traditions, genres, and institutions. In this course, students will sample some of the vast diversity of American music. Each student will also explore in some depth a particular area of American music of their own interest (such as an artist, genre, performance, practice, or issue). Students taking this course should have advanced level reading, writing and research skills. This course was previously ART-223414 American Popular Music in the Twentieth Century.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

MUSC 3020 Children's Music (4 Credits)
This course will explore children's music and its effect on child development, from nursery rhymes to lullabies and story songs. The main objective of this study is for students to discover the joy and benefits of children's participation in music, whether it be singing, clapping, rhyming, or playing an instrument. Students will also engage in developing strategies for sharing music with children, using creativity and child participation.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

MUSC 3035 Popular Music & Social Justice: Advanced (4 Credits)
This course is an exploration of popular music in relation to social movements and cultural change, primarily in the United States, from the early decades of the twentieth century to the present. We will consider the importance of music and song in modern American culture, focusing on songs that have contributed to the development of labor, civil rights, peace, and feminist movements. Students will learn about musical artists who have emerged as voices of opposition, articulating issues of race, class, and gender. Throughout, we will examine the tensions between the music of activism and its production and consumption. (Students should take either the introductory or advanced version of this course but not both.)
Cross-listed with ARTP 3035.
Attributes: American History Gen Ed, Arts Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

MUSC 3045 World Music Across Cultures: Advanced (4 Credits)
This course is an advanced level investigation of topics in world music and culture identified with one or more of the following geographical areas: South America and Mexico, the Caribbean, Asia, the Middle East, Sub-Saharan Africa, Europe, Canada, and the U.S. Prerequisites for advanced level credit include prior training and/or expertise in some aspect of music.
Attributes: Liberal

MUSC 3050 Thinking About Music (4 Credits)
What is music and why does it matter? How and why do different musics matter differently to different people, and powerfully so? How might our own experiences with listening to music or making music inform our understanding of music's relevance to and importance in human life and culture? In this course, students will read, think, and write about music in philosophical ways, with ample opportunity to shape questions, ideas, and arguments in relation to their own musical experiences, interests, and preferences.
Cross-listed with PHIL 3015.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

MUSC 3994 Topics in Music History (4 Credits)
This research-based study in Western Music is for advanced students. Student projects will focus on analyzing and writing about musical works in an historical context. Students should have taken at least one music history study and/or experiential knowledge of Western Music.
Attributes: Liberal

444   MUSE: Museum Studies (Undergraduate)

MUSC 3996 Special Topics in Music (3,4 Credits)
This is a special topics course in music.
Attributes: Liberal

MUSC 3998 Individualized Studies in Music (MUSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Music (MUSC). Please contact your mentor/advisor for more details.

MUSC 4005 Critical Theory & the End of Noise (4 Credits)
This course investigates cultural theory, philosophy, and aesthetic practices as they pertain to the history of music from the early twentieth century to the present. We will explore works by influential composers in a social and cultural context. The impact of technology on music composition, production, and consumption will be examined. Students should have a background in some aspect of music together with upper-level critical thinking and writing skills.
Attributes: *The Arts Gen Ed, Liberal

MUSC 4010 Topics in Music History (4 Credits)
This research-based study in Western Music is for advanced students. Student projects will focus on analyzing and writing about musical works in an historical context. Prerequisites include at least one music history study and/or experiential knowledge of Western Music.
Attributes: Liberal

MUSC 4998 Individualized Studies in Music (MUSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Music (MUSC). Please contact your mentor/advisor for more details.

MUSE: Museum Studies (Undergraduate)

MUSE 1998 Individualized Studies in Museum Studies (MUSE) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Museum Studies (MUSE). Please contact your mentor/advisor for more details.

MUSE 2998 Individualized Studies in Museum Studies (MUSE) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Museum Studies (MUSE). Please contact your mentor/advisor for more details.

MUSE 3005 Americans in Art History & Museums (4 Credits)
This course asks students to explore the American experience as it is portrayed in American art and museums. This necessarily includes discussions of the manner in which social, cultural, economic, political, and historic phenomena are created by and represented in American art. As well, a thorough exploration of American art necessitates inquiries of interactions between the history and art of the United States and the history and art of other world cultures.
Attributes: American History Gen Ed, Arts Gen Ed, *The Arts Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

MUSE 3010 Curatorial Practice (4 Credits)
The purpose of this study is to learn the theoretical and practical issues of curatorial work in the field of contemporary visual arts. Students will focus on the research and development of an individual curatorial project, including didactic materials and a curatorial essay. They will share work with a small group, study exhibitions and ideas of a similar nature, and create their own virtual exhibition in a visual format. While based primarily in the visual arts, students from history, science, and other fields are welcome, as the standards for creating an exhibition in visual form are very related. Prerequisites: At least one art history course (the language of visual art permeates this study and students should be familiar with those terms).
Attributes: Liberal

MUSE 3015 Museum Studies (4 Credits)
Museum Studies is both a study of the historical and cultural aspects of museums and museology, as well as a flexible platform for students to engage in the study, research and presentation of a variety of art and objects, ranging from material culture and art history to media. Applying theories, approaches, and examples learned from course materials, students will understand how to design museums or exhibitions. Through curatorial projects, students will select and study the art works or other items for their museum projects, and they will learn about various research and museum activities involved in curating an exhibition. Students should have prior college course or knowledge in art or art history as well as upper-level standing with advanced level academic skills. This course was previously ART-224534 Museum Studies.
Attributes: Arts Gen Ed, Liberal

MUSE 3998 Individualized Studies in Museum Studies (MUSE) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Museum Studies (MUSE). Please contact your mentor/advisor for more details.

MUSE 4998 Individualized Studies in Museum Studies (MUSE) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Museum Studies (MUSE). Please contact your mentor/advisor for more details.

NURS: Nursing

NURS 1005 Spanish for Health Care Professionals (4 Credits)
This course has been designed for students who have had no previous experience with Spanish language and Hispanic cultures. Students will have an opportunity to learn functional grammar, vocabulary and cultural concepts to apply in interactions at work. The major goal of this course is to facilitate better communication between health care providers and the growing Spanish-speaking community in the United States. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to practice weekly speaking and listening skills in real time over the Internet. Synchronous practices will take place between 7:30-9:00 pm (ET), unless advised otherwise. Special accommodations will be made for army students. This course does not overlap with Spanish 1 or Introductory Spanish: Language and Culture This course was previously CUL 221194 Introductory Spanish for Health Care Professionals.
Cross-listed with SPAN 1005.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

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NURS 1998 Individualized Studies in Nursing (NURS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Nursing (NURS). Please contact your mentor/advisor for more details.

NURS 2998 Individualized Studies in Nursing (NURS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Nursing (NURS). Please contact your mentor/advisor for more details.

NURS 3005 Transition to Baccalaureate Nursing (4 Credits)
In this course, students and mentors plan a program of study leading to the baccalaureate degree, focused around students' understanding of the nursing profession, as well as their analysis of their own academic and professional skills, experiences, and goals. In this process, students identify concepts and skill sets, as elucidated in the AACN Essentials of Baccalaureate Nursing Education, needed to perform effectively in professional baccalaureate nurse roles. Students will be introduced to the history and future of the profession, the impact of culture within health care systems, and the influence of culture on the role of the professional nurse. Students articulate an understanding of professional values and value-based nursing behaviors. This course satisfies the college's liberal arts and sciences requirements.
Attributes: Liberal

NURS 3010 Health Assessment (4 Credits)
This course focuses on the synthesis of independent and collaborative health assessment information for the registered nurse. Students integrate concepts and theories of biological, psychological and sociocultural knowledge to impact health promotion, health maintenance and illness care. Concepts of prevention, anticipatory guidance and the early detection of risk factors are incorporated into holistic care. The course facilitates the use of evidence in practice, development of critical thinking and advancement of interdisciplinary communication skills, which are vital competencies for the professional nurse. This course was previously NUR-203024.

NURS 3015 Pharmacology (4 Credits)
This course focuses on pharmacology in relation to pathophysiology. Students integrate these concepts to examine the clinical application of medications affecting body systems. Knowledge development, patient safety and evidence-based practice are emphasized throughout course activities. This course was previously NUR-203044

NURS 3020 Nursing Informatics (4 Credits)
This course provides an overview of fundamental nursing informatics concepts and informatics applications in clinical nursing practice, administration, research and education. Philosophical and ethical perspectives on nursing informatics are explored. Nursing informatics competency development is emphasized for the provision of safe, quality, competent nursing care, and to expand the knowledge and wisdom of nursing practice This course is only available to Empire State College nursing program students. This course was previously NUR-203064.

NURS 3025 Nursing Research (4 Credits)
This course is intended to prepare students in understanding nursing research and the research process. The course prepares students at the baccalaureate level to critique, interpret and apply evidence-based research to nursing practice and to select an area in which to apply research methodology. This course satisfies the college's liberal arts and sciences requirements. This course is only available to Empire State College nursing program students. This course was previously NUR-203074.
Attributes: Liberal

NURS 3035 Interdisciplinary Perspectives in Global Health (4 Credits)
This eight-week course is open to both nursing and non-nursing students and will introduce students to the main concepts of the global health field. Students will get an overview of principles and goals of global health, global health issues, burden of disease and cooperating to improve global health. Students will utilize critical reasoning and evidence-based practices to propose and support solutions for public health concerns around the world. This course satisfies the college's liberal arts and sciences requirements. Prerequisites for non-nursing majors: U.S. Health Systems. This course is part of the BS in Public Health program. Important Note: this course was renamed effective the May 2012 term and was formerly offered as Global Health. Students who have successfully completed 203254 should not enroll in this course. This course was previously NUR-203254.
Attributes: Liberal

NURS 3040 Foundations of Palliative Care (4 Credits)
This course provides students the opportunity to examine the palliative care movement. The changing paradigm of longevity, multiple chronic illnesses, and progressive diseases has impacted the perception of quality of life and in turn has altered how death and dying is managed in the United States. Palliative care can be initiated at any stage of an illness with a focus on physiological, psychological, social, and spiritual needs of the patient and offers a continuum of care through death. This course examines the foundations of palliative care services, introduces tools and resources, and discusses ethical issues pertaining to end-of-life dilemmas and advanced care planning. This course was previously NUR-203224.
Attributes: Liberal

NURS 3998 Individualized Studies in Nursing (NURS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Nursing (NURS). Please contact your mentor/advisor for more details.

NURS 4005 Health Care Delivery Systems & Policy (4 Credits)
This course provides an in-depth overview of the United States health care delivery system, including the nurse's role and responsibilities in the legislative process. Specific emphasis on advocacy, professional nursing standards and patient care delivery services including accessibility, equity and affordability are explored. This course satisfies the college's liberal arts and sciences requirements. This course was previously NUR-204034.
Attributes: Liberal

NURS 4010 Leadership and Management (4 Credits)
This course examines theoretical leadership frameworks and management functions in the context of professional nursing practice. Students in the course will explore and analyze fundamental strategies to improve organizational culture and change, quality and safety of care, patient satisfaction, interprofessional dialogue, and budgetary resource issues. This course satisfies the college's liberal arts and sciences requirements. This course is only available to Empire State College nursing program students. This course was previously NUR-204054.
Attributes: Liberal

NURS 4015 Population and Community Health Nursing (4 Credits)
This course takes a determinants of health approach to understand what influences health and health equity in communities and populations. The course builds competencies in population health assessment, problem identification, and planned response. The historical role of nursing in community and public health is reviewed and diverse community practice settings are considered. The course builds capacity to engage a range of nursing roles, from direct care to structural change, to build health equity and improve the health of populations, communities, and individuals. Public health concepts, including environmental health and emergency preparedness, are incorporated in the course content. The course incorporates a community practicum experience. This course satisfies the university's liberal arts and sciences requirements. This course is only available to Empire State University nursing program students. NOTE: Self-registration is not available for the clinical courses. You will be manually registered by the university once all the requirements are completed and approved. This course was previously NUR 204084. Course Prerequisites for NURS 4015 for RN to BSN program: NURS-3005: Transition to Baccalaureate Nursing ; NURS-3010: Health Assessment; NURS-3015: Pharmacology; NURS-3020: Nursing Informatics*; NURS-3025: Nursing Research & Evidence Based Practice* *may be prerequisite or corequisite Course Prerequisites for NURS 4015 for RN to MSN Program: NURS-3005: Transition to Baccalaureate Nursing ; NURS-3010: Health Assessment; NURS-3015: Pharmacology; NURS-4005: Healthcare Delivery Systems & Policy;
Attributes: Liberal

NURS 4020 Baccalaureate Nursing Capstone (5 Credits)
This course integrates advanced critical thinking and decision-making abilities with the application of theoretical frameworks, concepts, models of nursing practice, leadership and management. Students will immerse themselves in a leadership role of the professional nurse in a setting of their choice under the supervision of a clinical preceptor. This course enables the B.S. student to examine and develop the multidimensional competencies needed to become an effective professional nurse leader within health care settings and to be mindful of the contexts for nursing practice in any environment. For this course, the student will select one of four leadership tracks as an area of focus: Administrative, Clinical Practice, Education, or Informatics. This course satisfies the college's liberal arts and sciences requirement. This course is only available to Empire State College nursing program students. NOTE: Self-registration is not available for the clinical courses. You will be manually registered by the college once all the requirements are completed and approved. This course was previously NUR 204095. Prerequisites: All 3000-level nursing classes successfully completed with a C or better; NUR 4015: Community Health Nursing must be successfully completed and your degree program plan must be concurred before taking this course.
Attributes: Liberal

NURS 4998 Individualized Studies in Nursing (NURS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Nursing (NURS). Please contact your mentor/advisor for more details.

NURS 6005 Theoretical Foundations of Nursing Practice (3 Credits)
This course explores the evolution of knowledge development in nursing. Theory is analyzed as a foundation for nursing practice, research, administration and education. Students will discover strategies to facilitate the process of theory development. Course topics include nursing's metaparadigm, philosophy of nursing, philosophy of science, nursing's unique body of knowledge and ways of knowing. Students will synthesize what they have learned about nursing knowledge development to create a personal nursing practice framework. This course was previously NUR-50000.

NURS 6010 Professional Role Development & Ethics (3 Credits)
Students explore bioethics and integrate principles of ethical decision making and professional behaviors into leadership roles. The roles to be identified, critiqued and evaluated are clinician, advocate, educator, researcher, expert, leader, manager, innovator and consultant. Traditional ethical systems and historic perspectives are examined in light of bioethical decision making and contrasted with practice-based ethics. Students learn how to objectively and systematically make and validate bioethical decisions in the nursing and health care environment. Scope of practice legalities and advanced ethical decision making from a practice-based perspective will be introduced and discussed as it relates to various roles and leadership as a master's prepared nurse. This course was previously NUR-50100.

NURS 6015 Nursing Research & Evidence Based Practice (3 Credits)
This course will focus on the knowledge required by nurses to utilize research findings, to provide high-quality health care, initiate change and improve nursing practice. Examination, analyses and evaluation of ethical principles, current literature, research designs and methodologies including quantitative, qualitative perspectives will be discussed. The investigation of scientific inquiry, problem identification, use of theoretical frameworks, ethics, measurement, data collection and analysis and dissemination will be integrated into a research proposal based on a specific health care issue of interest. This course was previously NUR-50200.

NURS 6020 Contemporary Issues in Health Care (3 Credits)
This course explores social, economic, and political trends impacting health care delivery and practice. Policy, management, education, technology, and regulatory perspectives will be included when examining a broad variety of current and emerging challenges facing health professionals at the international, national, regional and local levels. Students will appraise literature and engage in discussions and learning activities to create strategies to support health reform. This course was previously NUR-50400.

NURS 6025 Informatics & Healthcare Technology (3 Credits)
This course covers the evolution and theoretical basis of nursing and healthcare informatics, including concepts of data, information, knowledge and wisdom. The course explores applications in healthcare informatics, the use of technology and implications for clinical practice, administration, education and research. Concepts and application of relational database technology are introduced. Interprofessional issues in healthcare informatics are examined. Students will develop competencies in information management for knowledge-based practice in various healthcare settings to enhance patient care and nursing practice. This course was previously NUR 50300.

NURS 6030 Population Health, Human Diversity, & Social Issues (3 Credits)

This course will advance understanding of population health in the United States and globally from an interprofessional perspective. Students will explore determinants of health and health care disparities using a variety of conceptual frameworks, models and theories. Distributions and patterns of health outcomes across populations will be analyzed. Responsibilities of the master's prepared nurse in addressing health policy issues and employing advocacy strategies to promote optimal health outcomes will be examined. This course was previously NUR 50500.

NURS 6050 Curriculum & Program Development (3 Credits)

Nursing curricula and program development are dynamic and ever changing processes. A nursing program of study is responsive to internal and external stakeholders where individual courses represent an integrative whole curriculum. This graduate level course examines curriculum history in nursing education, development, and future trends. Course activities focus on curriculum design, including the development of an undergraduate or graduate nursing program of study. An in-depth review of professional nursing evaluation and accreditation processes is provided. Dialogue pertaining to curriculum development and evaluation will take place via asynchronous discussions and collaborative learning activities. This course was previously NUR-560000.

NURS 6055 Instructional Design & Teaching with Technology (3 Credits)

Instructional design and teaching with technology can be simplified as how we teach and how we learn. This graduate level course prepares students to apply theoretical concepts of education and learning to teaching in nursing. Course topics will include fundamentals of instructional design, theories of teaching and learning, instructional design models, technology use in education, and learner diversity. Design considerations for technology-based instruction will be addressed in this course. This is a web-enhanced course and learners will be able to adapt course material to a classroom setting. This course was previously NUR-560100.

NURS 6060 Measurement Assessment & Evaluation of Learners & Programs (3 Credits)

Measurement, assessment, and evaluation in nursing education are the focus of this course. Students will learn methods to assess and evaluate learning in multiple ways. Various approaches to program evaluation will be explored as well as legal and ethical issues relevant to assessment and evaluation processes. This course was previously NUR-560200.

NURS 6065 Healthcare Finance and Budgeting (3 Credits)

This course will focus on the influence of financial and economic factors in the delivery of healthcare services. Components of financial management such as budget development for operational and capital budgets, cost analysis, human resource allocation and staffing, and payment systems will be discussed. The role of the nurse leader as a fiscal manager will also be explored. This course was previously NUR-560300.

NURS 6070 Organizational Theory & Human Resource Management (3 Credits)

This is a course designed for nursing administration students to explore, critique, and analyze organizational behavior and human resource management. Using a multidisciplinary approach, students in this course will draw on both the literature and their experience to better understand the value that differing organizational structures and processes have on an organization's performance and outcomes. Students will interpret the political and cultural dynamics inherent to all organizations with an emphasis on strategically managing human relations and leading organizations. A combination of probing discussion questions, case study analysis, and reflective journal writing will be utilized as learning methods in this course. This course was previously NUR-560400.

NURS 6075 Innovative Leadership in Healthcare Organizations (3 Credits)

This course will focus on innovative design and leadership strategies to create and improve healthcare organizations. Within the context of the Patient Protection and Affordable Care Act, the course examines current trends in the design of healthcare systems across the healthcare continuum. The course builds on an understanding of organizational theory and healthcare finance to highlight how best practice leadership strategies can promote sustainable organizations in a dynamic healthcare environment. This course was previously NUR-560500.

NURS 6080 Advanced Pathophysiology, Health and Physical Assessment, and Pharmacology (3 Credits)

This course integrates principles of pathophysiology, health and physical assessment, and pharmacotherapeutics to improve health outcomes across the lifespan. Using a cultural and ethical framework, complex case studies will be analyzed. This course does not satisfy requirements for advanced practice registered nurses.

NURS 6998 Individualized Studies in Nursing (3 Credits)

Students have the opportunity to develop individualized studies with their mentor in Nursing (NURS). Please contact your mentor/advisor for more details.

NURS 7005 Nursing Education Capstone (3 Credits)

This course engages students in didactic and online activities as a culminating program requirement. Together these experiences provide a framework for examining the Nurse Educator role and responsibilities. The student will engage in a 45-hour practicum experience collaborating with nurse faculty in various aspects of the practice environment. Synthesis of curriculum, instructional, and evaluative theories and knowledge is emphasized through learning activities. Focus is placed in the application of teaching and nurse educator competencies. This course was previously NUR-560900.

NURS 7010 Nursing Administration Capstone (3 Credits)

The Nursing Administration Capstone course integrates program objectives, didactic online activities, and an administrative practicum experience as a culminating program requirement. The student will engage with a Nurse Administrator in a 45-hour practicum to explore leadership roles and to complete a meaningful capstone project. Synthesis of course objectives from previously completed coursework is expected, along with a focus on leadership in complex healthcare systems. This course was previously NUR-561000.

PAFF: Public Affairs (Undergraduate)

PAFF 1005 Introduction to Security Studies (4 Credits)
This course introduces students to the field of security studies, which encompassses a wide range of international issues, ideas and theories. #The primary focus of the course relates to larger developments of international security, especially since the end of the Cold War. Students will gain an understanding of the structures, systems, and interrelationships among nations, the development of the distinctive features of at least one international security organization, and the cultural differences between them. Finally, students will gain an appreciation of international sustainability and human security concepts. The course will serve as a foundation for more in-depth studies in the field and provide students with the skills to succeed in advanced level studies in the area.
Attributes: *World Hist & Glb Awnss Gen Ed, Liberal

PAFF 1998 Individualized Studies in Public Affairs (PAFF) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Public Affairs (PAFF). Please contact your mentor/advisor for more details.

PAFF 2005 Introduction to Homeland Security (4 Credits)
Homeland security in the United States became a national priority and a major concern of the American public following the events that transpired on September 11, 2001. #Since that time, significant resources have gone into the prevention of terrorist attacks and the preparation of the U.S. government for life in a vulnerable environment. #Substantial new laws were passed and new legislation continues to be proposed to combat threats and secure the country. #Today, with the rise of foreign and domestic violent extremists, as well as affiliated threats from lone wolf terrorists around the world, legislative and executive leaders are struggling to identify the best response, while courts sort out the legality of their efforts. But homeland security is about more than terrorism. In fact, the vast majority of our daily activities, from trade to travel, touch on homeland security in much more profound ways than terrorism has. In this course, we will focus on the foundations of both homeland security and terrorism in order to develop a more complete understanding of the importance of the changes that have taken place in the last decade. Emphasis will be placed on "friction points" in the homeland security enterprise, such as the tradeoff between security and liberty, border security and economic vitality, and surveillance and privacy, as well as the legal and policy changes that have been undertaken to effectuate new policies and practices of the Executive Branch to promote homeland security.
Attributes: Liberal

PAFF 2122 Introduction to Public Administration (4 Credits)
This course introduces students to the organization, management and influence of public bureaucracies at the federal, state and local levels of government. Topics to be covered include: values and ethics in public service, policy analysis and evaluation, organization theory, decision making, public personnel systems, public unionism and collective bargaining, leadership, communication, theories of budgeting, ecology of public administration and productivity in the public sector. This course was previously CHS-262164. Prerequisites: POLI 2100 or equivalent.
Attributes: Liberal

PAFF 2132 Introduction to Public Policy (4 Credits)
This study is designed to introduce students to substantive public policy issues that shape contemporary public sector debates and decision-making in the U.S. Grounded in multiple theoretical approaches and analytic models, the study develops students' potential to describe, formulate, implement and evaluate public policy. Further, the study will provide students with the opportunity to appreciate the complex organizational and institutional environments in which public policy operates via exploring several policy areas such as criminal justice, health and welfare, civil rights, and homeland security. This course was previously CHS-262204 Introduction to Public Policy.
Attributes: Liberal

PAFF 2998 Individualized Studies in Public Affairs (PAFF) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Public Affairs (PAFF). Please contact your mentor/advisor for more details.

PAFF 3003 Security Implications of Global Climate Change (4 Credits)
Global climate change has been identified as one of the biggest security threats of the 21st century that result in natural disasters, water scarcity, food insecurity, infrastructure risks, and changing migration patterns.
  These consequences have political and economic ramifications that threaten the security of individuals and nation states, and are rising to the top of government initiatives and concerns worldwide.   This course provides students with an opportunity to examine how the environment and its security is an important part of national and global security, and how global climate change is affecting the security of individuals, nation-states and, generally, the world.
Attributes: Liberal

PAFF 3005 Terrorism & Homeland Security (4 Credits)
This course examines the roles and responsibilities of law enforcement and other agencies in managing terrorism, disasters, and homeland security to ensure public safety. Students will have the opportunity to develop an understanding of the changing role of law enforcement in managing mass disasters and terrorism, the impact of disaster and terrorist events on human populations, the control of consequences and perspectives on homeland security. This course was previously CHS-264844 Terrorism and Homeland Security.
Attributes: Liberal

PAFF 3007 Conflict Analysis and Resolution (4 Credits)
This course examines theories of human behavior and social systems as they relate to conflict at the interpersonal, community, and international levels. The course provides a solid foundation of academic thinking about the role of conflict in violent and peaceful social change. At the end of the course, students should be able to think systematically and critically about conflict, and engage in practical application of conflict analysis techniques to a complex social conflict.
Attributes: Liberal

PAFF 3122 Ethics and the Public Sector (4 Credits)
This study is designed to explore Ethics as an applied discipline in public sector practice. The study will provide students with strategic decision-making frameworks for analyzing ethical dilemmas, as well as expose students to a conflict resolution approach to ethics which provides them with methods used to manage value conflicts and help people bridge differences. To this end, this study allows students the opportunity to study major ethical frameworks and relevant applications in the evaluation of competing options and optimal decision-making as experienced in public sector work.
Attributes: Liberal

PAFF 3127 Public Policy (4 Credits)
This study involves the analysis and evaluation of public policy in the United States. Topics include the nature of the cycle of policy creation, implementation and evaluation, the role of the legislative, executive, and judicial branches in the creation of policy, the nature of policy formation, the importance of legislative or judicial intent, the character of bureaucratic decision-making, problems of jurisdiction, questions of personnel development, issues of oversight, the role of policy consumers and advocates, the impact of lobbying and interest groups, the nature of policy evaluation, the importance of policy analysis. Prerequisites: Familiarity with Research Methods in the social sciences or history and/ or at least one introductory course in American Government.
Attributes: Liberal

PAFF 3137 Managing Municipal Government (4 Credits)
This study provides a descriptive analysis of how public administrators manage municipal government. Using examples from the United States, it explores six dimensions of public administration: legal aspects of public management, human resources management, budgeting and public finance, the political dimensions of intergovernmental relations, and ethical considerations. As well as theory, students integrate such practical issues as economic development, housing, culture and recreation, public safety, transportation and waste disposal.
Attributes: Liberal

PAFF 3996 Special Topics in PAFF (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

PAFF 3997 Special Topics in PAFF (2-8 Credits)

PAFF 3998 Individualized Studies in Public Affairs (PAFF) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Public Affairs (PAFF). Please contact your mentor/advisor for more details.

PAFF 4000 International Dimensions of Security (4 Credits)
This course provides students the opportunity to study the multidimensional nature of security from a global perspective. Human, environmental, national, transnational, and trans-cultural (ethnic, sectarian, and religious) aspects of security and how they impact each other throughout the world will be examined. Topics such as the role of the military; causes and consequences of national and transnational conflict; organized crime; human trafficking; diplomatic agreements; the influence of science and technology on climate, energy supplies, the production and access to food, and other threats to human security will be included. Organizing frameworks for this study might include a specific focus on justice as a prerequisite for security, international relations theory, and/or other approaches.
Attributes: Liberal

PAFF 4005 Counterterrorism in a Changing World (4 Credits)
This course focuses on international terrorism since 9/11/01 and explores the social, political, and economic origins and intentions of groups such as Al-Qaeda, its affiliates, and recent permutations. Case studies of key international terror attacks are presented to better understand capabilities, including signature complex, multi-level attacks, lone wolf attacks inspired by social media, and large-scale conflicts overseas. Students will explore U.S. counterterrorism efforts overseas, and counterterrorism collaboration with foreign governments and multinational organizations. Finally, students will evaluate the effectiveness of international counterterrorism strategies since 9/11 and recommend ways to address possible future scenarios. The course is designed as a capstone course; therefore, it is strongly suggested that students have completed one of the following: PAFF 2005 Intro to Homeland Security, SOCI 3065 Perspectives on Terrorism, PAFF 3005 Terrorism and Homeland Security, or have prior experience working in counterterrorism.
Attributes: Liberal

PAFF 4122 Public Budgeting and Finance (4 Credits)
This course examines the theory and practice of obtaining and allocating resources among competing priorities in the public sector, and the relationships among budgeting and other aspects of public finance such as accounting, auditing, management analysis, and program evaluation. This course was previously CHS-263524 Public Finance and Budgeting.
Attributes: Liberal

PAFF 4123 Senior Project Proposal (2 Credits)
The student will prepare a proposal for the senior project and engage in educational planning. The senior project facilitates the integration and reflection of knowledge acquired from university learning which is aimed at creating an original culminating work. Educational planning includes the preparation of a rationale essay articulating how the program of study for the bachelor's degree meets the student's educational and career goals. For the senior project proposal, the student will pose a question to be addressed under the guidance of the ESC mentor. The student and mentor will discuss the focus and design of the research question to be developed. The student will identify the appropriate resources needed to address the question and submit the proposal to the mentor. The thesis, based on the proposal submitted for this study, will be carried out the following semester. This course will be used as part of the Educational Planning credit. Prerequisites: As part of a capstone course, students should enroll in Senior Project Proposal during their final year of study. All lower level concentration courses should be complete, as well as at least two advanced level concentration courses or their equivalent.
Attributes: Liberal

PAFF 4127 Public Administration Capstone (4 Credits)
This course provides an integrated review of the core courses of a student's Public Affairs degree program. It is designed to allow the student to combine and apply fundamental principles learned in Ethics, Legal Environment, Public Finance, and key Public Administration functions such as Human Resources, Planning, Policy-making and Public Policy Analysis. Students will have the opportunity to apply supplemental skills and knowledge gained from studies in research methods, communication, information management and quantitative literacy in order to demonstrate professional competency in the field of Public Administration. This course should be taken in the student's last term of enrollment. The student must have attained learning in all of the Public Affairs program guidelines prior to taking this course. Students should possess an advanced competency in formal, college level analytical writing, be able to examine facts and problems, analyze issues, research remedies, apply theoretical concepts, examine alternatives, and formulate and communicate solutions.

PAFF 4132 Legal & Ethical Foundations of Public Service (4 Credits)
Public sector professionals face a host of challenging issues everyday as they seek to effectively deliver services amidst new and emerging trends in U.S. society. Despite the multi-layered demands placed on the public sector, questions of the legal responsibility of government and the values that anchor or define public administrators' duties persist. This study is designed to examine the underlying legal structure of the U.S. government and its ethical implications for public administration. #Accordingly, the study will consider the formation and implementation of public policy within the nation's constitutional framework and explore how legal and ethical issues have affected decision-making in the public sector.
Attributes: Liberal

PAFF 4150 Senior Project Thesis (3 Credits)
The student will complete the senior project thesis as planned in the proposal phase of this study. The project provides an opportunity to conduct an in-depth examination of a topic of interest related to the study program that emerged from the student's earlier course work, and in this regard will complete educational planning by focusing on the mastery of academic skills, college level writing and presentation, and independent research and critical thinking. The student will be expected to produce a major research paper that meets the standards established during the proposal stage and prepare the final drafts of the rationale essay. This course will be used as part of the Educational Planning credit.
Prerequisites: Successful completion of the Senior Project Proposal
Attributes: Liberal

PAFF 4998 Individualized Studies in Public Affairs (PAFF) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Public Affairs (PAFF). Please contact your mentor/advisor for more details.

PHIL: Philosophy (Undergraduate)

PHIL 1998 Individualized Studies in Philosophy (PHIL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Philosophy (PHIL). Please contact your mentor/advisor for more details.

PHIL 2005 Introduction to Philosophy (4 Credits)
Learn about some of (primarily Western) philosophy's major concepts, questions, and figures. Examples of such questions might include: Can we distinguish right from wrong? (How?) Does God exist? What is real? Should we consider scientific knowledge to be truth?
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

PHIL 2020 Introduction to Ethics (4 Credits)
Learn about some of the ways that ethicists reason about such topics as 'good and bad' or 'right and wrong' or 'morality' in a range of contexts. NOTE: Students should not take both the 4-credit and the 2-credit courses titled Introduction to Ethics as these overlap.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

PHIL 2996 Special Topics in Philosphy (4 Credits)
This is a course about special topics in philosophy.
Attributes: Liberal

PHIL 2998 Individualized Studies in Philosophy (PHIL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Philosophy (PHIL). Please contact your mentor/advisor for more details.

PHIL 3015 Thinking About Music (4 Credits)
What is music and why does it matter? How and why do different musics matter differently to different people, and powerfully so? How might our own experiences with listening to music or making music inform our understanding of music's relevance to and importance in human life and culture? In this course, students will read, think, and write about music in philosophical ways, with ample opportunity to shape questions, ideas, and arguments in relation to their own musical experiences, interests, and preferences.
Cross-listed with MUSC 3050.
Attributes: Humanities Gen Ed, *Humanities Gen Ed, Liberal

PHIL 3998 Individualized Studies in Philosophy (PHIL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Philosophy (PHIL). Please contact your mentor/advisor for more details.

PHIL 4998 Individualized Studies in Philosophy (PHIL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Philosophy (PHIL). Please contact your mentor/advisor for more details.

PHOT: Photography (Undergraduate)

PHOT 1005 Black Photographers 1840- Present: Intro (4 Credits)
This course examines the ways in which black photographers in various parts of the world use the medium as a way to represent themselves and others throughout the history of photography from the mid 1800's to the present. Students will explore major social and cultural issues that helped shape the perception of the black subject and how black photographers have worked to change perceptions of black subjects through their commercial and fine art photography.
Attributes: Humanities Gen Ed, Arts Gen Ed, *Humanities Gen Ed, *The Arts Gen Ed, Liberal

PHOT 1010 Documentary Photography: Introductory (4 Credits)
The purpose of this course is to examine the history and practice of documentary photography. Students will also learn technical skills for the camera and produce a body of images and text related to this genre. Throughout this course, students will explore and participate in the creative process of photography.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 1015 History of Photography: Introductory (4 Credits)
Students will learn about the history of photography through studying texts and research that covers diverse focal points of interest. Research will include relevant technological, economic, political, and artistic perspectives in relation to how photography documents culture and humanity. Students are encouraged to visit photographic exhibitions at museums and galleries, either virtually or in person.
Attributes: Humanities Gen Ed, Arts Gen Ed, *Humanities Gen Ed, *The Arts Gen Ed, Liberal

PHOT 1020 Issues in Contemporary Photography: Introductory (4 Credits)
What is a photograph? How does the subjective perspective of the photographer shape our perception of the subject of the photograph? This course will examine this question and others like it in the field of photography over the past several decades. Of particular focus will be the ways in which the human figure has been represented as both subject and object, and how this photographic representation can influence our perceptions of the human figure in a wider cultural context on various levels. NOTE: Students may take the introductory or advanced level version of this course but not both.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 1025 Photographic Narratives: Introductory (4 Credits)
How do we use the photographic process to tell stories about ourselves and others? What possibilities do these stories offer for understanding ourselves and others better? This course will guide the student through the creative process inherent in photography of creating a series of images that explore the narrative or documentary genre of photography. Students will explore through text and images, the ways in which photographic language ethically contributes to the shaping of our individual and collective identities as human beings. NOTE: Students can take either the introductory or advanced level of this course but not both.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 1030 Photography from Dusk to Dawn: Introductory (4 Credits)
The city at night can be energetic, threatening, peaceful or mysterious depending on the subjects the photographer chooses to portray. The student in this course will use New York City as a source of inspiration to make or examine images that explore the wonder and excitement of the nocturnal city. The student will explore the work of various photographers from George Brassai in 20th century Paris to Lynn Saville in 21st century New York City that examines the modern city at night through photography. Students will produce a body of photographs of their own that creatively explores this period of time from dusk to dawn. NOTE: Students may take either the introductory or advanced level of this course but not both.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 1040 Photography & The Environment: Introductory (4 Credits)
The ability of photography to document the human impact on the natural environment over the past several decades has created a vast body of images. These images have made us more aware of the danger that this human intrusion has created for future generations. The work of photographers and artists such as Edward Burtynsky, Vik Muniz, and others has shifted the dialogue from one of observation of the consequence of this human impact to a dialog about how damages to the environment can be corrected. NOTE: Students may take either the introductory or advanced level of this course but not both.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 1045 Street Photography: Composing the Urban Landscape: Introductory (4 Credits)
The purpose of this course is to examine the ways in which the urban landscape can influence the making of dynamic, creative photographic images. Students apply the principles, skills, and techniques learned to create a portfolio of images that are a reflection of this knowledge. NOTE: Students can take either the introductory or advanced level of this course but not both.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 1998 Individualized Studies in Photography (PHOT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Photography (PHOT). Please contact your mentor/advisor for more details.

PHOT 2005 Photography Project: Introductory (4 Credits)
Basic knowledge of camera operations and image processing is assumed. Students will propose a substantial, individualized photography project, which they will develop in collaboration with the mentor.
Attributes: Liberal

PHOT 2010 The Photographic Vision (4 Credits)
This course provides a comprehensive introduction to photography as art, craft, profession, and medium of communication. Students will learn the technical aspects of the camera and the communicative and artistic potential of the medium. We will discover how structure, form, composition and special effects contribute to a final work while compiling one's own portfolio of photographs. Students will also view and critique photographs to further develop technique and personal style. Additional topics covered in this course include the history of photography, various genres such as portraiture and photojournalism, and photography as art. Students will also study the works of accomplished professional photographers and explore the consistent elements present in successfully executed photographs. This course was previously ART-222024 The Photographic Vision.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 2015 Introduction to Digital Photography (4 Credits)
This introductory course is designed for students who want to learn how to use a digital camera to capture, edit, and manipulate photographic images. This plan will be implemented by reviewing principles of composition; discussing and practicing various styles of photography; learning to use appropriate digital photographic editing software; and, finally, how to prepare the final images for various means of display, from hard copy printing to digital display. This course is intended for the student who has working knowledge of the basics of either the Windows or Mac operating system and can learn digital editing software. Students must have a basic knowledge of traditional photography (or equivalent experience).
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 2998 Individualized Studies in Photography (PHOT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Photography (PHOT). Please contact your mentor/advisor for more details.

PHOT 3015 History of Photography: Advanced (4 Credits)
Students will learn about the history begin with a quick study of photography through studying texts a comprehensive text, followed by research and research that covers writing on diverse focal points of interest. Research will should include relevant technological, economic, political, and artistic perspectives in relation to how photography documents culture and humanity. perspectives. Students are encouraged to visit, when reasonably possible, photographic exhibitions at museums and galleries, either virtually or in person. galleries. This course was previously ART-223654 Photography: A History.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 3020 Issues in Contemporary Photography: Advanced (4 Credits)
What is a photograph? How does the subjective perspective of the photographer shape our perception of the subject of the photograph? This course will examine this question and others like it in the field of photography over the past several decades. Of particular focus will be the ways in which the human figure has been represented as both subject and object, and how this photographic representation can influence our perceptions of the human figure in the wider cultural context on various levels. NOTE: Students may take the introductory or advanced level version of this course but not both.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 3035 Photography Project: Advanced (4 Credits)
Basic knowledge of camera operations and image processing is assumed. Students will propose a substantial, individualized photography project, which they will develop in collaboration with the mentor.
Attributes: Liberal

PHOT 3055 Advanced Digital Photography (4 Credits)
Digital photography is a study that explores the image as a form of creative problem solving. Elements of basic composition, editorial images, and individualized points of views are among three of the core themes that will be explored during the course. Throughout the term college written critiques of the photographs will support analytical understandings of the visual objectives. As a final project, students create a portfolio that reflects new ways of seeing and interpreting the world around them, which holds the power to transform the everyday. Access to a digital camera and a computer are required for the course. A background in the visual arts is not essential. All photographs will be presented in black and white unless color is required in the assignment or justified by the photography.
Attributes: Liberal

PHOT 3998 Individualized Studies in Photography (PHOT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Photography (PHOT). Please contact your mentor/advisor for more details.

PHOT 4005 Advanced Photography Portfolio (4 Credits)
The purpose of this course is to assist the student in finishing a body of images already in progress by the beginning of the course or to begin a new one. Students will concentrate on developing their own personal artistic voice through the exploration of both text and images by others as well as their own. Prerequisites: Successful completion of introductory photography courses and/or equivalent knowledge and the ability to engage in advanced level photographic work.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 4010 Photography as Cultural History (4 Credits)
The purpose of this course is to provide students with an opportunity to advance their knowledge of the theory and history of documentary photography and photojournalism. Other elements of photography will also be studied, such as light and shadow, form-in-space, narrative content, framing and composition, depth-of-field, and the photographic image as a medium of expression.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

PHOT 4998 Individualized Studies in Photography (PHOT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Photography (PHOT). Please contact your mentor/advisor for more details.

PHYS: Physics (Undergraduate)

PHYS 1000 Conceptual Physics (4 Credits)
This course is designed for students without prior exposure to physics. Students will learn about the major themes of physics: mechanics, electricity, thermodynamics, and waves and sound. Emphasis will be on conceptual understanding of fundamental laws of physics, rather than algebraic manipulation of formulas. Students should be able to manipulate simple algebraic expressions. Prerequisites: College Mathematics (MATH 1000) or Algebra (MATH 1040) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

PHYS 1100 Introductory Astronomy (4 Credits)
Astronomy is perhaps the most observational of all the physical sciences. Astronomers rarely have the opportunity to directly manipulate the objects they study as they lie so far away from us. This course will introduce students to the universe and the principles used to understand the stars and planets. Course topics include: the history of astronomy, methods of observational astronomy, celestial geometry, age and origin of the Solar System, descriptions of the planets, and discussions of the possibility of life on other planets. Students will use and collect data to study the concepts and design their own final experiment. This course was previously SMT-271434 Introductory Astronomy. Prerequisites: Algebra (MATH 1040) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

PHYS 1200 Physics I with Lab (4 Credits)
Physics I with Lab is the first course of the two-term sequence in algebra-based physics. This course serves as an introduction to the basic principles of physics, primarily in the domain of mechanics, the study of the motion of objects. Themes to be explored will include: linear, two-dimensional, and rotational kinematics (motion); linear, two-dimensional, and rotational dynamics (force); models of energy and momentum; gravity; simple harmonic motion; waves and sound; fluids. Students will be performing hands-on experiments in course content areas. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This is an algebra-based physics course. Students taking this course should be comfortable solving algebraic equations. Students who need to strengthen their background in algebra should take Algebra (MATH 1040) before taking this course. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

PHYS 1201 Physics II with Lab (4 Credits)
Physics II with Lab is the second course of the two-term sequence in general algebra-based physics. This course serves as an introduction to the basic principles of physics, primarily in the domain of electromagnetism, the study of electrical and magnetic systems and phenomena. Additional topics in thermal physics and quantum physics will be explored. Themes to be explored will include: heat and temperature; phases and phase changes; laws of thermodynamics; electric charges, forces, and fields; electric potential; electric current and direct-current circuits; magnetism; electromagnetic waves; geometric optics; physical optics; quantum mechanics; atomic and nuclear physics. Students will be performing hands-on experiments in course content areas. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This is an algebra-based physics course. Students taking this course should be comfortable solving algebraic equations. Students who need to strengthen their background in algebra should take Algebra (MATH 1040) before taking this course. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Physics I with Lab (PHYS 1200) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

PHYS 1210 Physics I: Lecture (3 Credits)
Physics I is the first course of a two-term sequence in general Physics for science concentrations. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Students will explore mechanics, using an algebra-based framework, to study the motion of objects. Topics covered will include linear, two-dimensional, and rotational kinematics (motion); linear, two-dimensional, and rotational dynamics (force); models of energy and momentum; gravity; simple harmonic motion; waves and sound; fluids. Students will be performing hands-on experiments in course content areas. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This is an algebra-based physics course. Students taking this course should be comfortable solving algebraic equations. Students who need to strengthen their background in algebra should take Algebra (MATH 1040) before taking this course.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

PHYS 1211 Physics I: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Physics I course. Students will learn basic knowledge of the general principles of Physics through laboratory exercises. Students will practice laboratory techniques using laboratory equipment. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This is an algebra-based physics course. Students taking this course should be comfortable solving algebraic equations. Students who need to strengthen their background in algebra should take Algebra (MATH 1040) before taking this course. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Corequisites: Physics I (PHYS 1210) or equivalent.
Attributes: Liberal

PHYS 1212 Physics II: Lecture (3 Credits)
Physics II is the second course of a two-term sequence in general Physics for science concentrations. This three-credit course covers the lecture and not the laboratory component of the sequence, which is offered as a separate course. Students will explore electromagnetism, thermal physics, and quantum physics using an algebra-based framework. Topics covered will include heat and temperature; phases and phase changes; laws of thermodynamics; electric charges, forces, and fields; electric potential; electric current and direct-current circuits; magnetism; electromagnetic waves; geometric optics; physical optics; quantum physics; atomic and nuclear physics. This is an algebra-based physics course. Students taking this course should be comfortable solving algebraic equations. Students who need to strengthen their background in algebra should take Algebra (MATH 1040) before taking this course. Prerequisites: Physics I (PHYS 1210) or equivalent.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

PHYS 1213 Physics II: Laboratory (1 Credits)
This is a one-credit laboratory course that supports the Physics II course. Students will learn basic knowledge of the general principles of Physics through laboratory exercises. Students will practice laboratory techniques using laboratory equipment. This course uses a mandatory hands-on lab kit to provide students an authentic laboratory experience. The kit (in addition to the textbook) will add an additional cost to the Course Materials. See the Learning Contract/Syllabus for specific details. This is an algebra-based physics course. Students taking this course should be comfortable solving algebraic equations. Students who need to strengthen their background in algebra should take Algebra (MATH 1040) before taking this course. This course contains elements which rely on vision and motor skills to complete. If you have a visual or motor impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available. Prerequisites: Physics I (PHYS 1210) and Physics II (PHYS 1212) or equivalents. Corequisites: Physics II (PHYS 1212) or equivalent.
Attributes: Liberal

PHYS 1998 Individualized Studies in Physics (PHYS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Physics (PHYS). Registration for this class must be approved by the student's mentor.

PHYS 2998 Individualized Studies in Physics (PHYS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Physics (PHYS). Registration for this class must be approved by the student's mentor.

PHYS 3998 Individualized Studies in Physics (PHYS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Physics (PHYS). Registration for this class must be approved by the student's mentor.

PHYS 4998 Individualized Studies in Physics (PHYS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Physics (PHYS). Registration for this class must be approved by the student's mentor.

POLI: Political Science (Undergraduate)

POLI 1005 Introduction to Political Science (4 Credits)
Students will be introduced to the methods and basic principles of political science. This course will cover the major subfields of political science: national government, comparative politics, international relations, and political theory.
Attributes: *Social Sciences Gen Ed, Liberal

POLI 1996 Special Topics in POLI (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

POLI 1998 Individualized Studies in Political Science (POLI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Political Science (POLI). Please contact your mentor/advisor for more details.

POLI 2005 New York State & Local Government (4 Credits)
New York State and Local Government is an introductory level course that explores the political system of New York State and the diverse and complex relationships between the state government and the various municipalities. The course examines the extraordinary history of New York government and the interaction between the branches of government and the state agencies that deliver services and programs to citizens of the state. The course examines the policy process and the influence of federalism on state and local governments. This course was previously SOC-262224 New York State and Local Government.
Attributes: Liberal

POLI 2010 The U.S. Political System (4 Credits)
This course explores the principles, institutions and processes of U.S. government and politics and the methods political scientists use to study them. Topics, such as the following, will be addressed: the structure and operation of U.S. government and political systems; a recognition of the avenues available to individuals and groups for effective political involvement; an appreciation of the role of the media in influencing politics and public policy; detailed comprehension of key decision making and implementing political institutions with particular attention to the budgetary process. This course was previously POLI 3100/SOC-261204 The American Political System
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

POLI 2013 Race in United States Politics (4 Credits)
The student will examine the issue of race in contemporary US politics. Students will examine issues relating to white supremacy/white nationalism, immigration and demographic/cultural change, and how racial resentments connect to economic issues, among others. Students will explore how these issues affect electoral politics, campaigns, and how office-holders govern. We will learn how politicians and partisan media use these issues to move public opinion, and how mainstream media cover these issues. This course is cross listed with HIST 2013. Cross-listed with HIST 2013.
Attributes: Liberal

POLI 2100 Politics and Military Strategy#in Western Civilization (4 Credits)
This course will examine the evolution of politics and military strategy in the history of Western civilization by engaging with classic texts and contemporary political and strategic thinking. Students will be asked to study how politics and strategy intersect with other distinctive features of the history, institutions, economy, society, and culture of Western civilization. The course will relate the development of this particular Western intellectual tradition to other regions of the world.
Attributes: Western Civilization Gen Ed, Liberal

POLI 2998 Individualized Studies in Political Science (POLI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Political Science (POLI). Please contact your mentor/advisor for more details.

POLI 3005 America's Founding Ideas (4 Credits)
The founding of the United States of America is one of the defining events of world history, and the political ideas of the founding generation continue to be invoked all manner of political debate. But questions about the founding generation remain: How did the American founding generation understand terms like 'liberty', 'democracy', and 'freedom'? How did diverse individuals and communities interpret the ideas associated with the American founding? What were the intellectual and historical contexts that made the founding possible? Students in this course will read primary and secondary texts, and apply contemporary and historical evidence, to gain a fuller appreciation of the complexity of the founding period and U.S.'s founding ideas in order to better understand some of today's political contests, challenges, and ideas.
Attributes: American History Gen Ed, *US History & Civ Engmt Gen Ed, Liberal

POLI 3020 Comparative Politics (4 Credits)
Comparative Politics is the study of domestic political systems around the world. Specifically, students will consider various approaches to the comparative study of political systems, institutions, forms of government, ideologies and practices. Possible themes include: globalization, political economy, political violence, and the characteristics of developed and developing countries. Students will gain an understanding of global studies and be able to analyze and evaluate past, present and future geopolitical issues from a comparative perspective and their impact on wellbeing and sustainability. This course was previously SOC-263414 Comparative Politics.
Attributes: Social Science Gen Ed, *World Hist & Glb Awnss Gen Ed, Liberal

POLI 3030 Cultural Differences & Politics (4 Credits)
The course explores the concept of culture and cultural differences with a specific focus on how differences impact international relations. In this current period of globalization, it is more important than ever to be informed about international affairs and the impact of cultural differences as illustrated, for example, by the growing nationalistic fervor of mainland China. Prerequisites: Prerequisites: Intro to Sociology and/or Psychology, or Intro to Cultural Anthropology and, preferably an introductory course in international relations.
Attributes: Liberal

POLI 3040 Ethnic Conflict: The Balkans & Beyond (4 Credits)
The Balkans is a region where power has changed hands as rapidly as ethnic and national boundaries. This course examines the complexity of the regional and ethnic conflicts in the Balkans, especially since the collapse of the Soviet Union. It reviews major political events, international relations and foreign policies between Macedonia, Bulgaria, Greece, Turkey, Yugoslavia, and Albania. Comparing and contrasting ethnic conflict in the Balkans with similar conflicts in other regions, students will formulate practical insights about the diverse nature of ethnic conflict and the possibility of either defining universal approaches to manage them, or building a strong locally defined approach to ethnic conflict resolution. Finally, it examines questions related to nationalism and the impact of globalization. Prerequisites: Prerequisites: Intro to Sociology and/or Psychology, Intro to Macroeconomics, European History, and/or a course in US foreign relations.
Attributes: Liberal

POLI 3045 Foreign Policy Analysis (4 Credits)
The purpose of this course is to familiarize students with the processes of formulating foreign policy. This includes the main theoretical approaches that will shed some light on the most significant agents in the policy-making process. It addresses the subject from the perspective of levels of analysis and different approaches of studies that illustrate the differences of the behavior of states in an interactive international system. Prerequisites: Prerequisites: This course assumes grounding in relevant theories related to international relations.
Attributes: Liberal

POLI 3050 Human Rights & International Humanitarian Law (3 Credits)
The course provides a comprehensive understanding of international human rights and international humanitarian law and how both bodies of law complement each other. The course examines in great detail the various aspects and controversies in the human rights debate and considers the obstacles to the implementation of human rights as universal norms. It traces the evolution of international humanitarian law from the beginning of the 19th century to the present. Moreover, the course examines the concept of war and how it has changed since the end of World War II; the threat posed by terrorist and extremist groups; the difficulty of distinguishing civilians from combatants on the battlefields; and the role and contribution of the United Nations and its successes and failures in developing and enforcing human rights norms. The course ends by examining the role of international tribunals in enforcing international humanitarian law and its prosecution of individuals who violated the law. Prerequisites: Prerequisites: Ethics or U.S. History, familiarity with the United Nations.
Attributes: Liberal

POLI 3055 International Law (3,4 Credits)
The purpose of this course is to introduce students to the core themes of international law. It covers a wide array of topics: from diplomatic immunity to the United Nations charter provisions, and from the recognition of governments to international law as it applies to war crimes. After an introduction presenting the historical development of the theory and practice of international law, the course then examines the sources of international law such as treaties, customs, general principles, and judicial decisions. Moreover, the course examines various forms of jurisdiction as they relate to institutions under international law, including states and governments as they relate to international organizations, individuals, companies, and groups. Prerequisites: The course assumes prior coursework related to international relations.
Attributes: Liberal

POLI 3060 International Organizations (4 Credits)
This course examines international organizations, their origins, purpose, function, and their role in international politics. The course will examine the birth of major international organizations and institutions such as the League of Nations, the United Nations, the World Trade Organization, the World Bank, and the International Monetary Fund, among others. In addition, the course will examine the role of international organizations in conflict avoidance, containment, and resolution. Prerequisites: Previous studies including International Relations theory
Attributes: Liberal

POLI 3065 International Politics & Relations (4 Credits)
In this course students will learn about how nation states, international organizations, and non-state actors interact with one another through governance structures and other means. Students will be introduced to different theories of international relations, including, but not limited to realism, idealism, dependency, and interdependency theory. Particular attention will be given to international organizations and regimes that have emerged in the governmental and non-governmental arenas of international relations. Using the social science methods addressed in the course, each student will be able to develop a major research project based on international relations theories and his or her specific interests and goals. This course was previously SOC-264454 International Politics and Relations.
Attributes: Social Science Gen Ed, Liberal

POLI 3075 Modern Diplomacy (3 Credits)
This course focuses on the goals and practices of modern diplomacy beginning with French and Italian conventions that emerged during the Renaissance to the rise of the new diplomacy of the 20th century and the challenges it faces in the present era. In addition, students examine how politicians and diplomats use diplomacy to secure the interest of their states or groups they represent. Prerequisites: Prerequisites: The course assumes background in history and knowledge related to international relations.

POLI 3080 Modern Political Theory (4 Credits)
The course will examine some of the most important contributions to political theory in the history of Western Civilization with a focus on the modern period, roughly from 1500-1900 C.E.. Students will explore questions about the proper role of government, the nature of political and moral obligation, the role of economics in political life, and the importance of personal, political and religious liberty.
Attributes: Humanities Gen Ed, Western Civilization Gen Ed, *Humanities Gen Ed, Liberal

POLI 3085 Political Parties & Interest Groups (4 Credits)
This course examines in depth the ways citizens participate in setting the public policy agenda and influence policy making. Students will evaluate two dominant institutions through which American citizens communicate their political demands to policy makers: the political parties and interest groups. This includes the debate over the future of political parties and the mechanics of political party involvement in nominations, campaigns, campaign finance and the formation of public policy. They will also study interest groups and their activities and the growing influence of political action committees. This course was previously SOC-263214 Political Parties and Interest Groups.
Attributes: Liberal

POLI 3090 Post-Soviet Russia (4 Credits)
The course examines central trends in the domestic and foreign policy of the Russian Federation since the collapse of the USSR in 1991. The course explores the historical and philosophical legacies informing the foreign policy of the successive Yeltsin and Putin regimes as a basis for understanding the post-Soviet relationships with the West, including the United Sates and three other regions: The countries of the former Soviet Union, the Caspian Region and Central Asia, and East Asia. In this context, the course focuses on the critical analysis of Russia's contemporary international situation. Prerequisites: Prerequisites: US History II and courses in the social sciences.
Attributes: Liberal

POLI 3095 Power & the American Presidency (3 Credits)
This course provides students a comprehensive understanding of the nature of the American system of government, in particular the Office of President. Students examine how the President is elected and how she/he governs in a system of checks and balances provided by the co-equal branches of Congress and the Supreme Court. In this regard, the course examines how the domestic powers of the office are both defined and constrained, while the powers of the presidency in foreign affairs are less so. In addition, the American system of government is viewed in the larger context of the European parliamentary system. Prerequisites: U.S. History I or II, preferably the latter.
Attributes: Liberal

POLI 3105 The American Presidency (4 Credits)
This course will examine the office of the American presidency and the operation of the executive branch of the American federal government from a historical perspective. We will analyze the office of the presidency throughout the history of the Republic, identifying patterns of change as well as continuities in presidential power. We will consider the presidency's design in the Constitution and what factors have led to departures from that framework. This course was previously SOC-263314 The American Presidency.
Attributes: American History Gen Ed, Liberal

POLI 3110 The United States Congress (4 Credits)
As defined in Article I of the Constitution, the Congress occupies a central role in the U.S. federal governmental system. The legislative processes of the U.S. Congress, however, have evolved in form and complexity since the first Congress, 1789-1791. While taking account of historical developments that influenced the evolution of the Congress, current congressional organization will be the major focus of study, including committee structures, rules and informal practices, elections, and the role of lobbyists and interest groups. Checks and balances in relation to the two other branches of the national government will be highlighted, in addition to consideration of the impact of state governments and actors on the national legislative process. This course was previously SOC-263324 The United States Congress.
Attributes: Liberal

POLI 3115 The United States Constitution (4 Credits)
Students in this course will learn about the history, structure, interpretation, and evolution of the American Constitution. Substantial portions of the course will be dedicated to the issues of constitutional rights, constitutional interpretation, the interplay between the American constitutional system and the environment, and major judicial decisions about how, when, and where certain parts of the Constitution are applicable. This course was previously SOC-263344 The United States Constitution: A Survey.
Attributes: American History Gen Ed, Liberal

POLI 3130 Women & American Politics (4 Credits)
This course explores the participation and roles of women in U.S. politics as citizens, voters, activists, and office holders and the impacts of gender in U. S. politics. The historical roles of the suffrage and women's movements in shaping women's engagement in political activities and parties, as well as differences by race and class, will be emphasized. The impact of women officeholders on public policy, at both nationally and at the state level, will be discussed. Other topics may include gender and political behavior; the intersection of race, class and gender in women's political engagement and attitudes; media treatment of women candidates for office, and public attitudes toward women in office.
Attributes: Liberal

POLI 3135 US Foreign Policy and Foreign Relations Law (3 Credits)
The purpose of this course is to give students a comprehensive understanding of American foreign policy and foreign relations law. The course further looks at how the Constitution influences the foreign policy making process and how it limits the choices available to the President and Congress in asserting their authority in foreign affairs. Part I of the course examines the legal authority of the United States Government to conduct foreign affairs and whether the Constitution helps or hinders that authority. Secondly, the course examines how the Constitution allocates foreign affairs power to the President and to Congress and whether checks and balances operate in the same manner in foreign affairs as it does in domestic politics. Particular attention will be given to the rivalry between the Executive and Legislative Branches over which branch has prominence in foreign affairs, and attempt by Congress to assert greater oversight authority in foreign affairs than the President believes is constitutionally mandated. In addition, the course examines the judicial review role of the Federal Courts in overseeing how the President and Congress exercise their respective authority in foreign affairs. Finally, the course focuses on the relationship between the Constitution and International Law, and the limitations International Law imposes on the Federal Government's ability to conduct foreign affairs. The course will address such controversial issues as the President's authority to send American troops into combat without Congressional authorization; Executive Agreements; U.S. participation in multinational military operations; U.S. violation of International Law; Congressional authority to declare war in light of the ban on the use of force in Article 2 (4) of the United Nations Charter; and the President's obligation to disregard U.S. treaty obligations.
Attributes: Liberal

POLI 3996 Special Topics in POLI (3,4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

POLI 3997 Special Topics in POLI (2-8 Credits)

POLI 3998 Individualized Studies in Political Science (POLI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Political Science (POLI). Please contact your mentor/advisor for more details.

POLI 4005 European Integration (4 Credits)
This course focuses on theoretical approaches addressing various aspects of European integration as it relates to EU policies and politics. European integration theory is the field of systematic reflection on the process of political cooperation in Europe and the development of common political institutions. Challenges to integration such as the unanticipated fiscal consequences of the monetary union, the growing power of the European Central Bank, the Syrian refugee crisis, and the impact of 'Brexit' are viewed in the larger context of sustaining or reversing the momentum of European integration. Prerequisites: Economic Policies of the European Union and familiarity with the formation, function, and crises regarding the European Union.
Attributes: Liberal

POLI 4010 Global Perspectives on Political Theory (4 Credits)
In this course students will explore the history and controversies associated with the idea of human rights; different theories of cosmopolitanism (i.e. the idea that a common thread of humanity ought to influence how we think about politics in a globalized world); and a range of cultural perspectives on endearing political questions. This course was previously SOC-263444 Global Perspectives on Political Theory.
Attributes: Western Civilization Gen Ed, Liberal

POLI 4015 Race Law & Politics (4 Credits)
This course examines how race continues to influence law and politics in the U.S., despite claims of a 'post-racial' society. Through the study of such topics as the history of discrimination, policing, voting, and hate speech, students will investigate how legal and political institutions and rules have disparate impacts on different segments of American society - and how those impacts in turn inform and affect identity, law, and politics. This course will offer students the opportunity to analyze the interrelatedness of law, race, and society, and explore how the law is used as a tool for social change.
Attributes: Liberal

POLI 4998 Individualized Studies in Political Science (POLI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Political Science (POLI). Please contact your mentor/advisor for more details.

PSYC: Psychology (Undergraduate)

PSYC 1005 Introduction to Psychology (4 Credits)
The purpose of this course is to gain an overview and examine the various disciplines, core concepts, and theories of psychology. The course will examine the basic concepts of psychology as a social science. Students will examine the major ideas/theories/disciplines within psychology, such as research methods, sensation/perception, memory, theories of personality, psychological disorders, social psychology, and others. Throughout this course, an emphasis will be placed on developing an understanding of psychology as a science of human thought and behavior. This course was previously HDV-282164.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

PSYC 1050 General Psychology (3 Credits)
This course introduces students to psychological thinking, to scientific methodology and to some of the main areas/theories of psychology. It provides an overview of the evolution of psychology as a discipline and a range of applications of psychology. The course includes such topics as the history of psychology, the scientific approach to behavior, personality development and measurement, psychological disorders and treatment, and social influences on behavior. Students will learn how psychologists obtain their knowledge about human behavior and mental processes and on how this knowledge can be applied to everyday life. This is a classroom-based course currently only available to students in the College's European programs.
Attributes: Liberal

PSYC 1996 Special Topics in PSYC (2-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

PSYC 1998 Individualized Studies in Psychology (PSYC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Psychology (PSYC). Please contact your mentor/advisor for more details.

PSYC 2005 Brain & Behavior (4 Credits)
This course offers an introductory overview of the functioning of the nervous system and how that functioning relates to behavior and experience. Students will have an introduction to the structure and function of the neuron, the synapse, and the anatomy and organization of the nervous system. Additional topics may include how the brain is influenced by drugs and hormones; how it mediates sensation and perception; the brain's role in maintaining homeostasis; how the brain directs movement; and the brain's role in cognition and emotion. There will be a focus on the interplay of genetics, physiology, and the environment in influencing behavior and mental processes. Implications of the field for the understanding and treatment of neurological and mental disorders may also be explored. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

PSYC 2020 Abnormal Psychology: Introductory (4 Credits)
This course deals with emotional and mental disorders. It will cover the dynamics, etiology, prevention, and treatment of psychological disorders (such as mood disorders, anxiety disorders, personality disorders, psychotic disorders, and other abnormal personality patterns). Students will gain an understanding of major theories, concepts of psychopathology, and methods of diagnostic classification. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course.
Attributes: Liberal

PSYC 2025 Educational Psychology: Introductory (4 Credits)
The student will learn about principles in three areas related to education: growth and development; learning theories; and assessment/evaluation. Topics will include major theories of cognitive development, language development, and social/emotional development, including an emphasis on individual differences. Other major topics covered may include constructivist views of learning, issues of motivation, and various methods of assessment. Learning environments, including but not limited to schools, are discussed, with topics like classroom management, assessment of instructional objectives, and an overview of special populations included. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.
Attributes: Liberal

PSYC 2030 Social Psychology: Introductory (4 Credits)
This course includes a comprehensive overview of the research methods, concepts, and theories related to social psychology, the study of how individuals interact within their social environment. The purpose of this study is to gain an in-depth understanding of the various influences that people and social settings have upon the beliefs, attitudes, and behaviors of others. Significant social phenomena will be explored, along with major theoretical concepts and research within this field. Topics may include: conformity, obedience, collective/group behavior, media/persuasion, prejudice, and discrimination. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses. Before taking this course, students should have an understanding of the field of psychology as a science with specific methodologies.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

PSYC 2040 Theories of Personality: Introductory (4 Credits)
This course will examine the field's major theories (such as trait, biological, psychoanalytic, humanistic, cross-cultural, and cognitive learning) for understanding personality. Personality structure, development, and dynamics will be explored from multiple perspectives. The study will cover what makes people similar and different from each other and how and why people think, feel, and act the way they do. Please note: Students should not enroll in this course and the advanced level of the same course title as there is significant redundancy in the content of courses.
Attributes: Liberal

PSYC 2042 Psychology of Happiness (2 Credits)
Can you define happiness or the factors that make one happy? This course examines the concepts, research, and theories of happiness within the broad perspective of positive psychology. Positive psychology encompasses the study of positive experiences, positive character and positive relationships, and the practices that facilitate their development. Topics may include the history of positive psychology, the measurement, development and benefits of happiness, internal traits and external environments that influence happiness, and methods to increase happiness. Note: Students are advised against enrolling in this course and an advanced level Positive Psychology course (e.g., PSYC 4050) as there can be significant redundancy in the content of these courses.
Attributes: Liberal

PSYC 2045 Sports Psychology (4 Credits)
This course will examine major theories, concepts, and applications of sports psychology, as well as current research and studies of the principal topics within the field of sports psychology. Topics covered in this study may include: team dynamics, the use of imagery, anxiety and performance, children and sports, skills training, leadership, and burnout.
Attributes: Liberal

PSYC 2050 Stress & Coping (4 Credits)
This course covers the study of stress and its influence on health and well-being. Topics may include theories of stress; emotional, cognitive, and behavioral symptoms of stress; negative and positive stress; personal stressors; the influence of attitudes and beliefs on the experience of stress; personality and stress; specific types of stress, like job, family, and technology stress; and theory and research related to effectively coping with stress. Students will have an opportunity to consider personal stressors and coping, as well as how to assist others to better cope with stress.
Attributes: Liberal

PSYC 2998 Individualized Studies in Psychology (PSYC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Psychology (PSYC). Please contact your mentor/advisor for more details.

PSYC 3000 Careers in Psychology and Human Development (2 Credits)
Are you considering a professional career in psychology or human development? Perhaps you#know exactly what kind of job#you want to pursue but are unsure of options available to you, both in terms of career and graduate study.#This course is designed to help students gain a better understanding of the diverse career options and graduate study opportunities in psychology and human development.#The course will focus on both traditional and emerging career paths, equipping students with practical knowledge and skills necessary to make informed decisions about their current and future course of studies and occupational strategies in these areas. This course meets 2 advanced level educational planning credits.
Attributes: Liberal

PSYC 3005 Addiction (3-4 Credits)
This course provides an overview of addictions from an interdisciplinary perspective: what is addiction, what are risk and protective factors, addiction epidemiology and monitoring system, etc. Different chemical substances are examined from a clinical perspective, including a historical overview of the use of alcohol and drugs and their influence on society and the impact on counselors' strategies and methods. Attention is further paid to socio-cultural factors that contribute to drug use as well as current treatment perspectives. Prerequisites: Biology of the Brain or an equivalent.
Attributes: Liberal

PSYC 3010 Abnormal Psychology: Advanced (4 Credits)
This course deals with emotional and mental disorders. It will cover the dynamics, etiology, prevention, and treatment of psychological disorders (such as mood disorders, anxiety disorders, personality disorders, psychotic disorders, and other abnormal personality patterns). Students will gain an understanding of major theories, concepts of psychopathology, and methods of diagnostic classification. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This course was previously HDV-284074 Abnormal Psychology: Advanced.
Attributes: Liberal

PSYC 3015 Educational Psychology: Advanced (4 Credits)
The student will learn about principles in three areas related to education: growth and development; learning theories; and assessment/evaluation. Topics will include major theories of cognitive development, language development, and social/emotional development, including an emphasis on individual differences. Other major topics covered may include constructivist views of learning, issues of motivation, and various methods of assessment. Learning environments, including but not limited to schools, are discussed, with topics like classroom management, assessment of instructional objectives, and an overview of special populations included. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course.
Attributes: Liberal

PSYC 3020 Social Psychology: Advanced (4 Credits)
This course includes a comprehensive overview of the research methods, concepts, and theories related to social psychology, the study of how individuals interact within their social environment. The purpose of this study is to gain an in-depth understanding of the various influences that people and social settings have upon the beliefs, attitudes, and behaviors of others. Significant social phenomena will be explored, along with major theoretical concepts and research within this field. Topics might include conformity, obedience, collective/group behavior, media/persuasion, prejudice, and discrimination. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses. Before taking this course, students should have an understanding of the field of psychology as a science with specific methodologies; some basic knowledge of psychological theories/concepts/history.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

PSYC 3025 Advanced Studies in Abnormal Psychology (3 Credits)
This course offers a systematic scientific study of abnormal psychology. Students will learn key concepts and issues as well as recognized disorders in the field of abnormal psychology. We will review definitions of 'abnormality' and common classification systems, current theoretical research in abnormal psychology, and basic theories about the neurological process involved in some abnormal psychological conditions. We will also look at the historical impact of psychological research and theory on the understanding of the etiology and diagnosis of abnormal psychological states; the concept of 'mental illness' and will consider current approaches to treatment. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 3030 Theories of Personality: Advanced (4 Credits)
This course will examine the field's major theories (such as trait, biological, psychoanalytic, humanistic, cross-cultural, and cognitive learning) for understanding personality. Personality structure, development, and dynamics will be explored from multiple perspectives. The study will cover what makes people similar and different from each other and how and why people think, feel, and act the way they do. Please note: Students should not enroll in this course and the introductory level of the same course title as there is significant redundancy in the content of courses. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course.
Attributes: Liberal

PSYC 3035 Behavior Disorders in Children & Adolescents (4 Credits)
This course will focus on the development and behavioral problems of children and adolescents, as well as the clinical methods for assessing and treating these problems. Specifically, students will identify the etiology of various behavioral disorders and become familiar with the DSM-5 diagnostic criteria, assessment methods, and interventions. Students will also utilize diagnostic criteria to evaluate and analyze behavior and mental functioning. Topics covered in this course may include: mental retardation, pervasive developmental disorders, schizophrenia, attention-deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder, delinquency, substance abuse, anxiety and depression, disorders affecting physical functioning, and psychological aspects of medical problems and procedures. Prerequisites: Introduction to Psychology or equivalent. Abnormal Psychology is highly recommended.
Attributes: Liberal

PSYC 3040 Biological Psychology (3,4 Credits)
This course offers an in-depth overview of the functioning of the nervous system and how it mediates behavior and experience. In addition to structures and functions of the neuron, the synapse, and the anatomy and organization of the nervous system, topics may include how the brain is influenced by drugs and hormones; how it mediates sensation and perception; its role in maintaining homeostasis; how it directs movement; and its role in mediating cognition and emotion. These functions may be analyzed from evolutionary, genetic, and developmental perspectives, with the aim of understanding the complex interplay of genetics, physiology, and the environment in influencing behavior and mental processes. Implications of the field for the understanding and treatment of neurological and mental disorders will also be explored. While it is not required, it might be helpful if students have taken Introduction to Psychology, Human Development, or an equivalent course. Some background in human biology and/or anatomy and physiology might also be helpful. This course was previously HDV-283474.
Attributes: Natural Science Gen Ed, *Natural Science Gen Ed, Liberal

PSYC 3045 Cognitive Psychology (4 Credits)
This course is an in-depth exploration of human cognition and relies heavily on experimental research designed to test models and theories of cognitive processes. It will explore both behavioral and neuropsychological approaches to data and theory. Topics may include attention, perception, multiple memory systems, encoding and retrieval processes, and the roles of knowledge, language, emotion, and reasoning. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This course was previously HDV-283514 . This course contains elements which rely on vision to complete. If you have a visual impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

PSYC 3050 Counseling Theories (4 Credits)
This course is designed to build on the student's knowledge of psychology and provide an overview of the various schools of thought, mainstream theories, and approaches to counseling, such as psychoanalytic, existential, humanistic, person-centered, gestalt, reality, behavior, cognitive/behavior, feminist, and family systems. The course is a practical introduction to the fundamentals of counseling, such as how different theories propose to help people change, the characteristics of the role of the counselor, and the development of the client-counselor relationship. The course also emphasizes the importance of in-depth awareness about the counselor's personal attitudes, values, and ethics, as well as the importance of being knowledgeable about cultural differences and issues. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This course was previously HDV-284044.
Attributes: Liberal

PSYC 3055 Cultural Psychology (4 Credits)
Cultural psychology is the comparative study of cultural effects on human psychology. It examines psychological diversity and the links between cultural norms and behavior. It will examine the ways in which particular human activities are influenced by social and cultural forces. Students can expect to develop a broader, global perception of contemporary psychology. Activities are intended to explain current psychological knowledge and its applications from a cross-cultural perspective. Additionally, this course will assist in developing a useful set of critical-thinking tools with which to analyze and evaluate psychology from various cultural perspectives. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This course was previously HDV-283544.
Attributes: Other World Civilization Gn Ed, *World Hist & Glb Awnss Gen Ed, Liberal

PSYC 3065 Ethical Issues in Psychology (4 Credits)
This course will explore to the role of ethics in psychological practice and psychological science. Students will learn to integrate ethical principles with their own morals and values in hypothetical professional situations. There will be a focus on ethical decision making in the domains of clinical practice, teaching, and research. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 3070 Evolutionary Psychology (4 Credits)
This course covers major concepts in the area of evolutionary psychology, such as the idea of psychological adaptation to social conditions that favored individuals for inclusion in the next generation of the species, as well as the distinct shaping of social behaviors that favored survival both of the individual and of the species. Topics may include the scientific movements that led to evolutionary psychology, including those leading up to the work of Charles Darwin and those developed after the work of Darwin. This course was previously HDV-283454.
Attributes: Liberal

PSYC 3075 Experimental Psychology (4 Credits)
In this course, students will gain knowledge about and hands-on practice of experimental research methods in psychology. Students will learn how to identify key pieces of experiments and how to properly plan out experiments to align with previous research and theory. Focus of study will be on the basic building blocks of psychological processes. Topics covered in this study may include research methods, hypothesis testing, cognition, sensation, attention, perception, memory encoding and retrieval, personality, and attitude formation. Relevant ethical and diversity issues will also be examined throughout the course. While it is not required, it might be helpful if students have taken Introduction to Psychology and a course examining Research Methods. This course was previously HDV-283354 . This course contains elements which rely on vision to complete. If you have a visual impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

PSYC 3080 Stereotyping, Prejudice, and Discrimination (4 Credits)
This course examines traditional and contemporary forms of prejudice and discrimination, as well as the psychological basis and impact of stereotyping. This includes an investigation of the methodology, theoretical perspectives, empirical findings, and applications of psychological research on social categorization, prejudice, discrimination, and intergroup relations across several different target groups. Topics will include, but are not limited to, the automaticity of stereotypes, old fashioned and contemporary forms of prejudice, theoretical approaches to intergroup relations, the psychological origins and consequences of prejudice and discrimination, and interventions for reducing bias and improving intergroup relations. The role of stereotyping, prejudice, and discrimination in creating social inequality and injustice and maintaining group differences will also be considered.
Attributes: Liberal

PSYC 3085 Group Dynamics (4 Credits)
This course is designed to help students gain an understanding of concepts and principles and the various practice considerations, approaches, and processes relevant to individuals' behavior in groups. Specific topics may include: group dynamics research and theory, including group-as-a-whole theory; the variables and stages related to group formation and development; the characteristics of group composition and structure; group leadership styles and patterns; different types of groups; issues related to group influence, power, performance, and decision-making; the influence of the physical environment on group behavior; effective versus ineffective group communication and interactional patterns; the effects of large groups on collective behavior; and the effect of culture on groups and individuals within groups. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 3090 Health Psychology (4 Credits)
This course focuses on the various ways that psychology (the study of human behavior) influences and interacts with various health outcomes. Topics may include factors that influence seeking health care; adherence to medical advice; the experience of stress; the experience of pain; coping with stress and pain; behavior and chronic disease; preventing injuries; addictive behaviors and health; and issues related to weight control and exercise. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This course is part of the BS in Public Health program. This course was previously HDV-284174 .
Attributes: Liberal

PSYC 3095 History & Systems of Psychology (4 Credits)
This course explores major developments and ideas in the history of psychology as an academic discipline. It addresses such topics as the history of ideas about the mind, key historical events that shaped the field, when and how psychology became a science, and the life histories of prominent psychologists. Although psychology really only became an independent discipline in the late 1800s and early 1900s, its history goes back much further than that, and this study will explore the origins of psychological thought and inquiry.
Attributes: Western Civilization Gen Ed, Liberal

PSYC 3100 Learning & Memory (4 Credits)
This course will examine major theories of conditioning, learning, and memory (such as behaviorism, cognitivism, and social learning), explore our current understanding of biological mechanisms of learning and memory, and consider applications of multiple theoretical perspectives in diverse fields such as behavior therapy, education, counseling, and law. The study will also examine cultural and age-related differences in memory and learning. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This course was previously HDV-283654 Learning and Memory.
Attributes: *Social Sciences Gen Ed, Liberal

PSYC 3105 Principles of Testing & Measurement (4 Credits)
This course focuses on the basic principles, theories, issues, and practices in the field of psychological testing and assessment, a field that separates psychology from other mental health professions. While other professionals might use screening tools, risk assessments, and some types of measurements, only psychologists use tests to assess intelligence, personality, and other psychological constructs. This course will introduce how psychologists measure psychological constructs (like intelligence, emotions, and personality), as well as introduce students to common testing instruments that have been developed for the purpose of evaluating individuals. While it is not required, it might be helpful if students have taken Introduction to Psychology, Abnormal Psychology, Theories of Personality, or an equivalent course. This course was previously HDV-283404 Principles of Testing and Measurement.
Attributes: Liberal

PSYC 3110 Psychological Measurements (3 Credits)
This course provides an introduction to the use and limitations of psychological assessment techniques and measurement instruments for assessing ability, aptitude, achievement, intelligence, personality, and abnormalities. The course will cover the basic principles of measurement theory, including validity and reliability, on testing and measurement of psychological constructs, techniques for administration, and interpretation of results. Trends and problems associated with the interpretation and use of results for decision-making will be considered together with ethical and legal issues. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 3115 Psychology of Aging (4 Credits)
In this course, students will learn about the interplay between physical and physiological changes, cognitive changes, behavioral changes, societal expectations, and their psychological impacts on aging adults. Current research, theory, and case examples will present perspectives on the experience of older adults. Topics may include challenges often faced by older adults, how older adults are portrayed in literature and the media, milestones and developmental markers strived for in aging, cultural perspectives on the psychology of aging, and perspectives on positive aging. While it is not required, it might be helpful if students have taken Introduction to Psychology, Human Development, or an equivalent course. This course was previously HDV-284224 .
Attributes: Liberal

PSYC 3120 Psychology of Diversity (3 Credits)
This course introduces students to theoretical, philosophical, and experiential frameworks for thinking about diversity in our communities and society as they relate to social justice. It includes an examination of the experiences of diverse groups, especially traditionally oppressed groups and individuals. This course is designed to engage students in a process of introspection and self-examination about issues such as racism, sexism, classism, and homophobia. Emphasis will be placed on challenging our own world view and the way it fits into institutional oppression. We will also discuss and research theories that explain why such inequalities are perpetuated as well as possible solutions to inequality. Prerequisites: Introduction to Psychology of equivalent.
Attributes: Liberal

PSYC 3122 Psychology of Creativity (4 Credits)
Creativity and innovation are complex psychological processes that play an important role in various academic fields and human activities. Creativity can be considered in terms of various psychological concepts such as personality, cognition, learning, and biological processes. We also know that creativity can be developed and is not fixed. This course will look at the research on various methods of developing creativity in terms of how creativity works, what products are considered creative, what it means to be a creative person, and what social contexts support creativity.
Attributes: Liberal

PSYC 3125 Psychology of Gender (3 Credits)
Gender generally refers to the social, emotional, cognitive, and behavioral expressions of being male or female. Students will examine the concept of gender and its psychological manifestations. Students will use theory and research to apply gender concepts to an understanding of the behavior and attitudes of self and others. Prerequisites: Introduction to Psychology and Biology of the Brain or their equivalent. This is a classroom-based course currently only available to students in Prague.
Attributes: Liberal

PSYC 3127 Psychology of Love (4 Credits)
This course focuses on the psychological aspects of love and the various ways it is demonstrated in human behavior including romantic love, as well as various nonromantic types such as love of family, friends, animals, country, etc. Research on love will be considered in terms of both biological as well as psychological factors. How various types of love develop, how love is experienced, how it is expressed, cultural and social factors that influence love, as well as how it can be lost will all be considered.
Attributes: Liberal

PSYC 3130 The Impact of Culture on Psychological Processes (3 Credits)
This advanced level liberal arts course in psychology introduces students to some of the core research and theory in cultural and cross-cultural psychology, including an examination of important ways in which perception, emotion, judgment, morality, etc. depends on culture. It explores some of the controversy and debate as to the extent to which psychology is inherently cultural or to which studying cultural differences is necessary to understanding psychological processes. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 3132 Investigative Psychology: Offender Profiling & Criminal Psychogeography (3,4 Credits)
This course examines "investigative psychology", a branch of the discipline which concerns itself with criminal action and attendant psychological processes/behavioral actions which are said to occasion or accompany such action. It has a much narrower focus than forensic psychology, being largely focused on criminal activity and police investigation, and primarily originated from the work of Professor David Canter who was invited to aid an investigation into a serial rapist in the UK. From its very outset, it was very much focused on its practical application. The entire idea of criminal profiling remains controversial. It is still far from clear whether it is a task which can be accomplished. It is often portrayed in the media as an art or an intuitive skill set. Allied of course, to a "knowledge" of the elusive psychopathology of the unknown criminal via psychodiagnostic assessment, psychobiographies and evidence from previous cases, finally contributing to the "profile". Or, as some have objected, the "guess". Nevertheless, offender profiling has been extended far beyond its original remit of serious crime and its original classificatory system of organized/disorganized crime. In addition, it does seem able, to some extent, to offer some insight into the mode and manner in which criminals interact with, and within, their physical environment, predicting home locations of serial offenders.
Attributes: Liberal

PSYC 3135 The Use of Experimental Methods in Psychology (3 Credits)
This course surveys experimental psychology in its approach to psychological phenomena, methodological process of building research projects, practical steps during research, and the advantages of triangulation of different research methods. Students examine the major fields of psychology from a research perspective, both to illuminate the experimental methods used to examine psychological phenomena and to explore the variety of approaches currently employed. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 3140 Theories of Personality: Advanced (3 Credits)
This course provides a systematic study of clinical practice of personality styles and the principal theories, with particular emphasis on recent trends, research methodology, and personality measurement. This course examines the major personality styles and personality development, beginning with the specific personality styles, and then continuing with theories examining biological factors and the influence of learning. Theoretical perspectives will be explored with an eye towards their practical and clinical usefulness in explaining behavior, and in facilitating therapeutic solutions. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This is a classroom-based course currently only available to students in Prague.
Attributes: Liberal

PSYC 3145 Trauma & Stressor-Related Disorders (3,4 Credits)
This course focuses on building an understanding of the theory, research, and clinical information related to Trauma and Stressor-Related Disorders, with an emphasis on Post-Traumatic Stress Disorder (PTSD). Topics may include etiology, assessment, diagnosis, treatment, and challenges related to traumatic disorders; the nature of trauma and stressor-related disorders and how they present; research on these disorders and their treatment; history of how these disorders came to be understood; the means and methods of screening, assessment/evaluation, and treatment; and future directions in the field. This course was previously HDV-284344 Trauma and Stressor-Related Disorders.
Attributes: Liberal

PSYC 3996 Special Topics in PSYC (2-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

PSYC 3998 Individualized Studies in Psychology (PSYC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Psychology (PSYC). Please contact your mentor/advisor for more details.

PSYC 4010 Applied Social Psychology (4 Credits)
This study is intended to build upon knowledge already gained in a foundational course in Social Psychology by combining the science and theory of social psychology with the practical application of solving problems in the real world. Emphasis will be placed on applications in areas that may include: prejudice and intergroup relations, education, self-esteem, behavior modification, consumer behavior, and industrial/organizational psychology. Prerequisites: Social Psychology or equivalent.
Attributes: Liberal

PSYC 4015 Counseling Theories (3 Credits)
This advanced, liberal arts study introduces the student to the most influential theories and practices of counseling and psychotherapy, looking at their historical evolution, their current role, and their practical application in applied contexts. Prerequisites: This course should be taken during the student's final year of study and after completing most of the concentration courses.
Attributes: Liberal

PSYC 4020 Ecopsychology (4 Credits)
Ecopsychology is the study of how people think and feel about nature, including both healthy and unhealthy relationships, attitudes, and behaviors toward the natural world, as well as the effect that nature has on people. This course investigates whether humans have an innate connection with nature and how the disruption of this connection can impact health and well-being. Topics may include: issues related to spirituality, as they relate to humans' place in the natural world; the role of culture and humans' relationship with nature; whether humans are truly separate from or part of the natural world; and methods for improving humans' relationship with nature.
Attributes: Liberal

PSYC 4025 Human Sexuality (4 Credits)
This course focuses on human sexuality. Topics may include: the anatomy and physiology of the male and female body, including how hormones influence psychology and behavior; typical and atypical gender roles; romantic love; sexual behaviors, both typical and atypical; and communication issues related to the topic of sex. Sexually transmitted diseases and infections, as well as sexual abuse, may also be covered. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This course was previously HDV-283334 .
Attributes: Liberal

PSYC 4030 Media Psychology (4 Credits)
This course engages a comprehensive look at the foundations, history, methodology, and contemporary issues facing the field of media psychology. Topics may include violence and sexuality, ethnic portrayals, and persuasion, as well as current research on the areas of parasocial theory, social media, and the effects of media on development. Differing uses and effects throughout the lifespan are discussed with a recognition that media plays a different role in childhood, adolescence, adulthood, and for the aging adult. An emphasis in media across cultures is included. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 4035 Multicultural Counseling (4 Credits)
This course focuses on the multiple dimensions related to competent multicultural counseling. Major racial groups are studied, along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, race, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within-group as well as between-group cultural differences are examined. Theories of multicultural counseling, such as identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community), are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 4040 Narrative Counseling (4 Credits)
This course will encompass an overview of historical, philosophical, and ideological aspects of narrative and social constructionist perspectives, with a focus on counseling practices. Topics may include: locating problems in their sociocultural context, opening space for alternative stories, developing stories, questioning, reflecting, thickening plots, spreading the news, and issues of ethics in the therapeutic relationship. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 4045 Narrative Psychology (4 Credits)
This course will explore the concept of 'self as story' by examining the perspectives of several narrative theorists. Narrative psychology is an interdisciplinary perspective concerned with the process of meaning-making; it is a way of viewing self and self-in-the-world, a framework for conceptualizing personality and human nature and lived experience. Topics may include: the meaning of stories in a life; becoming a 'mythmaker;' agentic and communal 'imagoes' (or personal archetypes); the development of a narrative sense of self; exploring your myth, as well as life stories; the autobiographical self ('storying' life and identity); reading lives like a text; the need for narrative development, stories, and memory; the quest for meaning; and transforming and transcending our life stories. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 4050 Positive Psychology (4 Credits)
This course will cover the study of psychology from a positive perspective. Topics may include positive emotional and cognitive states and processes; prosocial behavior and altruism; understanding and changing human behavior from a positive perspective; positive environments; and the future of the field of psychology from a positive psychological perspective. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 4055 Psychology of Men: Theoretical & Clinical Approaches (4 Credits)
This course will focus on psychological issues related to men and boys. Issues related to men may include: depression, substance abuse, and trauma; specific contexts of men, such as colleges, the military, and even school age boys; various forms of masculinity; how gender-role strain, masculine ideologies, roles, identities, and sexual orientation affect men; and current approaches to working with men in the therapeutic setting, including various modalities that include new psychoanalytic models, as well as cognitive, interpersonal, integrative, group, and family therapies, and their effectiveness for boys and men. How socialization of men and boys affects the therapeutic process may also be discussed. Additionally, cross-cultural considerations with men, such as African American, Latino, Gay, Bisexual, and Transgender, Asian American, and religious populations, can provide a diverse approach to possible therapies. Prerequisites: Introduction to Psychology or equivalent.
Attributes: Liberal

PSYC 4060 Sensation & Perception (4 Credits)
This course will examine the concepts, theories, and methods employed to study sensation and perception from a scientific perspective. Topics will range from reception of various physical stimuli and transduction and transmission of signals within the nervous system, to coding, interpretation, and representation in the brain. These approaches will be applied to the major sensory systems. Additional themes that may be explored include development and change over the lifespan, perceptual constancies, perceptual illusions, attention, and spatial perception. While it is not required, it might be helpful if students have taken Introduction to Psychology or an equivalent course. This course was previously HDV-284364 Sensation and Perception. This course contains elements which rely on vision to complete. If you have a visual impairment and are considering registering for this course, it is recommended that you reach out to Accessibility Resources and Services (Disability.Services@sunyempire.edu) in advance of registration to determine if this course is appropriate and what alternatives may be available.
Attributes: Liberal

PSYC 4070 Research Methods in Psychology (3-4 Credits)
This is an advanced study building upon a previous course in experimental psychology. Students will use their previous learning in experimental psychology, the methodological process of building research projects and practical steps during research, to generate their own experimental research design and to critique experimental research. Prerequisites: A previous course in Experimental Psychology or equivalent.
Attributes: Liberal

PSYC 4075 Topics in Developmental Psychology (3 Credits)
The course explores a selection of the most influential theoretical approaches within Developmental Psychology. The student is expected to compare and contrast theories of development, consider their applications, and develop a critical approach. Prerequisites: Introduction to Psychology and Biology of the Brain or their equivalent.
Attributes: Liberal

PSYC 4080 Forensic Psychology (4 Credits)
This advanced course will provide students with a theoretical overview for understanding the specific principles important to the field of forensic psychology. Topics may include: the role of psychology in civil and criminal law; the forensic ethics code and its implications; forensic assessment strategies; the insanity defense; and "expert" court testimony by psychologists. Students will explore the role of forensic psychologists and the clinical and legal issues they face. This course was previously HDV-284164.
Attributes: Liberal

PSYC 4090 Research Practicum in Psychology and Human Development (2-8 Credits)
Under the supervision of a faculty member, students gain practical hands-on experience participating in various research activities pertaining to the collection, analysis, and dissemination of data. Course may be repeated for credit. Before taking this course, students are required to have approval of appropriate PSYC/HUDV faculty member, and have completed at least one prior course in research methodologies, such as SOSC 3025: Social Science Research Methods, HUDV 3085: Research Methods for Lifespan Development, or an equivalent course. This research opportunity meets the SUNY Applied Learning Initiative expectations. This course is cross-listed as HUDV 4090. Prerequisites: SOSC 3025: Social Science Research Methods, HUDV 3085: Research Methods for Lifespan Development, or an equivalent course.
Attributes: Liberal

PSYC 4122 Moral Psychology (4 Credits)
This course will cover the field of moral psychology by examining findings related to how emotions, personality, moral intuition, as well as the possibility of innate moral understandings contribute to thinking and behavior. The course will cover the major theories of moral development including Freud, Piaget, and Kohlberg, among others. Various perspectives on moral development will be explored including cognitive development theories, neuroscience approaches, as well as evolutionary perspectives. Applications will focus on the role of empathy and its development, as well as the role of morals in talk therapy and character education.
Attributes: Liberal

PSYC 4123 Senior Project Proposal (2 Credits)
The student will prepare a proposal for the senior project and engage in educational planning. The senior project facilitates the integration and reflection of knowledge acquired from university learning which is aimed at creating an original culminating work. Educational planning includes the preparation of a rationale essay articulating how the program of study for the bachelor's degree meets the student's educational and career goals. For the senior project proposal, the student will pose a question to be addressed under the guidance of the ESC mentor. The student and mentor will discuss the focus and design of the research question to be developed. The student will identify the appropriate resources needed to address the question and submit the proposal to the mentor. The thesis, based on the proposal submitted for this study, will be carried out the following semester. This course will be used as part of the Educational Planning credit. Prerequisites: As part of a capstone course, students should enroll in Senior Project Proposal during their final year of study. All lower level concentration courses should be complete, as well as at least two advanced level concentration courses or their equivalent.
Attributes: Liberal

PSYC 4150 Senior Project Thesis (3 Credits)
The student will complete the senior project thesis as planned in the proposal phase of this study. The project provides an opportunity to conduct an in-depth examination of a topic of interest related to the study program that emerged from the student's earlier course work, and in this regard will complete educational planning by focusing on the mastery of academic skills, college level writing and presentation, and independent research and critical thinking. The student will be expected to produce a major research paper that meets the standards established during the proposal stage and prepare the final drafts of the rationale essay. This course will be used as part of the Educational Planning credit. Prerequisites: Successful completion of the Senior Project Proposal.
Attributes: Liberal

PSYC 4996 Special Topics in Psych (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

PSYC 4998 Individualized Studies in Psychology (PSYC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Psychology (PSYC). Please contact your mentor/advisor for more details.

RELI: Religion (Undergraduate)

RELI 2025 Introduction to Religious Studies (4 Credits)
Learn about a variety of religious texts and practices from a 'religious studies' perspective. For example, consider ways in which religious behaviors and traditions create a world; examine religious traditions and how they account human experience and how life should be lived; looks at how people go about being 'religious.' This course was previously CUL-222034 Introduction to Religious Studies.
Attributes: Liberal

RELI 3998 Individualized Studies in RELI (2-8 Credits)

RELI 4005 Comparative Religious Ethics (4 Credits)
In this study, we will examine the core ethical/moral teachings and principles of the following religions: Hinduism, Buddhism, Christianity, Judaism, and Islam. The relationship between these traditions and the issues of war and violence will be explored. Methods of ethical reasoning and critical thinking will be applied to the ethical dilemmas that arise across the narrative history of these traditions as students develop a mature understanding in the field of comparative religious ethics.

RELI 4010 Religious Thought in World Perspective (4 Credits)
Learn about a variety of religious traditions, customs, scriptures, liturgies in order to better understand how religious thought and practice has shaped the landscape of human culture in various civilizations. This course was previously CUL-224034 Religious Thought in World Perspective
Attributes: Liberal

RELI 4998 Individualized Studies in RELI (2-8 Credits)

RESP: Respiratory Care

RESP 4010 Disease Management, Patient Education, and Health Promotion (4 Credits)
This course will explore the role of a Respiratory Therapist as a Case Manager, Patient Care Transition Coordinator or Patient Navigator. Through an in depth look at chronic respiratory diseases with review of clinical considerations, epidemiology and therapeutic treatment plans, students will discover how the Health Professional can help the patient in the continuum of care from the hospital to home with continued support processes in the home setting. Strategies to develop patient knowledge of assessing changing conditions in their disease status and promote improved health behavior, improved disease perception and self-management skills will be presented. Students will explore methods to improve patients' quality of life, improve control of symptoms, implement early interventions to improve overall management of their disease, reduce exacerbation of their disease and hospital admissions.

RESP 4030 Advanced Cardiopulmonary Diagnostics, Rehabilitation & Sleep Medicine (4 Credits)
This course provides an overview of the pulmonary diagnostic techniques in current practice with the associated pathophysiology for the respective diagnostic procedures to identify and recommend a course of care progression based upon the associated ailments. The course will explore the various cases and clinical presentations with the available research and disease management strategies. Students will be presented with the information for the tools to diagnose disorders through pulmonary function testing polysomnography, and the rehabilitation of the cardiopulmonary patient to provide optimal outcomes.

RESP 4035 Advanced Neonatal and Pediatric Respiratory Care (4 Credits)
This course provides students with advanced concepts of newborn and pediatric respiratory diseases, including assessment, monitoring, and clinical interventions. The latest advances in respiratory newborn and pediatric care research will be reviewed and evidence-based best practices will be applied to patient care scenarios. Advanced procedures and troubleshooting systems applicable to respiratory care will be presented.

RESP 4080 Advanced Respiratory Critical Care and Interventions (4 Credits)
This course will study the interpretation of critical care diagnostic testing and anticipate care based upon the results. The latest advances in respiratory critical care research will be reviewed and best practices for evidence-based interventions will be applied to patient care scenarios. Advanced procedures and troubleshooting systems applicable to respiratory care will be reviewed. Prior to taking this course, students should have an Associate's degree in Respiratory Care with the NBRC RRT credential OR CCRN credential.

RUSN: Russian (Undergraduate)

RUSN 1998 Individualized Studies in Russian (RUSN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Russian (RUSN). Please contact your mentor/advisor for more details.

RUSN 2998 Individualized Studies in Russian (RUSN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Russian (RUSN). Please contact your mentor/advisor for more details.

RUSN 3998 Individualized Studies in Russian (RUSN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Russian (RUSN). Please contact your mentor/advisor for more details.

RUSN 4005 Leo Tolstoy's Later Works (4 Credits)
This course will focus on Tolstoy's famous later works ('The Death of Ivan Ilych,' The Kreutzer Sonata,' and the late great novella of Chechen courage, Hadji Murad), as well as polemical essays on art and religion ('A Confession'), and the last novel Resurrection . Students will unravel Tolstoy's radical ideas on narrative, history and the formation of a moral self, as well as poetics of his novelistic prose. This is course is an elective, advanced writing skills are required.
Attributes: Humanities Gen Ed, Liberal

RUSN 4010 Leo Tolstoy's War & Peace & Anna Karenina (4 Credits)
'War and Peace' and 'Anna Karenina' are two major novels of Leo Tolstoy. Being masterpieces of realistic fiction, they, at the same time, undermine many literary conventions. Tolstoy's ideas about narrative, history, causation, and the formation of a workable moral self will be explored. Such topics as political and social reform; evolving societal attitudes towards women; family and sexual relations; marriage and divorce; religion and spirituality; Russian attitudes towards nature and national consciousness will be also addressed. Prerequisites: advanced writing skills This is course is an elective, advanced writing skills are required.
Attributes: Humanities Gen Ed, Liberal

RUSN 4015 Masterpieces of Russian 19th & 20th Century Literature (4 Credits)
This course is a study of some of the celebrated works of the Russian 19th and 20th century, from Pushkin through Dostoevsky, Tolstoy, Chekhov and Akmatova to Solzenitzyn. Topics that will be addressed include love, family, sexuality and gender, living through Stalinist terror, forms of resistance to terror. Prerequisites: advanced writing skills This is course is an elective, advanced writing skills are required.
Attributes: Liberal

RUSN 4998 Individualized Studies in Russian (RUSN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Russian (RUSN). Please contact your mentor/advisor for more details.

SOCI: Sociology (Undergraduate)

SOCI 1005 Exploring Society: An Introduction to Sociology (4 Credits)
This introductory study explores the body of knowledge we call 'sociology'-the study of how humans construct their social worlds and how human interactions are influenced by that world. Students will learn about the history of sociology, about the major theories and ways of thinking sociologists have used to make sense of our world, and about key concepts such as class, race, status, ethnicity, gender, socialization, deviance, social control, power and social structure. Students also will be introduced to various research methods social scientists use to help us understand society and the many significant debates about social issues that we face today. This course was previously SOC-282124 Exploring Society.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

SOCI 1998 Individualized Studies in Sociology (SOCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Sociology (SOCI). Please contact your mentor/advisor for more details.

SOCI 2010 Introduction to Race Class & Gender (4 Credits)
In this introductory course, students will gain an overview of the ways in which race, class, and gender shape individuals' identities and experiences, as well as social institutions, in the United States, today and in the past. Students will become familiar with major social science approaches to inequality, power, and oppression. More specifically, students will examine how race, class, gender, and other forms of social difference constitute intersecting systems of identity, solidarity, and oppression that impact everyone's lives. This course was previously SOC-282264 Thinking About Race, Class and Gender.
Attributes: Social Science Gen Ed, *Diversity Gen Ed, *Social Sciences Gen Ed, Liberal

SOCI 2020 Social Problems in US Society (4 Credits)
This course will explore what constitutes a social problem in contemporary US society and why some social issues capture public attention and others do not. A broad range of social issues and problems will be examined such as: poverty, inequality, immigration, housing, mass incarceration, drugs, crime, environmental degradation.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

SOCI 2998 Individualized Studies in Sociology (SOCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Sociology (SOCI). Please contact your mentor/advisor for more details.

SOCI 3010 Aging & Society (4 Credits)
This course focuses on aging as part of the human life cycle. Topics may include: biological and psychological aspects of aging; an examination of aging in various cultures; changing views of aging in the United States; how aging affects different segments of our diverse population; death and dying; health and support services for the aging; and social policy issues. This course was previously HDV-283254 Aging and Society.
Attributes: Liberal

SOCI 3020 Memory & Society (4 Credits)
Memory and identity are deeply intertwined. Is there such a thing as individual memory? How do social groups determine what is remembered? When social groups change their understanding or interpretation of an event, how is memory altered? This course examines the construction of memory, transformation of the private experience into the public memory, commemoration of nationalist identity, and the memory dilemma of transnationalism and cosmopolitanism.
Attributes: Liberal

SOCI 3025 Contemporary Global Social Issues (4 Credits)
This advanced level course critically analyzes what constitutes global economic, political, and/or cultural issues and problems. Students will use sociological theoretical perspectives to analyze and interpret global responses and possible solutions to these social issues. Topics may include state sovereignty, globalization, transnationalism, global conflicts, the environment, and/or social movements. Prerequisites: at least one course (or equivalent knowledge) in the discipline of a social science. This course was previously SOC-284544 Contemporary Global Social Issues.
Attributes: Liberal

SOCI 3035 Corruption Civil Society & Social Trust (3,4 Credits)
This course aims at conveying basic knowledge about the contemporary research on corruption, including causes, consequences, different forms/levels of corruption, and the basic methods of measuring and fighting corruption. Over the past twenty years, scholars, policy makers and academics have devoted increasing attention to the study of corruption as an obstacle to development. Corruption is now thought of as a serious social ill having detrimental effects on economic prosperity, people's perceived satisfaction with life, social trust, political legitimacy, and economic equality. In addition, low quality of government is also a causal factor behind violent political conflicts, both inter- and intra-state, and this has also led to an increased interest in the negative effects of corruption on rebuilding post-conflict societies and establishing representative democracy. Prerequisites: Prerequisites: Intro to Sociology and/or Cultural Anthropology, Modern China, or other emerging market nations where corruption impacts the society and economy.
Attributes: Liberal

SOCI 3040 Deviance & Social Control (4 Credits)
This course offers a comparative, historical and critical analysis of deviance and social control. The identification and enforcement of societal norms, values, sanctions, laws and punishment will be analyzed. The role of labeling and the subversive appropriation of labels by oppositional and deviant subcultures will also be addressed. This course was previously SOC-263634 Deviance and Social Control.
Attributes: Liberal

SOCI 3045 Disaster & Society (4 Credits)
What is a disaster? How do social structures, individuals, groups, and institutions react to the loss of social function that occurs as a result of natural, technological, or sociopolitical disaster events? This course explores individual, community, and social causes and effects of disaster from sociological, political, and historical perspectives. Prerequisites: A previous course (or equivalent knowledge) in social theory or social science. This course was previously SOC-283434 Disaster and Society.
Attributes: Liberal

SOCI 3055 Family & Society (4 Credits)
Students will explore the social institution of family, its variations, structures, and functions within the United States. Students will examine how political, historic, economic, and social conditions have had an impact on the evolution of the family as a unit as well as on its internal dynamics. As the family, however it is defined, connects private life with the public world, students might also examine this social institution in the contexts of public policy, workplace, education, and/or other social institutions. Students will also examine "the family" within the contexts of race, class, gender, and evolving family structures. Prerequisites: Exploring Society (introduction to sociology) or comparable prior learning..
Attributes: Liberal

SOCI 3060 Food Systems & Social Justice (4 Credits)
Where does our food come from and what is the Global Food System? #This course examines the#intersections of local, regional, national, and global interests, the effects of industrial agriculture, the ecological and social impact of Western consumerism, and global flows of foodstuffs. Social justice issues on the local, global, and environmental levels will be discussed, such as, surpluses (e.g. obesity epidemic), shortages#(e.g. urban food deserts and global famines), and environmental degradation.
Attributes: Liberal

SOCI 3065 Perspectives on Terrorism (4 Credits)
This course examines the historical and cultural contexts of terrorism from social science perspectives. Students analyze the forms and structures of global terrorist activities and why individuals and state entities engage in terrorist activity. Students explore how media and technology both shape terrorist activity and public perceptions of terrorism.
Attributes: Liberal

SOCI 3070 Power & Inequality (3 Credits)
This course explores the distribution of power in modern post-industrial societies. We will analyze how different individuals and groups are marginalized or excluded from decision making and equal access to resources and opportunities in those societies. The elements explored in this course focus on the distribution of power within the social unit, the resulting structures of power perpetuation, and the outcomes and impacts of these systems on society and organizations. This course is offered for International Education only. Corequisites: Introduction to Sociology; Macroeconomics This course is designed to allow learners to critically evaluate economic (such as Macroeconomics) and business-related courses (such as Human Resource Management and Organizational Behavior) against a backdrop of prevailing social institutions, behaviors, and structure.
Attributes: Liberal

SOCI 3090 Social Movements (4 Credits)
The course focuses on conservative, alternative and progressive social movements in history and contemporary society. The student will have the opportunity to select and examine local, national or global movements applying critical social science perspectives to specific social movements.
Attributes: Liberal

SOCI 3095 Sociology of Education (4 Credits)
This course examines education in American society from various sociological perspectives. Students will explore the relationship between education, social structures, and social interactions. Major issues in the field of education will be identified and analyzed from a sociological perspective. Prerequisites: Introductory Sociology or equivalent.
Attributes: Liberal

SOCI 3100 Sociology of Law (4 Credits)
This sociology study focuses on law and legal systems as products of social structure. As such, this social institution is influenced by political, economic, social, historical and cultural shifts as societies evolve. At the same time, the way societies evolve is affected by the operation and outcomes of the legal system. In many ways, the law defines and drives our understandings and ideas about our social context, such as the meanings of gender and race, what behavior should be criminalized, how the economy works, etc. This study, then, integrates learning in many other areas including psychology, gender, race, class, inequality, social change, social movements, history, etc. How the study will evolve depends greatly on an individual student's learning and professional goals as well as their interests. Prerequisites: Introduction to Law, Introduction to Sociology, advanced law or sociology studies; OR comparable prior learning Studies in other disciplines such as history, psychology, sociology, etc. will enhance the learning in this study. NOTE: This study could function as a capstone study for a concentration in Law and Society and/or Legal Studies. OR it could function as a first study in these concentrations after foundational studies are completed.
Attributes: Liberal

SOCI 3110 Sports & Society (4 Credits)
This course examines sport as a social construction that provides valuable insights to society. Topics may include: how sport is used as an agent of socialization; how gender, race/ethnicity, and socioeconomic status influences sport participation; how deviance is defined in sports; the role of sport in a global perspective; how sports interact with other social institutions. This course was previously SOC-284424 Sports and Society.
Attributes: Liberal

SOCI 3120 Surveillance & Society (3 Credits)
This course examines the topic of surveillance in society from cultural and sociological perspectives. Students explore the topic through an interdisciplinary analysis of contemporary scholarship. We will also examine the historical roots of surveillance and privacy to understand how various forms of control have emerged and are manifested in our daily life. This course is designed to articulate with other studies about society and the workplace. In particular, it is designed to sensitize learners to the challenges and trade-offs that are encountered in social systems and to allow learners to consider similar issues and challenges that are present, or which are evolving, in their social and work worlds.
Attributes: Liberal

SOCI 3125 The Sociological Imagination (4 Credits)
This course examines the work of C.W. Mills as a cornerstone of sociological thought. The idea of a 'sociological imagination,' first proposed by Mills, situates the social actor at the intersection of biography, society, and history. How does this impact how we view the social world? Learn how to understand the connections between what we often consider to be the 'private' problems of the individual with broader social issues that affect us all.
Attributes: Liberal

SOCI 3135 Religion in the US Today (4 Credits)
In this course, students will focus on what 'religion' is, about the range of religious expressions in American society today, and about the multiple connections between religion and society. In effect, the study will focus around two broad questions: What are the effects of religions and religious beliefs upon society? And, how can we think about religion as a social, political and cultural activity?
Attributes: Social Science Gen Ed, Liberal

SOCI 3145 Violence: Systems & Solutions (4 Credits)
Although many of us have grudgingly come to accept violence as an inevitable and almost 'natural' part of our everyday lives, we struggle with developing some understanding of why violence happens and what to we can do about it. This study is intended to explore the multitude of theories about the causes of violence, how violence manifests in today's world, and to think creatively about mechanisms for addressing violence. Specifically, this study will critically examine the following issues: 1. What is violence? What does it mean to say that violence is 'socially constructed?' How is violence measured by government agencies? 2. What are the differences and similarities between individual violence, collective violence and state sponsored violence? How is violence produced by social systems? 3. What are the strengths and weaknesses of the various theories for understanding violence? 4. What approaches have been used to address various forms of violence? Have they been effective? Can we envision new and innovative approaches to addressing violence? Prerequisites: introductory sociology, psychology and/or criminal justice studies; OR comparable prior learning Studies in other disciplines such as history, psychology, sociology, etc. will enhance the learning in this study.
Attributes: Liberal

SOCI 3996 Special Topics in SOCI (2-8 Credits)

SOCI 3998 Individualized Studies in Sociology (SOCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Sociology (SOCI). Please contact your mentor/advisor for more details.

SOCI 4030 Power & Privilege (4 Credits)
Power, privilege, and oppression contribute to how people perceive and experience the world.#This course examines how ideas of power, privilege, and oppression are defined, and#how they operate in and through social institutions (e.g. the family, education, legal system, etc.), and how they shape social identity (e.g.#ace, class, gender, sexuality, age, ability).##Students will also analyze how these dynamics influence issues such as relationships, experiences, expectations, opportunities, and social justice. This course was previously SOC-284264 Power and Privilege Prerequisites: Introductory Sociology and/or one additional social science, human development, CHS and/or public affairs study related to the topics of this course.
Attributes: *Diversity Gen Ed, Liberal

SOCI 4035 Privacy Security & Freedom: Social Concerns for the 21st Century (4 Credits)
The sociological and philosophical exploration of the questions of privacy, security and freedom in the 21st Century in the context of both the theory and practical, policy-oriented aspects of these social concerns. This study will include an examination of some of the concepts of political and social philosophy, such as private vs. public domains, the individual and the state, freedom, political obligation and their relevance to contemporary society and government, with a particular focus on the Patriot Act, the Homeland Security Act, and current events shaping privacy and security legislation. Prerequisites: Advanced Level Standing This course was previously SOC-283274 Privacy, Security & Freedom.
Attributes: Social Science Gen Ed, Liberal

SOCI 4045 Visual Sociology (4 Credits)
Visual sociology is the examination of social life through the analysis of visual artifacts. This course explores how visual theories and methodologies are used for sociological inquiry. Students will explore how visual images and artifacts represent and interpret social phenomena, social issues/problems, and social change.
Attributes: Social Science Gen Ed, Liberal

SOCI 4998 Individualized Studies in Sociology (SOCI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Sociology (SOCI). Please contact your mentor/advisor for more details.

SOSC: Social Science (Undergraduate)

SOSC 1996 Special Topics in SOSC (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

SOSC 1998 Individualized Studies in Social Science (SOSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Social Science (SOSC). Please contact your mentor/advisor for more details.

SOSC 2005 Schooling in America (4 Credits)
This course provides students with the sociological and historical background necessary to understand schooling in America. This course explores the various forms of schooling such as public, private, public schools, and others; education reforms and innovations that are transforming schools; and the role of our educational system in a democratic society. This course was previously SOC-282244 Schooling in America. This course is also cross listed as SOSC 2005. Credit cannot be given for both.
Cross-listed with EDST 2005.
Attributes: Liberal

SOSC 2010 Statistics for the Social Sciences (4 Credits)
This course will present a foundation for when, how, and why different statistical techniques are utilized to answer social research questions. Students will be introduced to the basic concepts and tools of descriptive and inferential statistics, the practice of data analysis, and the interpretation of results. The course may utilize computer software (in addition to hand calculation) as the basis for statistical analyses. Course content may include: visual depiction of data; the normal distribution and measures of central tendency; probability and hypothesis testing; descriptive and inferential statistics; measurements of association between variables; and the selection of appropriate statistical techniques to answer an array of social science research questions. Knowledge of Algebra is recommended. This course was previously SOC-281424 Social Science Statistics
Attributes: Mathematics Gen Ed, *Mathematics Gen Ed, Liberal

SOSC 2996 Special Topics in SOSC99 (1-8 Credits)

SOSC 2998 Individualized Studies in Social Science (SOSC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Social Science (SOSC). Please contact your mentor/advisor for more details.

SOSC 3005 Exploration of Research Methods for the Behavioral Sciences (3 Credits)
This course is an introduction to research methods commonly used to study human behavior with a focus on psychology. It covers guidelines for the formulation of a research problem, hypothesis proposal, selection of operational variables followed by analysis and interpretation of results. The students explore a wide range of research designs and techniques and are exposed to specific details of these methods including history, ethnography, field research, surveys, correlation, and experimental designs. Special attention is given to ethical issues and the advantages and limitations of the various methods. Prerequisites: Statistics and three or more advanced-level courses in psychology and sociology.
Attributes: Liberal

SOSC 3010 Family Violence: Legal & Social Perspectives (4 Credits)
This course will provide a broad overview of the legal and social aspects of family violence. Types of violence and abuse covered in the course include physical and sexual abuse of children, neglect, sibling abuse, dating violence, marital violence, sexual violence against women, and elder abuse. Attention is paid to definitions, historical factors regarding its discovery and identification as a legal and social problem, contributing factors and dynamics, consequences for victims and perpetrators, and social policy and intervention issues. This course was previously HDV-283314 Family Violence and Abuse.
Attributes: Liberal

SOSC 3015 Great Conversations in Social Thought (4 Credits)
Social theorists observe and analyze the social world in order to explain why and how individuals interact with their world. This course is an examination of some of the classical and contemporary social theorists who have contributed to the 'great conversations in social thought'. This course was previously SOC-283484 Great Conversations in Social Thought.
Attributes: Liberal

SOSC 3020 Qualitative Social Science Research: Design & Methods (4 Credits)
Qualitative social science research utilizes an array of approaches to explore and understand human behaviors, social interactions, and the construction of social reality. This course examines the ways social scientists ethically formulate questions, collect and analyze data, and present their findings. Students will learn to identify the strengths and weaknesses of research designs and develop skills to design their own qualitative research project and/or critically evaluate qualitative social science research projects. Prior to taking this course students should take at least one introductory course in the discipline of a social science concentration. This course was previously SOC-284534 Qualitative Social Science Research: Design and Methods.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

SOSC 3025 Social Science Research Methods (4 Credits)
This course introduces students to quantitative and qualitative methods for conducting meaningful inquiry and research in the social sciences. As students learn how to formulate research questions, identify the strengths and weaknesses of research designs, and explore methods of gathering and analyzing data, they develop skills to design their own research projects and/or critically evaluate social science research projects. Prior to taking this course, students should have taken at least one introductory social science or human development course. This course was previously SOC-283424 Survey of Social Science Research Methods.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

SOSC 3127 Topics in Security Studies (3-4 Credits)
This course provides an overview of two important topics in the security studies: terrorism and counterterrorism. It is divided into three main thematic parts. The first part of the course examines terrorism. We will delve into issues such as: the definition of terrorism, its history and roots, terrorist groups and their structure, states and their relations with terrorism, and how and why some people choose terrorism. In the second part, we will study elements of counterterrorist policies such as diplomacy, criminal law, financial control, covert operations, and military force. We will juxtapose military and nonmilitary force as counterterrorist strategies trying to understand if one is more successful than others depending on contexts. The third part focuses on media and public. Media and public are important elements when studying terrorism, because they are one of the main intermediary targets of terrorism.
Attributes: Liberal

SOSC 3132 Urban Studies (4 Credits)
across the world; urban development and growth in the U.S. urban/suburban life; contemporary world-wide urbanization; urban geography and environment; urban political economy; public works; planning; culture; aesthetics; architecture; and prospects for the future. Gain a sound grasp of contemporary thinking and research on urban society, and the intellectual tools to apply this knowledge to topics in the student's own particular area of scholarly interest. This course was previously HIS-243304 Urban Studies.
Attributes: Liberal

SOSC 3996 Special Topics in SOSC (4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

SOSC 3997 Special Topics in SOSC (4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

SOSC 3998 Individualized Studies in Social Science (SOSC) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Social Science (SOSC). Please contact your mentor/advisor for more details.

SOSC 4005 Research Practicum (4 Credits)

This course provides students with the opportunity to design and conduct their own social research project. This research opportunity may be viewed as a capstone study for students with social science concentrations and meets the SUNY Applied Learning Initiative expectations.
Attributes: Social Science Gen Ed, Liberal

SOSC 4998 Individualized Studies in Social Science (SOSC) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Social Science (SOSC). Please contact your mentor/advisor for more details.

SPAN: Spanish (Undergraduate)

SPAN 1005 Spanish for Health Care Professionals (4 Credits)

This course has been designed for students who have had no previous experience with Spanish language and Hispanic cultures. Students will have an opportunity to learn functional grammar, vocabulary and cultural concepts to apply in interactions at work. The major goal of this course is to facilitate better communication between health care providers and the growing Spanish-speaking community in the United States. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to practice weekly speaking and listening skills in real time over the Internet. Synchronous practices will take place between 7:30-9:00 pm (ET), unless advised otherwise. Special accommodations will be made for army students. This course does not overlap with Spanish 1 or Introductory Spanish: Language and Culture This course was previously CUL 221194 Introductory Spanish for Health Care Professionals.
Cross-listed with NURS 1005.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

SPAN 1010 Introductory Spanish: Language & Culture (4 Credits)

Introductory Spanish: Language and Culture is designed for students who have no previous Spanish instruction. This course introduces students to the Spanish language, but the emphasis is on the studies of the cultures of the Spanish- speaking world. Language learning in this course will focus on understanding and learning to speak simple phrases, learning limited vocabulary and very basic grammatical structures. All language skills will be practiced: listening, speaking, reading and writing. This course also introduces students to the Spanish-speaking cultures of Spain, Mexico, Central America, the Caribbean and South America. Students will learn similarities and differences in values, attitudes and actions as they investigate different cultures through a wide variety of resources (e.g., online resources, texts, videos). Students will also investigate specific topics related to cultural experiences (e.g., ecotourism in Costa Rica, indigenous cultures in Guatemala). Students should be available for oral practices at least once a week. Special accommodations will be made for army students. Prerequisites: None Corequisites: None There is no overlap with Spanish 1 This course was previously CUL-221294 Introductory Spanish: Language and Culture.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

SPAN 1015 Spanish I (4 Credits)

Spanish I is designed for students who have no previous Spanish instruction. The course focuses on enabling students to communicate effectively in elementary Spanish, and introduces students to the cultures of the Spanish Speaking World. All language skills will be practiced: listening, speaking, reading and writing. Students will be exposed to authentic material from films, songs and websites on a target language. Students should be available for oral practices at least twice a week. Synchronous practices will take place between 7:30-9:00 pm (ET), unless advised otherwise. Special accommodations will be made for army students. This is the first course in the sequence of 2 (Spanish 1 and Spanish 2) This course was previously CUL 221304 Spanish 1. Prerequisites: .
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

SPAN 1020 Spanish II (4 Credits)

This course is designed to be a continuation of Spanish II. Students will build on their introductory studies in Spanish language and culture. They will learn functional grammar, vocabulary and cultural concepts that apply to many different practical real-life situations. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to weekly practice speaking and listening skills in real time. Synchronous practices will take place between 7:30-9:00 pm (ET), unless advised otherwise. Special accommodations will be made for army students. This course was previously CUL 221314 Spanish 2. Prerequisites: SPAN 1015 equivalent completion of Spanish 1.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

SPAN 1025 Spanish in the World of Business (4 Credits)
This course is designed for students who are interested in international business as well as for those interested in enhancing communication with Hispanic clients and consumers in the U.S. Through intensive practice, beginning students will become comfortable with 'need-to-know' language and be able to apply it in a professional context. Language learning in this course will focus on elementary communication skills, basic vocabulary and grammatical structures. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to practice weekly in real time over the Internet. Special accommodations will be made for army students. This course does not overlap with Spanish 1 or Introductory Spanish: Language and Culture or Introductory Spanish for Health Care Professionals. This course was previously CUL-221414 Spanish in the World of Business.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

SPAN 1998 Individualized Studies in Spanish (SPAN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Spanish (SPAN). Please contact your mentor/advisor for more details.

SPAN 2998 Individualized Studies in Spanish (SPAN) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Spanish (SPAN). Please contact your mentor/advisor for more details.

SPAN 3005 Advanced Spanish Composition (4 Credits)
One of the most effective ways to learn to write well is to learn to read well. In taking the role of close reader with respect to a text, the student will learn to recognize the effect that the author's decisions about the organization and language of a text have on the reader. Activities in these course will aid student as a reader to comprehend and decode authentic texts structurally and linguistically, and as a writer, who will produce types of written texts: descriptive composition, narration, reporting, argumentation and exposition. Prerequisites (must complete before registering): Advanced Spanish: Language and Culture (Span_3015), or equivalent and 75% or higher on the placement test, which may be accessed at http://www.spanish-test.net/spanish-test.htm Notes: This course assumes prior experience in Spanish and reserved exclusively for those who scores at least 75% on the placement test (http://www.spanish-test.net/spanish-test.htm). Although this course is an elective, it is highly recommended for students who would like to major in Spanish.
Attributes: Liberal

SPAN 3010 Spanish for Health Care Professionals: Advanced (4 Credits)
This course has the major purpose of teaching Spanish to health care professionals who need to assess, treat, reassure or educate patients who do not speak English and come from countries where Spanish is their native tongue. This course provides a task-based approach to using the Spanish language in a health care environment. Through intensive practice, advanced students will hone their Spanish communication skills and develop strategies for ensuring understanding and accuracy while relaying critical information. They will also learn to identify cultural differences in attitudes towards health care and medicine and how to address these cultural differences in the health care job place. Language learning in this course will focus on advanced communication skills, advanced vocabulary and intermediate-to-advanced grammatical structures. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to practice weekly speaking and listening skills. for oral practices at least twice a week. Special accommodations will be made for army students. Prerequisites: 75% on the placement test (http://s.esc.edu/spanishplacement) or equivalent. Cross-listed with ALLH 3010.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

SPAN 3015 Advanced Spanish: Language & Culture (4 Credits)
Advanced Spanish is designed for students who would like to continue their studies of Spanish language and cultures of the Spanish-speaking world. Practice and further development of essential listening, speaking, reading, and writing skills will be covered.. Writing and presentations are required. Students should be available for oral practices at least twice a week. 75% on the placement test (http://s.sunyempire.edu/spanishplacement) or higher. This course was previously CUL 223294 Advanced Spanish: Language and Culture.
Attributes: Foreign Language Gen Ed, *World Languages Gen Ed, Liberal

SPAN 3020 Civilizations of the Spanish Speaking World (4 Credits)
This course will consist of 2 major parts. The first part will primarily focus on cultures and historical events that shaped Spain from prehistoric times to present days, and which have one of the major influences on the development of the Spanish speaking World. In the second part of the course, we will explore different aspects of the cultures and civilizations of the Spanish-speaking countries in America prior to the arrival of the Spanish and up to the 21st century. Prerequisites: Advanced Spanish: Language and Culture or equivalent This is course is an elective, an advanced knowledge of Spanish is required.
Attributes: Liberal

SPAN 3025 Contemporary Spanish American Theater (4 Credits)
This course examines contemporary Spanish American theater. Student will analyze dramatic texts, performances, and critical and theoretical perspectives to engage in some of the following questions: How does theater create and represent social and political transformation? Where is a place of Spanish American Theater in the trajectory of the Western tradition? What are the major innovations in Spanish American theater and performance in the twenty-first century? Prerequisites: Advanced knowledge of Spanish This is course is an elective, and it is not a part of a sequence.
Attributes: Liberal

SPAN 3030 Latinx in the US (4 Credits)

This course is a study of Latino/a culture in the US. Using cultural studies framework, we will approach Latina/o cultural practices and products (using literature, film, essays, music, visual arts) as dynamic expressions that affirm, contest, resist and are ultimately shaped within and against the mapping of race, nation, gender, and sexuality. Some of the key concepts that will be discussed include border, acculturation, cultural nationalism, community building, identity formation (e.g. migratory or exilic), and hybrid cultures. This is course is an elective, and it is not a part of a sequence; it is highly recommended for students interested in Hispanic and Latin American Studies.
Attributes: Liberal

SPAN 3998 Individualized Studies in Spanish (SPAN) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Spanish (SPAN). Please contact your mentor/advisor for more details.

SPAN 4005 Contemporary Latin American Literature (4 Credits)

This course is an advanced study of contemporary Latin American literature. A representative selection of novels, short stories, and plays by important authors of Latin America will be analyzed in their literary, cultural and political contexts. Each selected author will be studied in relation to his or her particular thematic/formal contribution to the development of such major intellectual movements and tendencies as vanguardism, regionalism, cosmopolitanism, magic realism, boom and postboom. Topics include regionalism versus cosmopolitanism; magical realism and the literature of the boom, and trauma in post-boom literature. Prerequisites: Advanced knowledge of Spanish This is course is highly recommended for all students who would like to major in Spanish or Latin American studies.
Attributes: Liberal

SPAN 4010 History of Spanish Language (4 Credits)

This study serves as an overview of the diachronic (across time) evolution of modern Spanish from spoken Latin. Data from phonetics/phonology and morpho-syntax will form the basis of study. Topics covered include the following: the development of Vulgar Latin and Proto-Romance, the Old Spanish phonological system, morpho-syntactic changes from Latin to Spanish, and the influence of contact languages on modern Spanish. Linguistic analysis of texts and processes of language change will also figure prominently. Prerequisites: Advanced Spanish This is course is an elective, and it is not a part of a sequence; it is highly recommended for students interested in Spanish linguistics. Advanced Knowledge of Spanish is required. Introduction to Linguistics is highly recommended.
Attributes: Liberal

SPAN 4015 Jorge Luis Borges (4 Credits)

Jorge Luis Borges is among the writers, who have brought an international fame to the Latin American Literature. In this course, a student will read some of his most famous short stories, essays and poems. Topics include philosophy and its place in Borges's literary universe; avant-garde poetry; fantastic literature; regionalism versus cosmopolitanism; and modernism versus postmodernism. Prerequisites: Advanced knowledge of Spanish This is course is an elective, and it is not a part of a sequence.
Attributes: Liberal

SPAN 4020 Spanish Avant-Garde(s): Literature Painting Film (4 Credits)

This course will introduce student to a fascinating epoch in the cultural development of Spain, which is called Edad de Plata or 'Silver Age' (1900-1936). While this course will mainly focus on the works of three towering figures, who were also close friends, Federico García Lorca, Salvador Dali and Luis Buñuel, it will also unravel the cultural, political and spiritual contexts, which formed the brilliant generation of writers and artists of the modern Europe, known as Generation 27. Prerequisites: Advanced Spanish: Language and Culture or equivalent This is course is an elective, an advanced knowledge of Spanish is required. Introductory course in literature is recommended.
Attributes: Liberal

SPAN 4998 Individualized Studies in Spanish (SPAN) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Spanish (SPAN). Please contact your mentor/advisor for more details.

SSAE:Success & Acad Enrichment (Undergraduate)

SSAE 1005 E-learning Skills for International Students (2 Credits)

This workshop will allow international distance learners to successfully integrate into the American virtual environment by learning about educational technologies, American culture and educational system, expected skills and behaviors, and developing necessary competencies, including academic writing, communication, time management, teamwork, cross-cultural and e-learning skills. The workshop is designed to complement 'iMOOC102: Mastering American eLearning', a massively open online course (iMOOC) freely available for all on Coursera https://www.coursera.org/learn/e-learning), and will provide an opportunity to individualize and finalize the above course by working individually (or in a small group) with an American university professor. During the workshop, students will submit written assignments based on the iMOOC's readings and self-assessments, discuss those with the professor and peers, and receive formative feedback. Students who successfully complete the workshop will obtain U.S. university credit from the State University of New York's Empire State College. Note: this course is only open to students who are enrolled or have previously taken 'iMOOC101 or iMOOC102: Mastering American eLearning' on Coursera.org https://www.coursera.org/learn/e-learning This course was previously EDU-232182 International E-learning Skills: Educational Planning Workshop for International Students. This course may be used to fulfill educational planning credit with mentor approval.
Attributes: Liberal

SSAE 1010 Strategies For Academic Success (2 Credits)
This study is designed to help students develop skills and employ strategies necessary to achieve college-level academic success and become more self-aware and prepared as they pursue a degree. Students will learn strategies for learning independently, including managing time, setting goals and developing action plans. Students will identify a variety of valuable to a variety of valuable support networks and learning resources available through Empire State College and beyond. The course utilizes a 'learning by doing' approach to guide students in identifying the needed resources and practicing important college study skills. New Empire State College students may find this course beneficial in helping them transition to the college and prepare for academic success. For students who opt for the 4 -credit version of this course, there will be an additional emphasis on critical reading, writing, and thinking skills. This course may be used to fulfill educational planning credit with mentor approval.
Attributes: Liberal

SSAE 1015 Tools and Strategies for Academic Success (3,4 Credits)
This study is designed to help students develop skills and employ strategies necessary to achieve college-level academic success and become more self-aware and prepared as they pursue a degree. Students will learn strategies for learning independently, including managing time, setting goals and developing action plans. Students will identify a variety of valuable to a variety of valuable support networks and learning resources available through Empire State College and beyond. The course utilizes a 'learning by doing' approach to guide students in identifying the needed resources and practicing important college study skills. New Empire State College students may find this course beneficial in helping them transition to the college and prepare for academic success. This course was previously EDU-232022 Planning for College Success.
Attributes: Liberal

SSAE 1996 Special Topics in Success and Academic Enrichment (1-8 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.
Attributes: Liberal

SSAE 1998 Individualized Studies in Success and Academic Enrichment (SSAE) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Success and Academic Enrichment (SSAE). Please contact your mentor/advisor for more details.

SSAE 2005 21st Century Careers: Introductory (2 Credits)
In this course, students examine employment trends, predict the effect of these trends on their own careers, identify reliable sources of occupational and job information, and use these sources to advance their understanding of career goals, employers, and how to best present themselves for job searches, advancement, and/or career change. Topics include the changing nature of work, the importance of developing transferable skills for a changing environment, career goals, and more. The course is appropriate for students at any point in their careers. This course was previously EDU 232062 21st Century Careers: Introductory.

SSAE 2010 Making Time: Time Management & the Sociocultural Construction of Time (2 Credits)
Managing one's time for studies, for work, for family, for leisure, and for other responsibilities is seldom an easy task. Yet, making sufficient quality time for study is an important factor in student success in college. Through an introduction to humanities and social science scholarship about time, this course aims to help students consider how to integrate academic theories with everyday 'real life' time management practice. In this regard, this course combines practical assignments for students to reflect on and analyze their own time-management skills with academic readings that consider 'time' from sociocultural and sociohistorical perspectives. This course may be used to fulfill educational planning credit with mentor approval. This course was previously EDU-231402 Making Time: Time Management and the Sociocultural Construction of Time.
Attributes: Liberal

SSAE 2998 Individualized Studies in Success and Academic Enrichment (SSAE) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Success and Academic Enrichment (SSAE). Please contact your mentor/advisor for more details.

SSAE 3005 21st Century Careers: Advanced (2 Credits)
In this course, students research and analyze employment trends, predict the effect of these trends on their own careers, evaluate reliable sources of occupational and job information, and use these sources to advance their understanding of career goals, employers, and how to best present themselves for job searches, advancement, or career change. Topics include the changing nature of work, the importance of developing transferable skills for a changing environment, career goals, and more. Assignments include essays, an annotated bibliography, and a digital profile which includes a resume and a professional work sample. The course is appropriate for students at any point in their careers. Note that there are two versions of this course, Introductory and Advanced; students should not take both SSAE 2005 21st Century Careers: Introductory and SSAE 3005 21st Century Careers: Advanced. This course was previously EDU 232062 21st Century Careers.

SSAE 3010 Independent Learning Strategies (4 Credits)
Course Description: Explore independent and upper level study through assignments focusing on strengthening students' ability to be critical readers, writers, thinkers and self-directed adult learners. The course aims to facilitate the advanced levels of engagement with ideas, sources, and academic skills. Learning topics include, for example: making sense of transitions in life, critical thinking and reading, research skills for critical writing, and independent lifelong learning. Prerequisites: There are no specific prerequisites for this course, but students should have had some prior college-level study and be ready to move to upper-level study. This course may be used to fulfill educational planning credit with mentor approval. This course was previously EDU-233104 Independent Learning Strategies.
Attributes: Liberal, Partial Basic Comm Gen Ed

SSAE 3998 Individualized Studies in Success and Academic Enrichment (SSAE) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Success and Academic Enrichment (SSAE). Please contact your mentor/advisor for more details.

SSAE 4998 Individualized Studies in Success and Academic Enrichment (SSAE) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Success and Academic Enrichment (SSAE). Please contact your mentor/advisor for more details.

STSO: Science, Techn & Society (Undergraduate)

STSO 1005 Introduction to Science & Technology Studies (4 Credits)
This study introduces students to the field of Science and Technology Studies (STS). We will address how STS differs from other fields and the advantages and limits of our unique interdisciplinary approach. Drawing on a range of methods, we will explore topics such as the foundations of scientific knowledge; science as a source of social power and authority; understanding technological systems; race, gender, and postcolonial perspectives; and public engagement with science and technology. In sum, we will open the black boxes of scientific and technical work and work products and consider the implications for society.
Attributes: Social Science Gen Ed, *Social Sciences Gen Ed, Liberal

STSO 1998 Individualized Studies in Science Technology & Society (STSO) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Science, Technology & Society (STSO). Please contact your mentor/advisor for more details.

STSO 2998 Individualized Studies in Science Technology & Society (STSO) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Science, Technology & Society (STSO). Please contact your mentor/advisor for more details.

STSO 3005 Innovation Technology & Society (4 Credits)
What is technology? What is its relationship with individuals and society? Is it always a force for good? This course examines historically important technologies such as the development of writing and the printing of books, and their impact on the human race; and compares these historical developments to modern technological innovations
Attributes: Liberal

STSO 3010 Science & Technology in Western Culture (4 Credits)
This advanced study will explore a broad range of scientific and technological discoveries and developments, from the dawn of Western civilization to the present day. Learn how such innovations built on each other over the centuries, carrying the West, and much of the rest of the planet, through scientific and industrial revolutions and evolution, culminating in the complex, highly-interconnected world of the late 20th Century. Explore how the roots of many modern social, political and environmental issues can be found through the examination of the history of science and technology. This course meets the general education requirement in Western Civilization. This course was previously HIS-243454.
Attributes: Western Civilization Gen Ed, Liberal

STSO 3020 Science and Technology in World Civilizations: Revolution, Innovation, and Incremental Change (4 Credits)
Students in this course will examine the historical and ongoing interplay between science, technology, and society with an eye towards understanding the roots of many social, political, and environmental issues. They will explore the history of scientific and technological activities and achievements, in particular major periods such as the agricultural, scientific, and industrial revolutions, and the move to a systems approach within science and engineering. Within this exploration, students will analyze the interplay of science and technology with society and how these revolutionary periods and other turning points came about and affected different regions at different times. By investigating relevant worldviews related to nature and science and technology, students will appraise the impact of these worldviews on the natural and built environment. And, by examining gender and other aspects of diversity, students will assess the influence of the identity of participants and subjects on the interplay between science- and technology-based activities and society.
Attributes: *World Hist & Glb Awnss Gen Ed, Liberal

STSO 3998 Individualized Studies in ScienceTechnology & Society (STSO) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Science, Technology & Society (STSO). Please contact your mentor/advisor for more details.

STSO 4998 Individualized Studies in Science Technology & Society (STSO) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Science, Technology & Society (STSO). Please contact your mentor/advisor for more details.

THEA: Theater (Undergraduate)

THEA 1010 U.S. Theatre History: Introductory (4 Credits)
In this course, students will learn about the history of theater in the United States from the colonial days to the present. They will engage in learning about important plays, playwrights, producers, actors, directors, theaters and significant events such as theater riots. This theatrical history will be contextualized with the social, political, and economic history of the United States during this time. NOTE: Students can take this course at the introductory or advanced level, but not both.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

THEA 1020 Modern US Drama: Introductory (4 Credits)
This course engages students in a wide range of 20th and 21st century plays written by US playwrights. Explore how these plays relate to US culture, society and politics as you consider how race, gender, sexuality and class are reflected in them. Some questions you will consider include: What makes a play 'American?' When does US drama tend to suggest new ways to construct society and when does it reflect familiar customs? Additionally, students will consider dramatic structure and how different playwrights use dramatic structure to achieve various goals. NOTE: Students can take this course at the introductory or advanced level, but not both.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

THEA 1998 Individualized Studies in Theatre (THEA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Theatre (THEA). Please contact your mentor/advisor for more details.

THEA 2998 Individualized Studies in Theatre (THEA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Theatre (THEA). Please contact your mentor/advisor for more details.

THEA 3015 U.S. Theatre History: Advanced (4 Credits)
How did Broadway come to be the quintessential home of professional theater in the United States? When did the regional theater movement begin and why? Who becomes a star performer? This course is designed to teach you about the multi-vocal plays, musicals, and theater professionals who have contributed to the history of U.S. theater from the colonial period to today. We will investigate the role of diversity, equity, and inclusion in U.S. theater history while we also situate that history in the social, political, and economic history of the United States.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

THEA 3020 Greek Drama (4 Credits)
Students will survey classical Greek drama by studying several key works by playwrights from this era. We attempt to identify what social, political, economic, and/or personal message each play portrays to audiences and then determine how the various characters, situations, and incidents help to dramatize this position. Aristotle's Poetics will ground our work in theory along with other theories about Greek drama. We will also consider the use of dramatic devices in these plays and investigate concepts such as tragedy, comedy, family curse, tragic flaw, recognition, reversal and a "final gesture of heroism."
Attributes: *The Arts Gen Ed, Liberal

THEA 3025 History of American Musical Theatre (4 Credits)
Do you want to know more about musicals? Students in this course will learn about the history of musicals in the US from the 1890s to the present. We will examine how musicals both react to and influence changes in the social, political, and cultural history of the US. To do this, we will look at the contributions of major directors, choreographers, writers, performers, and other professionals in US musical theatre history. Students will also learn how to analyze the parts of a musical such as the book (story), songs, and choreography.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

THEA 3035 Modern US Drama: Advanced (4 Credits)
This course engages students in a wide range of 20th and 21st century plays written by US playwrights. Explore how these plays relate to US culture, society and politics as you consider how race, gender, sexuality and class are reflected in them. Some questions you will consider include: What makes a play 'American?' When does US drama tend to suggest new ways to construct society and when does it reflect familiar customs? Additionally, students will consider dramatic structure and how different playwrights use dramatic structure to achieve various goals. NOTE: Students can take this course at the introductory or advanced level, but not both.
Attributes: Humanities Gen Ed, Arts Gen Ed, *The Arts Gen Ed, Liberal

THEA 3065 Hamilton: An American Musical (4 Credits)
This course analyzes the theatrical aspects of the Tony Award winning musical, Hamilton. Students will explore the evolution of this musical and will delve into a creative critique of the musical's story, music, choreography, staging, design elements, casting and more. We will also study the creator of Hamilton, Lin-Manuel Miranda, and will situate his work within theater history. We will consider questions such as: Why is this musical so popular? What makes this musical stand out from other musicals? And, as so many people ask, why are tickets to this musical so expensive? Note: Students in this course are *required* to secure access to the video version of the original NYC production through Disney+ or similar platforms.
Attributes: Arts Gen Ed, *The Arts Gen Ed, Liberal

THEA 3998 Individualized Studies in Theatre (THEA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Theatre (THEA). Please contact your mentor/advisor for more details.

THEA 4005 Shakespeare in Performance (4 Credits)
Shakespeare's plays are excellent pieces of literature but they were originally performed live by actors. Today, more people see Shakespeare's work through film than any other medium. This study examines seminal film productions of various Shakespeare plays including Henry V, Romeo and Juliet, Much Ado About Nothing, Hamlet, Richard III, Othello, and As You Like It. Students will read these plays and then watch assigned films to analyze how these films bring the worlds created by Shakespeare to life for contemporary film audiences. Literary criticism and film criticism will help us along on our journey as students consider how scholars and critics have also reacted to these important cinematic works.
Attributes: *The Arts Gen Ed, Liberal

THEA 4998 Individualized Studies in Theatre (THEA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Theatre (THEA). Please contact your mentor/advisor for more details.

URBA: Urban Studies (Undergraduate)

URBA 1998 Individualized Studies in Urban Studies (URBA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Urban Studies (URBA). Please contact your mentor/advisor for more details.

URBA 2998 Individualized Studies in Urban Studies (URBA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Urban Studies (URBA). Please contact your mentor/advisor for more details.

URBA 3998 Individualized Studies in Urban Studies (URBA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Urban Studies (URBA). Please contact your mentor/advisor for more details.

URBA 4998 Individualized Studies in Urban Studies (URBA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor in Urban Studies (URBA). Please contact your mentor/advisor for more details.

Appendix I - Guidelines For Students Matriculated Before Fall 2022

Accounting

Arts

Biology

Business Administration

Business, Management and Economics

Communication and Media

Community and Human Services

Computer Science

Creative Writing

Cultural Studies

Economics

Educational Studies

Expository Writing

Finance

General Studies

Historical Studies

Human Development

Human Resource Management

Information Systems

Interdisciplinary

International Business

- Business, Management And Economics - International Business Concentration - For Students Matriculated Before July 1, 2013 (p. 494)

Journalism

- Cultural Studies - Journalism Concentration - For Students Matriculated After Feb. 1, 1993 But Before Sept. 7, 2021. (p. 505)

Languages

- Cultural Studies - Languages Concentration - For Students Matriculated After Sept. 1, 2013 But Before Sept. 7, 2021 (p. 505)
- Cultural Studies - Languages Concentration - For Students Matriculated Before Sept. 1, 2013 (p. 505)

Literature

- Cultural Studies - Literature Concentration - For Students Matriculated After Sept. 1, 2013 But Before Sept. 7, 2021 (p. 506)
- Cultural Studies - Literature Concentration - For Students Matriculated Before Sept. 1, 2013 (p. 506)

Management

- Business, Management And Economics - Management Concentration - For Students Matriculated Before July 1, 2010 (p. 497)
- Business, Management And Economics - Management Concentration - For Students Matriculated On Or After July 1, 2010 But Before Sept. 3, 2014 (p. 495)
- Business, Management And Economics - Management Concentration - For Students Matriculated On Or After Sept. 3, 2014 But Before Jan. 1, 2020 (p. 496)

Marketing

- Business, Management And Economics - Marketing Concentration - For Students Matriculated Before July 1, 2010 (p. 498)

Mathematics

- Science Mathematics And Technology - Mathematics Concentration - For Students Matriculated Before July 2012 (p. 529)

Philosophy

- Cultural Studies - Philosophy Concentration - For Students Matriculated After Sept. 1, 2013 But Before Sept. 7, 2021 (p. 506)
- Cultural Studies - Philosophy Concentration - For Students Matriculated Before Sept. 1, 2013 (p. 507)

Public Affairs

- Public Affairs For Students Matriculated Before Sept. 7, 2021 (p. 522)

Psychology

- Human Development - Psychology Concentration - for Students Matriculated Before Dec. 1, 2013 (p. 515)

- Human Development - Psychology Concentration - for Students Matriculated After Dec. 1, 2013 but Before Jan. 1, 2020 (p. 514)

Religious Studies

- Cultural Studies - Religious Studies Concentration - For Students Matriculated After July 1, 2006 But Before Sept. 3, 2014 (p. 507)
- Cultural Studies - Religious Studies Concentration - For Students Matriculated After Sept. 3, 2014 But Before Sept. 7, 2021 (p. 507)
- Cultural Studies - Religious Studies Concentration - For Students Matriculated Before July 1, 2006 (p. 508)

Science, Mathematics and Technology

- Science Mathematics And Technology For Students Matriculated After Jan. 2009 But Before Sept. 1. 2021 (p. 529)
- Science Mathematics And Technology For Students Matriculated Before Jan. 2009 (p. 530)
- Science Mathematics And Technology - Biology Concentration - For Students Matriculated Before Spring 2020 (p. 524)
- Science Mathematics And Technology - Computer Science Concentration - For Students Matriculated Before Jan. 1, 2009 (p. 525)
- Science Mathematics And Technology - Information Systems Concentration - For Students Matriculated After July 1, 2011 But Before Aug. 31, 2015 (p. 526)
- Science Mathematics And Technology - Information Systems Concentration - For Students Matriculated Before July 1, 2011 (p. 527)
- Science Mathematics And Technology - Mathematics Concentration - For Students Matriculated Before July 2012 (p. 529)

Social Science

- Social Science For Students Matriculated After Jan. 1, 2014 But Before Jan. 1, 2018 (p. 531)
- Social Science For Students Matriculated After Jan. 1, 2018 But Before Sept. 7, 2021 (p. 531)
- Social Science For Students Matriculated Before Jan. 1, 2014 (p. 532)

Writing

- Cultural Studies - Writing Concentration - For Students Matriculated After Sept. 3, 2013 But Before Sept. 2021 (p. 509)

A.A./A.S. In General Studies For Students Matriculated Before Jan. 1, 2022

Overview

Our Associate in Arts or Associate in Science in General Studies is a 64 credit program that is designed to serve students who have completed some college credits but have not yet earned a degree. Many students who choose this degree program will do so while already on a pathway towards a bachelor's degree program.

Of the 64 credits required to complete the program, up to 52 credits of advanced standing credit will be accepted, an exception to the college's regular residency requirement of 24 credits for an associate degree, with the remaining 12 credits to be completed in residence at SUNY Empire State College. Within the 64 required credits, students must complete at least 30 credits across seven of ten SUNY General Education areas, including at least three credits each in Mathematics and Basic Communication. Four credits of Educational Planning are also required. The program must fulfill breadth, meaning that it covers diverse knowledge areas, and depth by which students may take multiple courses in one or more subject areas.

Students work with a mentor to individually design a degree plan that maximizes previously earned credits while completing college learning objectives. In order to graduate, students must have a degree plan concurred by the Office of Academic Review. Each degree plan must contain at least 32 credits designated as liberal studies. Students with between 32 and 48 liberal arts credits will earn an Associate in Science degree (A.S.), while those who earn more than 48 credits in liberal studies will earn an Associate in Arts degrees (A.A.). These credits may then become part of bachelor's degree or certificate program for students who choose to continue beyond the associate degree.

Program Outcomes

The interdisciplinary and general studies approach of the program makes it possible for students to broadly explore their academic interests without having to define a disciplinary focus, while laying a foundation for the next step in their educational path. Further, the educational objectives include:

- Demonstration of breadth and progression in college level learning.
- Meeting SUNY general education requirements in at least seven content areas, including Math and General Education.
- Completion of Educational Planning.
- Consideration of college-level learning prior learning assessment options.

Program Requirements

This program allows for a maximum of 52 advanced standing credits with a minimum of 12 credits earned at SUNY Empire State College for a total of 64 credits.

Of these 64 credits, 30 must meet SUNY General Education requirements in a minimum of seven out of ten areas.

Students with a minimum of 48 Liberal Arts and Sciences courses will be awarded an Associate in Arts, while students with fewer than 48 but

with a minimum of 32 Liberal Arts and Sciences courses will earn an Associate in Sciences degree.

Course List

Advance Standing Credits

Code	Title	Credits
Maximum Advanced Standing		52

Minimum Residency Requirements

Code	Title	Credits
Required Course #1: Educational Planning		4
Required Course #2: Elective		4
Required Course #3: Elective		4

Total Credits 64

Bachelor Of Science (B.S.) In Accounting For Students Matriculated Before Jan. 1, 2022

The Bachelor of Science (B.S.) in Accounting is a 124-credit program designed to serve students who are interested in pursuing future careers as professional accountants regardless of their chosen field or certification in public, private, nonprofit, and/or governmental accounting services. The program provides the foundation of core competencies, theoretical and technical body of knowledge in the content areas of accounting, general business, and SUNY liberal arts and general education requirements. Students will have the option of completing the degree program through various delivery modes: online, blended, and/or face-to-face study. This program provides students with the option to pursue a more structured degree program in accounting while offering them the option to individualize their degree through their selection of electives.

Students enrolled in 16 credits per semester, two semesters per year, could expect to complete this program in four years. SUNY Empire State College also offers a summer term with accounting and business courses. It permits courses transfer based on the college's policy, up to 93 total upper and lower level credits of same listed courses/topics or equivalent courses.

Note: The registered program does not satisfy the 150-cr., academic requirements for the CPA Licensure. Students need to fill-out and submit a CPA Disclaimer with their degree plan. Student may complete the extra needed credits (26) through graduate and/or undergraduate additional courses/studies/degree/certificates. Students are encouraged to check the availability and policy of undergraduate enrollment in graduate courses at SUNY Empire State College.

Admission

The admissions requirements for the B.S. in Accounting will be the same as current undergraduate admissions requirements, which include proof of high school completion and the ability to pursue college-level work as demonstrated through an essay, which is submitted with the admissions application.

Upon completion of the B.S. in Accounting, graduates will be able to:

1. Identify the legal, economic, and global forces and their impact on a business environment and its sustainability and continuity.
2. Explore the role played by accountants and the role of their professional and ethical conduct in serving the society.
3. Use the functional core competencies of the accounting profession in measurement, reporting, and decision making processes.
4. Apply the foundation of the accounting theory, principles, standards, and system cycles components in classifying, summarizing, and reporting of accounting data for internal and external decision-making.
5. Apply risk analysis and analytical procedures relevant to short-term and long-term budgeting, cost systems and behavior, and investment decisions.
6. Build on professional demeanor and ethical conduct within a diverse and global culture business environment.
7. Leverage and reinforce the use of technology in collecting, analyzing, communicating, reporting and securing of financial date, with application on taxation, auditing, system design and control, and financial analysis.
8. Evaluate professional skepticism and demonstrate professional judgement kills in examining and accessing audit risk.

Course List

Lower Division

Core Accounting Courses

Code	Title	Credits
ACCT 2005	Introductory Accounting I: Financial Accounting	4
ACCT 2010	Introductory Accounting II: Managerial Accounting	4

Core Business Courses

Code	Title	Credits
ECON 2020	Microeconomics	4
ECON 2015	Macroeconomics	4
BUSN 1010	Business Law I	4
BUSN 2005	Business Law II	4
Educational Planning		4

General Education

Code	Title	Credits
Select a minimum of 8 credits of the following:		8
MATH 1065	Statistics	
Basic Communication (English Composition)		
Select 16 credits from at least four of the following categories:		16
Natural Science		
American History		
Western Civilization		
Other World Civilization		
Humanities		
The Arts		
Foreign Language		

Liberal Arts

Code	Title	Credits
Liberal Arts Electives		24

Upper Division

Core Accounting Courses

Code	Title	Credits
ACCT 3025	Intermediate Accounting I	4
ACCT 3030	Intermediate Accounting II	4
ACCT 3010	Cost Accounting	4
ACCT 4010	Advanced Accounting	4
ACCT 3015	Federal Income Tax I: Individual Income Tax	4
ACCT 3020	Federal Income Tax II: Business Income Tax	4
ACCT 4005	Accounting Information Systems	4
ACCT 4015	Auditing	4

Core Business Courses

Code	Title	Credits
MGMT 3060	Organizational Behavior	4
Business Elective		4
FSMA 3010	Corporate Finance	4
Liberal Arts Elective		4

Total Credits 124

Bachelor of Science (B.S.) In Business Administration For Students Matriculated Before Jan.1, 2022

The Bachelor of Science (B.S.) in Business Administration is a 124-credit program designed to serve students who are interested in pursuing future careers as business leaders and professionals in public, private, nonprofit and/or international organizations. The program provides a solid foundation of theoretical, conceptual, and applied knowledge in the areas of business, management, and economics and meets SUNY liberal arts and general education requirements. Students will have the option of completing the degree program through various delivery modes, such as online, blended, and/or face-to-face study. The program is based on the same general requirements for the registered undergraduate program in Business, Management and Economics, including admission requirements.

Students enrolled in 16 credits per semester, two semesters per year, can expect to complete this program in four years. SUNY Empire State College also offers a summer term with business, management, accounting, marketing, and economics courses. It permits course transfers based on the college's policy. Students may transfer a total of up to 93 upper and lower level credits of the same listed courses/topics or equivalent courses from SUNY or non-SUNY accredited higher education institution. The program provides students with the option to pursue a more structured degree program in Business Administration while offering them the option to individualize their degrees through their selection of electives.

For additional information about this degree program, please visit the B.S. in Business Administration web page.

Admission

The admissions requirements for the B.S. in Business Administration will be the same as current undergraduate admissions requirements, which include proof of high school completion and the ability to pursue college-level work as demonstrated through an essay, which is submitted with the admissions application.

The program will follow the college policy for granting prior learning credits (PLA) credits to be among the 93 maximum transferable credits.

The business administration degree will be developed through application of theoretical concepts to practical business problem solving and decision making that the business professional encounters in corporate and nonprofit-organization environments. This degree generally offers the broadest array of traditional academic and business disciplines including:

- Economics.
- Accounting.
- Marketing.
- Management.
- Business law.
- The legal environment of business.
- Finance.
- Quantitative methods such as statistics.

Additionally, to meet the complexities of today's evolving business environment, knowledge is essential in:

- Technical areas such as computer applications and management information systems
- International, global and ethical issues confronting contemporary societies.

Students should address and provide evidence of having incorporated these guidelines in the degree program rationale.

When students plan a bachelor's degree program in business administration, they should demonstrate through transcript credits, evaluated learning or Empire State College studies that they have foundational studies in these business disciplines as well as advanced-level learning. Students can accomplish this by referring to the guidelines for the academic areas described here and to the list of suggested study titles presented at the end of this document.

A strong business-administration degree program will follow these guidelines as well as the business, management and economics general guidelines, which specifically state that all students are required to demonstrate knowledge in each of the following areas:

- Communication skills.
- Information management.
- Economics.
- Ethical and social responsibility.
- Quantitative skills.
- Understanding people in an organizational context.
- Understanding organizations within broader contexts.

This program will include learning from each of the following core areas and a capstone study such as business policy or strategic management.

Economics

Degree programs will include both microeconomics and macroeconomics or a combination.

Microeconomics can be conceived of as primarily examining decision making for a whole firm, whereas macroeconomics primarily examines the functioning of the broad environment within which individual firms operate.

Accounting

Students study accounting to understand the approach, logic, strengths and weaknesses of this discipline in order to make informed use of this important management tool. Degree programs will include financial accounting, managerial accounting, a combination or accounting for decision makers.

Marketing

Students study marketing to gain understanding of functional issues that occur every day in business, such as finding customers for its products or services, developing or managing these products or services, identifying needs and distributing products or services. A foundational study in marketing, often titled Principles of Marketing or Marketing Fundamentals, will focus on these functional problems.

Finance

Knowledge in finance will enable students to project and plan the flow of funds so that there are adequate resources available when needed and to make appropriate allocation of funds and investment decisions.

Management

Studies in management foundations, often titled Fundamentals of Management, Principles of Management and Introduction to Management, cover topics such as planning, organizing, leading and controlling. Students are introduced to problem solving and analytical processes used in business environments. This includes establishing goals and objectives, as well as coordinating human, physical and financial resources needed to achieve them.

Legal Environment

The student should have a foundation in law such as provided in the Legal Environment of Business or Business Law. Because laws and regulations increasingly influence business decisions, students need to understand how environment influences organizational decisions.

Quantitative Methods

Students need to have practical and applied quantitative skills appropriate to their work place and career pursuits. Statistics or other quantitative analysis studies will foster informed business judgments.

Management Information Systems

Students need to have an understanding of the use and management of information as an organizational resource, provided through a basic study in information systems and introduction to computer applications.

Capstone Study

A capstone study provides students with methodology, tools and problem-solving skills to integrate their business knowledge while solving problems affecting both the internal and external environments. Such a study could be in business policy, strategic management or an individualized project.

Suggested Advanced-Level Studies

The business administration concentration should include advanced-level studies in a variety of areas such as domestic, international, global and ethical issues that confront contemporary societies. While not intended as a comprehensive listing, additional studies could include:

- Business ethics.
- Business policy (suggested capstone).
- Comparative economics.
- Computer applications in decision making.
- Consumer behavior.
- Corporate finance.
- Corporate social responsibility.
- Cost accounting.
- Diversity in the workplace.
- E-commerce marketing.
- Entrepreneurship.
- Human resource management.
- International business and management.
- International economics.
- International marketing.
- Investment.
- Labor and management relations.
- Leadership.
- Managerial decision making.
- Marketing research.
- Management information systems (MIS).
- Operations management.
- Operations research.
- Organizational behavior.
- Small business management.
- Strategic management (suggested capstone).

The degree program rationale should discuss the appropriateness of all studies in relation to future career plans.

The B.S. in Business Administration is based upon the guidelines for a Business Administration concentration in the Registered Area of Study of Business, Management and Economics. Therefore, students designing a B.S. in Business Administration should consult the concentration guidelines. For students who matriculate beginning in the Spring 2020 term or after, because they can now design and pursue a B.S. in Business Administration, a concentration title of Business Administration is not permitted for a program developed in the Area of Study Business, Management and Economics.

Below is a schedule of lower division and upper division courses, that represent the content areas described by the B.S. in Business Administration concentration guidelines:

Course List

Lower Division (Intro)

Code	Title	Credits
MGMT 1005	Principles of Management	3,4
MRKT 1005	Marketing Principles	4
ACCT 2005	Introductory Accounting I: Financial Accounting	4
ACCT 2010	Introductory Accounting II: Managerial Accounting	4

ECON 2015	Macroeconomics	4
ECON 2020	Microeconomics	4
BUSN 1010	Business Law I	4

SUNY General Education

Code	Title	Credits
Mathematics (Statistics)		4
Basic Communication		4
Select 12 credits from at least three of the following Gen Ed categories:		12
Natural Science		
American History		
Western Civilization		
Other World Civilization		
The Arts		
Foreign Language		

Upper Division (Advanced Level)

Code	Title	Credits
BUSN 3010	Business Ethics	4
BUSN 4030	International Business	4
Advanced level business course such as		4
HRMS 3015	Human Resource Management	
FSMA 3010	Corporate Finance	4
MGMT 3060	Organizational Behavior	4
Advanced level business course such as		4
MGMT 3050	Operations Management	
BUSN 3122	Management Information Systems	4
MGMT 4035	Strategic Management	4

Bachelor Of Science (B.S.) In Human Resource Management For Students Matriculated Before Jan. 1, 2022

The Bachelor of Science (B.S.) in Human Resource Management is a 124-credit program designed to serve students who are interested in pursuing future careers in the field of human resource management. The program provides the foundation of core competencies, theoretical and technical body of knowledge in the content areas of human resource management, business, and SUNY liberal arts and general education requirements. Students will have the option of completing their course work in a variety of delivery modes: online, blended and/or face-to-face study. This program provides students with the option to pursue a more structured degree program in Human Resource Management while offering them the option to individualize their degree through their selection of electives.

Students enrolled in 16 credits per semester, two semesters per year, could expect to complete this program in four years. SUNY Empire State College also offers a summer term that includes courses in Human Resource Management. It permits courses transfer based on the college's policy, up to 93 total upper and lower level credits of same listed courses/topics or equivalent courses.

For more information about this degree program, please visit the B.S. in Human Resource Management web page.

Admission

The admissions requirements for the B.S. in Human Resource Management will be the same as current undergraduate admissions requirements, which include proof of high school completion and the ability to pursue college-level work as demonstrated through an essay, which is submitted with the admissions application.

To prepare to study in the HR field, students should develop an understanding of the environment through study in fields such as psychology, sociology, political science, economics, law and quantitative analysis, including statistics. Students also should ensure they have the ability to communicate in multiple forms (oral, written, electronically) with individuals and groups, and are able to analyze complex information.

Students pursuing an HRM degree should build a strong foundation of knowledge in the functional areas of business including:

- Accounting.
- Finance.
- Management.
- Operations.
- Marketing.
- Information systems.

It is also important to have an understanding of the changing nature of work and the work force, including such issues as workplace diversity and globalization. Students should also understand the interactions among individuals, groups and organizations through a study such as Organizational Behavior or Managerial Psychology.

Students pursuing an HRM degree should have a broad-based understanding of the HR function through study or experience.

HRM Knowledge/Studies

The HR function has four key responsibilities:

- Staffing (recruitment and selection).
- Compensation (direct and indirect).
- Training and development.
- Employee/labor relations,

Students seeking a broad-based HR career should build competencies in these four areas above through a combination of experience, studies and/or internships. Students could also consider taking an integrative (capstone) study to integrate their knowledge of HR and organizations. In addition, students could consider including studies that help in developing knowledge and competencies in specialized areas of HR. Possible topics include:

- Employment and/or labor law.
- Diversity in the workplace.
- Dispute resolution in the workplace.
- International HRM.
- Human resource planning.
- Human resource information systems.
- Change management.
- Performance management.

- Labor economics.
- Workplace safety and health.

Supporting Studies

Other supporting studies could focus on the organization or industry in which the student plans to work. These could include nonprofit management, retail management, manufacturing technology, health-care administration and other similar types of organizational studies.

Lower Division

Core HR Management Courses

Code	Title	Credits
MGMT 1005	Principles of Management	3,4
MRKT 1005	Marketing Principles	4
ACCT 1005	Accounting for Decision Makers	6
ECON 2005	Principles of Economics	4

SUNY General Education

Code	Title	Credits
Mathematics (Statistics)		4
Basic Communication		4
Select 12 credits from the following Gen Ed categories:		12
Natural Science		
American History		
Western Civilization		
Other World Civilization		
The Arts		
Foreign Language		

Upper Division
Core HR Management Courses

Code	Title	Credits
HRMS 3015	Human Resource Management	4
BUSN 3010	Business Ethics	4
BUSN 2010	Business Statistics	4
FSMA 3010	Corporate Finance	4
MGMT 3060	Organizational Behavior	4
HRMS 3010	Diversity in the Workplace	4
HRMS 3040	Staffing the Organization	4
HRMS 3020	Human Resources Information System	4
HRMS 3005	Compensation & Benefits	4
HRMS 3043	Training & Development	4
Human Resource Elective		4
HRMS 4020	Strategic Human Resource Management	4
HRMS 3025	International Human Resources Management	4

Business, Management And Economics - Accounting Concentration - For Students Matriculated After Aug. 1, 2009 But Before Fall 2018

June 22, 2011 — AOS Guidelines: Business, Management and Economics

Empire State College offers the opportunity to complete either a traditional concentration in accounting or an individualized concentration designed to meet the unique needs of Empire State College students. Since various career paths exist within the accounting profession, the career exploration and research phase of the educational planning process is particularly important.

A degree plan with an accounting concentration is expected to satisfy the general guidelines for the business management and economics area of study. In addition, the following core courses define the accounting concentration:

- Introductory Accounting I and II; or Principles of Accounting I and II; or Financial Accounting and Managerial Accounting
- Intermediate Accounting I and II
- Cost Accounting
- Management/Accounting Information Systems
- Corporate Finance
- Advanced Accounting
- Auditing
- Legal Environment of Business or Business Law
- Statistics
- Federal Income Tax

Information on Career Options in Accounting

There are various licensure and professional certification programs in the accounting field. In addition, there are many employment opportunities and professional licenses and certifications available in the public, private and nonprofit sectors, which require specific coursework, course sequences and course levels. Accordingly, it is the students' responsibility, in designing the degree plan, to check with their state board and professional associations regarding the current requirements for any professional designations they are interested in pursuing.

Public Accounting Careers

Empire State College cannot guarantee admission to any professional examination including the Certified Public Accountancy examination, nor satisfaction of the educational requirements for licensure. In order to meet the admissions requirements, students are advised to check with their State Board of Education for licensure requirements.

Note: The board of education licensing department of each state has its own educational and practical experience requirements which may change over time.

In general, being an accountant does not require state licensing or professional certification unless the student is interested in pursuing work in public accountancy as a certified public accountant. The CPA profession is defined by New York Education Law as "holding one's self out to the public in consideration of compensation… providing signature …indicated or implied that the practitioner has acted or is acting, in relation to financial accounting and related statement, or reporting as an independent accountant or auditor or as an individual having or purporting to have expert knowledge in accounting or auditing."

The license is required to practice as an external auditor and to provide an independent opinion on the fair presentation of the financial statements issued by a publicly-held corporation, a nonprofit organization or private company for certain budgeting or banking matters. Candidates for the CPA Exam in New York

Effective August 1, 2009, candidates for the CPA exam in New York state must complete at least a baccalaureate or higher degree consisting of 150 semester hours including, but not limited to:

-at least 33 semester hours in accounting with courses in:

- Financial accounting theory and principles (including advanced financial accounting).
- Managerial accounting.
- U.S. federal tax accounting.
- Auditing and computer auditing.

-36 semester hours in

- General business electives including business statistics, commercial law, computer science, economics and finance.

The curriculum also must include the study of business/accounting communications, ethics/professional responsibility, and accounting research.

Note: The study in auditing must be taken at the upper-division level (third or fourth year) of an undergraduate program or at the graduate level.

Management Accounting Careers

Students may choose to pursue a career in management accounting. Management accountants are strategic financial-management professionals who integrate accounting expertise with advanced management skills to drive business performance inside organizations. Management accountants monitor, interpret, and communicate operating results, evaluate performance, control operations and make decisions about the strategic direction of the organization.

To better prepare students for pursuing a career in management accounting, in addition to the accounting core studies, students should consider including the following studies in their degree program:

- Principles of Marketing.
- Strategic Planning or Strategic Management.
- Business Ethics.
- International/Global Business.

Internal Auditing Careers

Students may choose to pursue a career in internal auditing. Internal auditors evaluate risk exposures related to:

- Organizations' governance, operations and information systems in terms of effectiveness and efficiency of business operations.
- Reliability and integrity of financial and operational information.
- Safeguarding assets.
- Compliance with laws, regulations and contracts.

To better prepare students for pursuing a career in internal auditing, in addition to the accounting core studies, students should consider including the following studies in their degree program:

- Internal Controls or Internal Auditing.
- Internet Communication and Security.

Forensic Accounting Careers

Forensic accounting is another growing career area in accounting. Forensic accountants work in the areas of fraud examination, prevention, detection, deterrence and investigation.

To better prepare students for pursuing a career in forensic accounting, in addition to the accounting core studies, students should consider including the following studies in their degree program:

- Internet Communication and Security.
- Theories of Crime Causation or Behavioral Psychology and Society.
- Case Management.
- Investigation Techniques.
- Interviewing Techniques.

Government or Nonprofit (Not-for-Profit) Accounting Careers

Another career opportunity in accounting is in government and nonprofit financial management. Government and nonprofit accountants and financial managers are interested in working on:

- Project management.
- Planning and execution of several kinds of audits.
- Program planning and controlling to prevent or deter the misuse of public resources in the programs and operations of federal, state, city and local agencies.

It is a stewardship relationship to account for public resources and improve efficiency and effectiveness in governmental and nonprofit business operations. Finance managers are increasingly valued as key members of decision-making teams, assessing how agencies are performing, helping managers operate their programs more efficiently and transforming government processes through technology.

To better prepare students for pursuing a career in governmental and nonprofit accounting, in addition to the accounting core studies, students should consider including the following studies in their degree program:

- Accounting for Government and Nonprofit Organizations.
- Nonprofit Management.
- Public Finance and Budgeting.
- Business, Government and Society.
- Politics and Leadership in the Bureaucracy.

Business, Management And Economics - Accounting Concentration - For Students Matriculated Before Aug. 1, 2009

Jan. 21, 1997 — AOS Guidelines: Business, Management and Economics

Empire State College offers the opportunity to complete both traditional concentrations in accounting and individualized programs designed to meet the unique needs of Empire State College students. Because of the many career opportunities arising from accounting and accounting-related concentrations, the career exploration and research phase of educational planning is particularly important.

There are a variety of licensure and professional certification programs available based upon accounting concentrations. Similarly, there are many employment opportunities available in the public sector for which specific coursework is required. Accordingly, students are advised to review the current requirements for any professional designations that they are interested in pursuing before designing their programs. These professional designations include certified public accountant, certified management accountant and certified internal auditor.

Traditional Concentrations in Accounting

Students are advised that accounting concentrations have historically followed the requirements for professional licensure as a certified public accountant. Empire State College students are advised that if they intend to pursue a career path based on traditional accounting concentrations (whether or not they intend to pursue professional licensure), their college degree programs should include these traditional studies. Students also are advised that a broad liberal-arts background has been emphasized in such programs (a Bachelor of Professional Studies generally would not be acceptable for traditional accounting programs).

Accounting Programs Have Included:
Accounting Core
- Accounting Principles.
- Intermediate Accounting I and II.
- Cost Accounting I and II.
- Income Taxes.
- Advanced Accounting.
- Auditing.

Supporting Core of Studies
- Business Law I and II.
- Finance.
- Statistics.
- Computer Science and Information Systems.
- Economics (Macro, Micro).

Empire State College cannot guarantee admission to the certified public accountancy examination or satisfaction of the educational requirements for licensure. In order to meet the admissions requirements, students are advised that cross-enrollment with another college may be required and credit by evaluation may not be acceptable. Students also are advised that educational requirements often change and that they should not rely on the experience of other Empire State College graduates.

Managerial Accounting Concentrations

The employment experience that Empire State College students have prior to their matriculation at the college and their career goals often make degree programs that emphasize managerial accounting particularly desirable. In such instances, students may find the four areas emphasized by the certified management accounting program particularly helpful in the design of their degree programs. Programs with this career emphasis should include studies in:

- Economics.
- Finance and management.
- Financial accounting and reporting.
- Management reporting.

- Analysis and behavioral issues.
- Decision analysis and information systems.

Managerial accounting concentrations combine studies that are traditionally emphasized in accounting concentrations (discussed earlier) with studies in:

- Information systems.
- Managerial and organizational behavior.
- Financial management.
- Economic and quantitative analysis.

Often, studies in new costing techniques and/or their application to a particular industry are included, as well as studies in budgetary analysis, systems design, cost behavior patterns, and forms of information reporting. Because such concentrations may vary considerably depending upon individual student needs and interests, studies to be included in such concentrations will likewise vary.

Concentrations with other titles where the goal is preparation in managerial accounting should take these guidelines into account.

Concentrations in Financial Management, Nonprofit and Governmental Accounting, Industry and Business Sectors, Banking and Financial Services and/or Other Specialized Situations

It is possible to develop unique programs which combine selected traditional accounting studies with studies geared to students' individual career interests. Such studies might include:

- Nonprofit and/or governmental finance or accounting.
- Specialized studies geared to a particular business sector (such as construction, banking, automotive or financial services, etc.).
- Specialized auditing (governmental, EDP, banking or internal).
- Specialized studies in cost or management accounting.
- Concentrations in financial planning which combine accounting studies with finance, or concentrations in taxation (i.e., personal, corporate, fiduciary, tax and estate planning or regulation).

As the globalization of business continues to evolve, studies with an international focus may also be appropriate.

Business, Management And Economics - Business Administration Concentration - For Students Matriculated After July 1, 2010 But Before Spring 2020

A business administration concentration will be developed through application of theoretical concepts to practical business problem solving and decision making that the business professional encounters in corporate and nonprofit-organization environments. A business administration concentration generally offers the broadest array of traditional academic and business disciplines including:

- Economics.
- Accounting.
- Marketing.
- Management.
- Business law.

- The legal environment of business.
- Finance.
- Quantitative methods such as statistics.

Additionally, to meet the complexities of today's evolving business environment, knowledge is essential in:

- Technical areas such as computer applications and management information systems.
- International, global and ethical issues confronting contemporary societies.

Students should address and provide evidence of having incorporated these guidelines in the degree program rationale.

When students plan a bachelor's degree program in business administration, they should demonstrate through transcript credits, evaluated learning or Empire State College studies that they have foundational studies in these business disciplines as well as advanced-level learning. Students can accomplish this by referring to the guidelines for the academic areas described here and to the list of suggested study titles presented at the end of this document.

A strong business-administration degree program will follow these guidelines as well as the business, management and economics general guidelines, which specifically state that all students are required to demonstrate knowledge in each of the following areas:

- Communication skills.
- Information management.
- Economics.
- Ethical and social responsibility.
- Quantitative skills.
- Understanding people in an organizational context.
- Understanding organizations within broader contexts.

A business administration concentration will include learning from each of the following core areas and a capstone study such as business policy or strategic management.

Economics

Degree programs will include both microeconomics and macroeconomics or a combination. Microeconomics can be conceived of as primarily examining decision making for a whole firm, whereas macroeconomics primarily examines the functioning of the broad environment within which individual firms operate.

Accounting

Students study accounting to understand the approach, logic, strengths and weaknesses of this discipline in order to make informed use of this important management tool. Degree programs will include financial accounting, managerial accounting, a combination or accounting for decision makers.

Marketing

Students study marketing to gain understanding of functional issues that occur every day in business, such as finding customers for its products or services, developing or managing these products or services, identifying needs and distributing products or services. A foundational

study in marketing, often titled Principles of Marketing or Marketing Fundamentals, will focus on these functional problems.

Finance

Knowledge in finance will enable students to project and plan the flow of funds so that there are adequate resources available when needed and to make appropriate allocation of funds and investment decisions.

Management

Studies in management foundations, often titled Fundamentals of Management, Principles of Management and Introduction to Management, cover topics such as planning, organizing, leading and controlling. Students are introduced to problem solving and analytical processes used in business environments. This includes establishing goals and objectives, as well as coordinating human, physical and financial resources needed to achieve them.

Legal environment

The student should have a foundation in law such as provided in the Legal Environment of Business or Business Law. Because laws and regulations increasingly influence business decisions, students need to understand how environment influences organizational decisions.

Quantitative methods

Students need to have practical and applied quantitative skills appropriate to their work place and career pursuits. Statistics or other quantitative analysis studies will foster informed business judgments.

Management information systems

Students need to have an understanding of the use and management of information as an organizational resource, provided through a basic study in information systems and introduction to computer applications.

Capstone study

A capstone study provides students with methodology, tools and problem-solving skills to integrate their business knowledge while solving problems affecting both the internal and external environments. Such a study could be in business policy, strategic management or an individualized project.

Suggested Advanced-Level Studies

The business administration concentration should include advanced-level studies in a variety of areas such as domestic, international, global and ethical issues that confront contemporary societies. While not intended as a comprehensive listing, additional studies could include:

- Business ethics.
- Business policy (suggested capstone).
- Comparative economics.
- Computer applications in decision making.
- Consumer behavior.
- Corporate finance.
- Corporate social responsibility.
- Cost accounting.
- Diversity in the workplace.
- E-commerce marketing.
- Entrepreneurship.

- Human resource management.
- International business and management.
- International economics.
- International marketing.
- Investment.
- Labor and management relations.
- Leadership.
- Managerial decision making.
- Marketing research.
- Management information systems (MIS).
- Operations management.
- Operations research.
- Organizational behavior.
- Small business management.
- Strategic management (suggested capstone).

The degree program rationale should discuss the appropriateness of all studies in relation to future career plans.

Revised Nov. 20, 2008
Revised March 11, 2009 (CUSP Suggestions)

Business, Management And Economics - Business Administration Concentration - For Students Matriculated Before July 1, 2010

A concentration in business administration provides preparation in academic areas that help a student understand business organizations and their operations, and to manage effectively in a business environment. For some students, the business-administration concentration may serve as good preparation for a career in nonprofit organizations.

Business administration combines study in traditional academic disciplines, such as economics, with the study of professional subjects that provide theory and concepts useful in understanding business problems and decision making, and which assist students in applying theoretical knowledge to practical problems. Business-administration programs should include an understanding of the international, global and ethical issues confronting business today. The student's rationale should give evidence that these guidelines have been incorporated into the degree program.

Business administration concentrations should evidence knowledge in each of the following core areas:

Economics

Students should study both microeconomics and macroeconomics. Microeconomics can be conceived of as primarily examining decision making for a whole firm. Macroeconomics primarily examines the functioning of the broad environment within which individual firms operate.

Accounting

Students should study accounting to understand the approach, logic, strengths and weaknesses of accounting in order to make informed use of this important management tool.

Marketing

Students in their study of marketing will focus on functional problems that every business needs to deal with such as finding customers for its products or services, producing products or services, identifying needs and distributing products or services.

Finance

Knowledge in finance will enable students to plan the flow of funds so that there are adequate resources available when needed, and to make appropriate investment decisions.

Management

Knowledge should include the problems and processes of analyzing organizational environments. This includes establishing goals and objectives, and coordinating human, physical and financial resources to achieve these objectives.

Legal environment

Because laws and regulations increasingly influence business decisions, students need to understand how the legal environment influences organizational decisions.

Quantitative methods

Students need to have the quantitative skills appropriate to their workplace and career pursuits. Knowledge in this area includes statistics or calculus or other areas of quantitative reasoning, which will foster informed business judgments.

Computers and information systems

Knowledge in this area should ensure that a student has been introduced to computers and two or more applications. Students should be aware of the multiple uses of computers and their impact on the business environment.

Other Studies

A capstone study is highly recommended. Such a study will provide students with the opportunity to integrate their business knowledge while solving problems affecting both the internal and external environments. To achieve this objective, a student might study business policy or strategic management or design his/her own project individualized to his/her own needs and interests.

Other suggested studies include:

- International business.
- Operations research or management.
- Organizational behavior.
- Labor relations.
- Ethics.
- Entrepreneurship.
- Human resource management.

This is not intended as a comprehensive listing. The degree-program rationale should discuss the appropriateness of all studies in relation to future career plans

Business, Management And Economics - Economics Concentration - For Students Matriculated After Mar. 1, 2016 But Before Jan. 1, 2020

Background

A focus on economics within the Business, Management and Economics Area of Study deals with how people make choices and organize production, distribution and consumption of goods and services.

A concentration in economics provides a foundation for employment in a wide range of fields, including teaching, research, policy analysis, government service, banking, insurance and general business. All require a solid theoretical base and ability to analyze data. Therefore, a blend of theoretical and applied studies is advisable.

All concentrations in economics should reflect a progression of studies from the introductory to the advanced level, which respond to the student's own personal, academic and professional goals. They can cover a range of possibilities such as (a) a purely theoretical orientation, especially for those interested in graduate study; (b) an applied orientation for those whose interest is mainly in working in industry; and (c) a policy orientation for those who wish to pursue careers with the government.

Foundation

Students will develop an understanding of the language of microeconomics; roles of economic decision making at the individual and firm level; an ability to use graphical analysis in problem solving; and the ability to identify an appropriate concept for application and reason through to logical conclusions. This would normally be accomplished in a study of Principles of Microeconomics or similar studies.

Students will develop an understanding of the language of macroeconomics; the structure of the aggregate economy; the roles and impacts of government and institutions on the economy; tools of fiscal and monetary policy; an ability to use algebraic graphical analysis in problem solving; and the ability to apply these concepts to the real world. This would normally be accomplished in a study of Principles of Macroeconomics or similar studies.

The study of economics requires facility with algebra, statistics (including probability) and one semester of calculus.

Advanced

Building on the vocabulary and concepts learned at the introductory level, as well as facility with the tools learned in algebra, statistics and calculus, students must deepen their understanding of both microeconomics and macroeconomics by study.

At the advanced level, students will demonstrate increasing levels of sophistication in solving problems as well as becoming familiar with the professional literature. Tools for analysis include both calculus and more advanced graphical analysis, as well as a deeper understanding of

theory. Students typically gain this knowledge in studies of Intermediate Microeconomics and Intermediate Macroeconomics.

In order to both understand the economics literature and apply economic concepts to real-world data, students must study data analysis at the advanced level (e.g., econometrics; financial data analysis; advanced statistics; forecasting).

Students are expected to demonstrate that they can apply sophisticated analysis to a broad range of fields. They will do this by including at least three additional advanced level studies in economics. These studies must be distributed across different fields of economics. (Including, but not limited to international, health, environmental, economic development, labor, monetary, economic history, history of economic thought, political, industrial organization, crime, sports, comparative systems, etc.) Students may wish to add focus to one or more fields by adding additional advanced level studies.

For more information on careers and fields of study, students may wish to consult the American Economics Association's website for students (http://www.aeaweb.org/students/).

Business, Management And Economics - Economics Concentration - For Students Matriculated Before Mar. 1, 2016

Economics is a discipline within the social science field. The core of economics deals with people's attempts to organize their environment to satisfy their material needs by the production, distribution and consumption of goods and services. More broadly, it overlaps with other social sciences such as history, sociology, political science, geography and psychology.

Students' degree programs reflect both personal intellectual interests and career goals. A degree in economics provides a foundation for employment in a wide range of fields including teaching, research, policy analysis, government service, banking, insurance and general business. All require the ability to manipulate and analyze data as well as a solid theoretical base. A blend of theoretical and applied studies is advisable.

As part of the BME area of study at Empire State College, a concentration in economics allows the student the breadth to select studies from a wide constellation of applied and theoretical areas and to plan a program around individual interests. However, a concentration should possess defensible progression and integration. Ideally, the concentration would incorporate broad content areas such as public economics rather than separate studies such as public revenues or public expenditures.

While maintaining the individuality of a degree program, we must recognize certain professional and community expectations within a discipline. At the minimum, certain foundational studies are essential before a student can be an effective learner at more advanced levels. In that spirit, the following studies are suggested for consideration in a concentration in economics.

Foundation

A solid foundation introduces the beginning student to the terminology, concepts and analytical tools utilized by economists. It is strongly recommended that the student survey the major principles, institutions and problems in contemporary life by completing some study of both macroeconomics (the study of the aggregate economy) and microeconomics (the study of individual components of the economy) at the introductory level.

This recommendation is based on:

- The range of new concepts to be learned that will carry over to more advanced study.
- The traditional division between micro and macro, whereby not all critical concepts of the discipline will be covered in either alone.

Also at this level of study, the student should have an understanding of graphs, tables, algebraic equations, and cause-effect relationships as found in college algebra and differential calculus in order to be able to fully grasp marginal analysis of functional relationships. Further work in mathematics is essential for students intending to pursue graduate study.

A knowledge of statistics is important for most economic studies which have a quantitative orientation because applications of descriptive statistics, graphical methods, probability, correlation, regression, etc. are made in them. Beyond that, any student who hopes to understand economic literature from journals and other professional sources will benefit from studies in statistics.

Advanced

After absorbing all the vocabulary and concepts at the introductory level, the student may not be able to translate them into the examination of complex economic phenomena unless he/she studies them at a higher level of abstraction. For instance, a student who is interested in pursuing a concentration in health economics will need more than an introductory exposure to the determination of prices, output and productivity before applying them to the economics of health. These elements are examined more fully in intermediate microeconomics or intermediate macroeconomics. In most cases, knowledge from both intermediate areas is appropriate before further study can be pursued effectively.

In any discipline, the student is expected to gain an understanding of the development of its thinking. Economics is a dynamic and evolutionary study whose paradigm shifts through preclassical, classical, marginalistic or Keynesian contexts present the student with an excellent opportunity to examine the various schools of thought. It is the study that gives the discipline its philosophical and theoretical base and enables the student to better understand how the economic system operates.

In sum, all concentrations in economics should reflect a progression of studies from the introductory to the advanced level which respond to the student's own personal, academic and professional goals. They can cover a range of possibilities including:

- A purely theoretical orientation, especially for those interested in graduate study.
- An applied orientation for those whose interest is mainly in working in industry.
- A policy orientation for those who wish to pursue careers with the government.

Business, Management And Economics - Finance Concentration - For Students Matriculated After Dec. 1, 2013 But Before Jan. 1, 2020

March 21, 2013 — AOS Guidelines: Business, Management and Economics

Background

Finance is a branch of applied economics which studies monetary and financial decision making under conditions of risk and uncertainty. Firms and investors utilize various instruments and institutions to manage the transfer of funds from those who save to those who invest in regulated markets.

Foundation Studies

The concentration in finance should include principles and concepts of micro- and macroeconomics, accounting, and legal aspects of business. Problem solving in finance uses advanced quantitative methods, including statistical analysis and often calculus.

Progression in the Concentration

The finance function consists of assessing the financial horizon, utilizing quantitative and analytical tools and methodologies. The concentration typically will include one or more studies which focus on the firm as the generator of financial instruments and on the valuation of those instruments. In addition, students should comprehend tools and analysis used by businesses to make their financial decisions (e.g., Corporate Finance, Financial Management). Building on this, students explore financial instruments and valuation and investment of those instruments (e.g ., Investments, Security Analysis and Portfolio Management). Knowledge of financial markets — both domestic and international — is crucial for full understanding of funds transfers in the global economy (e.g., Money and Banking or Financial Markets and Institutions and International Finance). In the current financial arena, an understanding of ethical and social responsibility is imperative. Sophisticated financial modeling software and electronic spreadsheets are used in "real world" simulations using advanced quantitative skills and methodologies, which might include econometrics.

Students seeking a broad-based finance career should build competencies in the topics listed above through a combination of experience, studies and/or internships. Students are encouraged to take an integrative (capstone) study to assimilate their knowledge of finance. The capstone might integrate prior knowledge and create pathways to the professional work.

Career Paths

There are various career opportunities in finance. Among them are:

- Working within a corporate financial structure.
- Theoretical analyzer of finance.
- Financial professions as an investment banker or trader.
- Public finance professional.
- Wealth management advisor.

For students wishing to study finance as a path to corporate management, many of the studies in the management or business administration concentrations (such as accounting, strategic management and leadership) are also appropriate. Other students might wish to focus more on the theory of finance and would find additional studies in economics, corporate finance, portfolio theory and research methods appropriate. Those interested in a more "Wall Street"- focused career might consider international accounting, risk analysis and symbolic logic.

Notes:

- Students interested in personal financial consulting might be better served by designing a degree based on the Certified Financial Planner (CFP) curricular guidelines.
- Students preparing for graduate work in finance should explore entrance requirements. Graduate work generally requires facility with sophisticated quantitative methods, as well as depth in microeconomic analysis.

Business, Management And Economics - Finance Concentration - For Students Matriculated Before Dec. 1, 2013

Feb. 1, 1993 — AOS Guidelines: Business, Management and Economics

Finance is the study of the direct and indirect transfer of funds from those who save to those who invest. It includes both the financial instruments which are bought and sold and the markets in which they are traded.

The study of finance builds upon a foundation of economic concepts. It applies those concepts to information that comes from a solid foundation in accounting theory, and it uses concepts from statistics to deal with the uncertainty inherent in forecasting the future. Much of the problem solving in finance uses algebra. Electronic spreadsheets are used in "real-world" simulations. Advanced quantitative skills are desirable.

The concentration typically will include:

- One or more studies which focus on the firm as the generator of financial instruments and on the valuation of those instruments.
- One or more studies which focus on the investor as the purchaser of financial instruments.
- One or more studies of financial markets, both domestic and international.

These studies form the core of a concentration in finance.

Related Career Directions

- Finance within a corporate financial structure or as a personal financial consultant/advisor: studies in risk management, interview techniques, the psychology of interpersonal relations and communication skills.
- Finance in corporate management: studies in management or business administration concentrations.

Theory of Finance

Students who wish to focus more on the theory of finance would find studies appropriate in:

- Economics.
- Corporate finance.
- Portfolio theory.
- Securities analysis.
- International finance.
- Money and banking.
- Research methods.

Business, Management And Economics - Human Resource Management Concentration - For Students Matriculated After July 1, 2009 But Before Spring 2020

Background

The human resource management professional is an essential partner in developing and executing the strategy of the organization. Individuals working in the HR field are key players in ensuring the organization has the right people in the right places doing the right things at the right times. In effect, it is the HR professional's responsibility to ensure HR policies, procedures and practices are matched effectively with the organization's strategies. This includes functions such as:

- Recruiting/staffing.
- Training.
- Planning and development.
- Reward systems including direct and indirect monetary rewards.
- Workplace safety and health.
- Employee/labor relations.

To perform these functions, an HR professional needs to interact with people across the organization and needs to have an understanding of these functions. The HR professional is in a trusted position; those who serve in this field are held to high standards of integrity, discretion and discernment.

Issues that currently face professionals in this field are numerous and complex. The legal, economic and political environments at the local, state, country and international levels impact how HR strategies can be achieved. In addition to understanding the broad framework of the relevant laws (e.g., for equal opportunity, income security, safety and health, labor-management relations), the HR professional also needs to understand the economic, social and political environments and their impact on HR activities within an organization. Of critical importance are issues such as globalization, rise of knowledge worker and technology. The HR function is frequently asked to implement policies and programs to enhance the organization's ability to thrive in environments undergoing rapid change.

Progression in the Concentration

To prepare to study in the HR field, students should develop an understanding of the environment through study in fields such as psychology, sociology, political science, economics, law and quantitative analysis, including statistics. Students also should ensure they have the ability to communicate in multiple forms (oral, written, electronically) with individuals and groups, and are able to analyze complex information.

Students pursuing an HRM concentration should build a strong foundation of knowledge in the functional areas of business including:

- Accounting.
- Finance.
- Management.
- Operations.
- Marketing.
- Information systems.

It is also important to have an understanding of the changing nature of work and the work force, including such issues as workplace diversity and globalization. Students should also understand the interactions among individuals, groups and organizations through a study such as Organizational Behavior or Managerial Psychology.

Students pursuing an HRM concentration should meet the general guidelines for business, management and economics, and have a broad-based understanding of the HR function through study or experience.

HRM Knowledge/Studies

The HR function has four key responsibilities:

- Staffing (recruitment and selection).
- Compensation (direct and indirect).
- Training and development.
- Employee/labor relations.

Students seeking a broad-based HR career should build competencies in these four areas above through a combination of experience, studies and/or internships. Students could also consider taking an integrative (capstone) study to integrate their knowledge of HR and organizations. In addition, students could consider including studies that help in developing knowledge and competencies in specialized areas of HR. Possible topics include:

- Employment and/or labor law.
- Diversity in the workplace.
- Dispute resolution in the workplace.
- International HRM.
- Human resource planning.
- Human resource information systems.
- Change management.
- Performance management.
- Labor economics.
- Workplace safety and health.

Supporting Studies

Other supporting studies could focus on the organization or industry in which the student plans to work. These could include nonprofit management, retail management, manufacturing technology, health-care administration and other similar types of organizational studies.

Related Concentrations

In addition, students could also consider developing a degree plan in related concentrations such as training and development, gender/diversity/LGBT issues in the workplace, labor or industrial relations, or other areas of organizational studies.

Business, Management And Economics - Human Resource Management Concentration - For Students Matriculated Before July 1, 2009

The field of human resource management deals with what was formerly called the "personnel function." People in this field provide services to organizations in the area of recruiting, staffing, training, counseling, compensation and benefits, safety, equal opportunity and affirmative action, and labor relations. There are a number of laws that impact on this area. They deal with:

- How people are paid.
- Work and environmental safety.
- Equal opportunity and discrimination issues.
- How benefits are administered.
- Issues covered by the National Labor Relations Act, which defines collective activity in the work place.

A growing area of human resource management is in the development and management of human resource information systems (HRIS). The human resource function also frequently implements programs that deal with productivity improvement and total quality management.

This field deals with people; therefore, an understanding of psychology and sociology is essential. An understanding of the changing nature of work and the work force, including issues of cultural diversity, is also important. The ability to communicate orally and in writing with individuals and groups is essential.

Studies that are considered essential to the field of human resource management include:

- Human resource management.
- Compensation and benefits administration.
- Training and development.
- Employment and labor law.
- Affirmative action and cultural diversity in the workplace.
- Business mathematics.
- Managerial psychology, industrial psychology or organizational behavior.

Additional studies in the field of human resource management could include:

- Recruitment and selection.
- Staffing.
- Executive or sales compensation.
- Human resource information systems.
- Performance appraisals.

- Employee assistance programs.
- Total quality management or productivity improvement.
- Labor economics.
- Wage and price theory.
- Security and safety.

Because human resources professionals perform many of the functions of other managers, supporting studies could include:

- Economics.
- Psychology.
- Sociology.
- Management.
- Statistics.
- Accounting.
- Corporate finance.
- Marketing.
- Business history or labor history.

Practitioners in the field need to understand how organizations function and how change is implemented. Other supporting studies could be directly related to understanding the kind of organization the person plans to work in. These could include nonprofit management, retail management, manufacturing technology, health care administration and other similar types of organizational studies.

Business, Management And Economics - Information Systems Concentration - For Students Matriculated Before July 1, 2015

Introduction: What is "information systems?"

- Information is data that has been given meaning through some process, and therefore has added value.
- Systems are the ways in which we develop that information, including through models, as well as the use of processes that will help us implement those models.

For the student who wishes to develop a degree program in information systems, definition is the initial challenge; as the definition develops, the degree program will take shape.

There are many ways to approach information systems. Many professionals and educators have tried to identify different approaches by adding modifiers, which has led to terms such as "management information systems" and "computer information systems." MIS is understood to be focused on the management aspects, while CIS is focused on the technical aspects. However, as the area has developed, the differentiation between the managerial and the technical has blurred.

At Empire State College, there are three primary areas of study which accommodate a degree in information systems:

- Business, management and economics.
- Science, mathematics and technology.
- Interdisciplinary studies.

Separate guidelines are provided for each of these areas of study. However, a common core of knowledge has been identified as appropriate for any of these areas of study.

Students can consider other possibilities than IS for their concentration titles. For example:

- In the SMT area, a student who comes to the college with substantial experience and/or transcript credit in computer technology may want to build on that background to develop a degree program in information technology. An SMT student who wishes to have a more theoretical approach, including extensive study of mathematics and algorithms, may want to pursue a degree in computer science.
- In the BME area, a student pursuing a degree in information systems management may consider studies such as accounting information systems, human-resource information systems, and so on, depending on his/her interests and needs.

Common Core of Knowledge for Information Systems

In any degree program, progression and integration are important. Progression is important because one needs to move from a foundation to a deeper level of understanding. Integration exists when links exist among the degree program studies. Both are addressed in the common core of knowledge for information systems. To begin, the foundation is defined, which is important for any degree program. Then, the essential links are presented. From these essential links, the rest of the degree program will then differ, depending on student goals and interests.

The core areas that relevant area of study faculty have agreed upon as essential for a degree in information systems include:

Computer Fundamentals
This area comprises three subareas, all of which need to be addressed: applications, programming and introductory IS concepts.

- Applications include word processing, use of spreadsheets, database management and telecommunications.
- Knowledge of telecommunications includes a basic understanding of networks and the Internet.
- Programming is introductory and can be in any language. Introductory IS concepts would provide an overview of the area, including basic hardware and software, as well as common applications of IS, including, but not restricted to, the use of IS for decision-making support.

Business, Management and Economics Fundamentals
Information systems exist within organizations. In many cases, the organization is involved in business transactions. Therefore, some basic understanding of business and management fundamentals is important. This could be chosen from one or more of the areas of economics, behavior/ management and/or finance/accounting.

Quantitative Reasoning
All students should already have (or develop) skill and confidence with the interpretation of material containing quantitative information and mathematical symbols, and they should have (or develop) an ability to express ideas using mathematical symbols and language. It is important to be able to articulate an understanding of mathematics, not simply perform calculations. The choice of mathematical subject matter for development of quantitative reasoning will depend on the student's background and interest. Subjects such as algebra, statistics, finite math or technical math are all good choices. In addition, students would greatly benefit from an understanding of basic statistical concepts.

Systems Analysis and Design (Advanced Level)
Key to understanding information systems is an understanding of systems analysis and design. This includes an understanding of the systems lifecycle as well as systems and network models.

Information Technology (advanced level)
Information technology concerns the hardware aspects of information systems. Many students come to Empire State College with background in information technology. This may include training in networks or the underlying technology of the World Wide Web or advanced understanding of programming languages. In this area, currency is important and students should be considered in the learning contract, possibly through study of data communications and networking or advanced programming languages.

Information Systems (advanced level)
In addition to systems analysis and design, which was already identified as a core subject, and an understanding of systems and information technology, a student should have an advanced level of understanding in databases, MIS or project management in information systems. Any advanced-level IS study should include some aspect of decision making.

Understanding of the Work Environment
Information systems always exists in some context, within which there is wide variability. Often, but not always, the environment is a business organization. Studies that would provide this perspective include technology and society, technology management, cross-cultural management, organizational behavior, computer ethics, human-computer interaction or e-commerce.

In this common core, the student has investigated information technology and information systems at the advanced level. He or she has studied systems analysis and design. The content of the rest of the concentration will depend on the specific area of study. Three of the most common possibilities are discussed below.

An IS Degree Within the Area of Study of Business, Management and Economics

In addition to satisfying the general BME guidelines, students wishing to develop an IS degree within BME are advised to take business, management, and economics studies that include IS components or that complement the IS studies in the core area. The following are suggested topic areas. The list below is by no means exhaustive. These studies should be beyond the introductory level and address competencies, learning and knowledge areas such as the following:

- **Telecommunications management:** responsibility for the operations and performance of the communication network within the organization, including project management, computer operations and computer security
- **Database management and administration:** combination of data-management and data-administration roles and responsibilities, including studies such as relational databases, enterprise data modeling, client interface and management information systems
- **Accounting and financial management:** responsibilities such as dealing with investments in vertical information systems, procurement, operations management and implementation of an information systems' financial strategy within the organization; cost accounting is an integral part of this area.

- **Planning:** positioning of IS within other organizational functions to support business strategies and goals through studies such as business planning, strategic planning, strategic control systems and systems development.

An IS Degree Within the Area of Study of Science, Mathematics and Technology

Note: The guidelines have been revised for a concentration in information systems. Review the guidelines located in the Science, Mathematics and Technology area of study.

The general SMT guidelines are met through the core studies for a degree in IS. One additional area that needs to be included in an IS degree under SMT would be further study in mathematics. This should be beyond the introductory level and could include areas such as discrete math or advanced quantitative methods in business.

- Discrete mathematics would cover logic, the concept of complexity, methods of proof and graph theory.
- Advanced quantitative methods would include topics such as decision making under uncertainty and linear programming.

Beyond the core, students in SMT likely will have an area they would like to focus on in their additional advanced-level studies. The following are some suggested areas. This list is by no means exhaustive:

- **Programming**: integrative studies such as object oriented programming, theory of programming languages and artificial intelligence.
- **Networks**: data communications, voice systems, computer security and network administration.
- **Web design**: web programming, web design and web development.
- **Databases**: study of databases, data modeling, database management, relational databases, decision support systems, enterprise data modeling, artificial intelligence and expert systems.
- **Telecommunications**: study of the integrated nature of telecommunications, where voice, data and graphics are united.

Studies should not focus on specific commercial packages, since these narrow approaches will not serve the student's long-range goals. Specific titles may go out of date, or the manufacturer may change its name or go out of business. It is also important to strike the proper balance between study of general concepts and of specific software tools and packages. While students can and should gain hands-on experience with software in their studies, at least equal emphasis must be placed on mastery of the concepts and principles. The concepts and principles are the key to successful lifelong learning and to mastering the use of new software tools and techniques as they become available. A specific example of this principle would be developing a study in "web design," rather than a study titled "Microsoft Frontpage."

An IS Degree Within the Interdisciplinary Studies Area of Study

Separate guidelines are given for the interdisciplinary studies area of study and these are the best source for any student developing a degree within this AOS. However, it is assumed that a student with an interdisciplinary studies degree in IS would have the common core identified above. For the additional studies in the information systems area, several of the studies at the advanced level should integrate viewpoints and applications. An example may be a degree that looks at the technical and implementation aspects of e-commerce.

Business, Management And Economics - International Business Concentration - For Students Matriculated Before July 1, 2013

July 1, 2013 - AOS Guidelines: Business, Management and Economics

For the concentration in international business, an awareness of the different sociocultural, political and legal environments in international business and the resultant consequences on international business planning and decision-making processes adopted by managers operating in that context is crucial.

Because international business concentrations may offer many diverse career opportunities, the career exploration in the research phase of degree program planning is particularly important. Many career opportunities exist in private industry, global commerce, international organizations, government, or banking, among others. In some careers, specialized knowledge specific to employers' needs may be desirable for employment (for example, banking or government work). However, for the majority of industry careers, specialized knowledge may not be required. Instead, a basic program in international business and then on-the-job experience in the industry and/or any international experience inside or outside of the home country is helpful to career progression. Students should carefully consider their employment options and expectations in the design of their degree programs. These experiences often can be complemented or enhanced through individualized learning contracts, which allow students to pursue topics relevant to their employment situations or goals.

The guidelines that follow provide guidance to a basic program in International Business. These should be augmented with additional knowledge in areas personally relevant. Students pursuing an International Business concentration should meet the General AOS Guidelines for Business, Management and Economics, and demonstrate fundamental knowledge in each of the following areas:

- Economics.
- Management.
- Accounting.
- Marketing.
- Finance.

Students should demonstrate a broad-based understanding of the International Business domain through study or college-level equivalent experience in the following areas:

- International business.
- International economics.
- International marketing.
- International finance.
- International business law.

Additionally, knowledge in the following optional areas would enrich the degree plan:

- International cross-cultural management.
- Economic geography.

- Emerging markets.
- Ethics in a cross-cultural perspective.
- Global strategy.
- Global business history.
- International accounting.
- Comparative political economy.
- Business and the state.
- International organizations.
- International negotiations.
- International financial institutions.
- International human resource management.
- International relations.
- Comparative management.
- Sustainable development.
- Outsourcing.
- Globalization.

In addition, students can pursue studies with specific geographic focus or studies in international or comparative development.

A focus of the general education requirements might consider areas that could provide a foundation for and enrich the concentration. Appropriate choices include American history, world history, Western and other world civilizations, political science (world governments and U.S. government), comparative literature or world literature, art history, statistics or algebra, world philosophies and religions and a language other than English (with at least an intermediate level of competence). Depending on the world region on which the student wants to focus in his/her career, theme-based or geographic area knowledge related to that area would be valuable. Students should be sensitive to the impression that their concentration titles may have on prospective employers or graduate school admission committees. Programs may be quite traditional (e.g., Business Administration) or much more individualized (e.g., Organizational Studies or Non-Profit Management), and the titles should reflect those.

SUNY Empire State College offers the opportunity to complete a number of different concentrations related to international business. There are also a number of international affairs-related concentration titles that a student may design. These may include some knowledge of international business, but an "International Business" concentration should reflect the guidelines provided here. In addition to international business, BME concentrations with an international emphasis might include international marketing, international finance, international economics, international human resource management, or international management.

Business, Management And Economics - Management Concentration - For Students Matriculated On Or After July 1, 2010 But Before Sept. 3, 2014

Rapid evolution in management knowledge has enhanced organizations' effective marshaling of human, physical and financial resources in widely distributed geographical locations. Because of changes in the environments in which both public as well as private-sector organizations operate, degree programs in management must demonstrate that the student has an understanding of:

- Technology.
- Ethics.
- Globalization.
- Diversity.

Managers always have had to understand systems, morality, people and geography; however, now, increasing globalization requires both capacity and discernment on the part of managers.

Managers filling a variety of roles and functions coordinate human, physical and financial resources to accomplish organizational goals. Processes such as decision making are essential in all forms of organizations, including businesses, government agencies and nonprofit groups. Since managers work with and through individuals, small groups and whole organizations, students developing a concentration in management will benefit from giving special attention to human behavior, including behavior grounded in cultures others than their own.

Preparation

Fulfillment of SUNY general education requirements will provide both breadth of learning and a solid foundation in disciplinary theory. Together, these concepts and frameworks may prove helpful in understanding and applying organizational and management concepts.

Students pursuing a management concentration should meet the area of study and general guidelines for business, management and economics and have a broad-based understanding of business functions through study or experience.

In developing proposed educational plans leading to a bachelor's degree with a concentration in management, it is recommended that students consider demonstrated knowledge in broad areas including management theory, concepts and frameworks that constitute the common body of management knowledge.

This knowledge has been organized in four primary categories:

- Time (historically).
- Levels of organizational skill.
- Functions.
- Roles.

The student's rationale should show where each of these areas are addressed.

Time

The history of management traces influences on management thought and the accretion of management knowledge that can be taught, learned and practiced. Examples of studies from the historical perspectives are History of Management Thought and History of Business.

Levels Of Organizational Skill

The levels of organizational skill approach organizes management knowledge around: the individual (psychology), small groups/cliques (social psychology), whole organizations (sociology, economics), organization-environment (sociology, economics). Examples of studies examining this approach are Organizational Behavior and Organizational Development and Change.

Functions

The functional approach organizes management knowledge around functions that decision makers engage in at all levels of an organization such as planning, organizing and controlling. Examples of studies often using this approach are Management Concepts and Principles of Management.

Roles

Studying the roles that managers fill (i.e., entrepreneur, disturbance handler, figurehead and leader) is a relatively recent way of organizing management knowledge. Examples of studies using this approach are Leadership, Conflict Resolution, Communications and Decision Making.

Additionally, it is recommended that knowledge of diversity should be demonstrated by the student because effective managers understand and appreciate diversity in the workplace.

Managers also draw on analytical tools and theory from a variety of disciplines that provide intellectual tools for understanding, predicting, allocating and controlling. Programs are strengthened by:

- Demonstration of knowledge in quantitative areas such as public finance, corporate finance and accounting.
- Learning grounded in several different academic disciplines such as economics, psychology, sociology and mathematics.
- Studies that explore:
  - The institutional setting (business, government, education, religious) which he or she is most likely to manage
  - Institution-specific knowledge (such as the history and development of the institution, specialized vocabulary, customers/clients, legal environment and defining events)
  - For students currently or expecting to manage in the public sector - political science, public finance
  - Studies that help in developing knowledge and competencies in specialized areas of management to ensure he or she has acquired substantial knowledge of management theories and their application.

A non-exclusive list of possible topics is:

- Organization theory.
- Operations management.
- Project management.
- Organizational development.
- Human resource management.
- Labor relations.
- Strategic management.
- Leadership.
- Conflict management/conflict resolution.
- Business communications.
- Decision making.
- Management concepts/principles.
- Organizational behavior/development and change.
- History of management thought/business.
- Nonprofit management.
- Sports/hospital management.
- Financial/marketing management.
- Management information systems.

- Managerial economics.
- Statistics.
- Corporate social responsibility.
- Research methods for management.
- International management/business.
- Green management.

A capstone study, while not required, will provide opportunity to synthesize several different studies into a final learning experience.

Additionally, students may want to consider related concentrations such as business/public administration or individualized concentrations (nonprofit management or sports management).

Note: The terms "management" or "manager" are used in the private sector. "Administration" or "administrator" are the comparable terms used in the public sector.

March 2009

Business, Management And Economics - Management Concentration - For Students Matriculated On Or After Sept. 3, 2014 But Before Jan. 1, 2020

Overview

The management concentration prepares students with the competitive knowledge and skills necessary in for-profit and nonprofit organizations, to achieve success in their professional careers and to advance to graduate studies. The concentration's course work is fully aligned with SUNY's general education curriculum, resulting in graduates who are able to draw upon a foundation in the liberal arts, as well as business courses. Fulfillment of the SUNY general education requirements will provide both breadth of learning and a solid foundation in disciplinary theory.

Additionally, the concentration is fully integrated within the Business, Management and Economics area of study guidelines. These guidelines support an understanding of communication skills, information management, economics, ethical and social responsibility, quantitative skills and an understanding of people and organizational contexts.

Together, these concepts and frameworks may prove helpful in understanding and applying organizational and management theory and practices. Supported by an outstanding faculty who draw upon decades of academic and business experience, the concentration combines academic rigor and experiential applications in developing essential leadership and management knowledge and skills.

Managers filling a variety of roles and functions coordinate human, physical and financial resources to accomplish organizational goals. Processes such as decision making are essential in all forms of organizations, including businesses, government agencies and nonprofit groups. Since managers work with individuals, small groups and whole organizations, students developing a concentration in management will benefit from giving special attention to human behavior, including behavior grounded in cultures other than their own. Managers have to understand systems, morality, people and geography. Increasing

globalization requires additional capacity and understanding of the complexities of working in a global environment.

The rapid evolution in management knowledge has enhanced organizations' effective marshaling of human, physical and financial resources in widely distributed geographical locations. In light of changes in the environments in which both public as well as private-sector organizations operate, students must understand such factors as technology, ethics, globalization, sustainability and diversity.

Organization of the Concentration

The management concentration is organized around a core of recommended knowledge and skills that can be demonstrated through studies, course work and/or prior learning assessment. The concentration encompasses a wide range of topics within the fields of management history and theory, the social sciences, quantitative and analytical business skills, globalization, leadership, organizational behavior, human resources and strategic management. A well-designed, comprehensive degree program will, in turn, address each of these through the key learning outcomes. A capstone study, while not required, will help provide the student with the opportunity to synthesize several different studies into a final learning experience.

Learning Outcomes
Broad-Based Knowledge of Management Fundamentals
Students will demonstrate the ability to identify, analyze, understand and resolve management-related issues or challenges by integrating a foundation in the liberal arts with knowledge of management theory, history and practice while examining management from individual, institutional and societal perspectives. Examples of relevant subjects would include fundamentals of management, principles of management, history of management, management theory, leadership theory and managerial leadership. The exact studies a student may elect will vary according to the relevance of the course to a particular degree program and more than one course may be required to provide sufficient knowledge in this topic.

Specific Knowledge of Management Practice
Students will define, differentiate and properly understand management roles, functions, methods, processes and technologies while demonstrating the ability to apply them to a variety of organizations in local and global-management contexts. Examples of relevant subjects would include accounting, finance, marketing, leadership theory, managerial leadership, operations management and project management. The exact studies a student may elect will vary according to the relevance of the course to a particular degree program and more than one course may be required to provide sufficient knowledge in this topic.

Critical Thinking And Applied Learning Skills
Students will construct coherent and viable positions based on an understanding of best management practices and principles; conceptualize, design and communicate the effective use of the management function in support of organizational development in highly competitive, diverse markets. Examples of relevant subjects would include organizational behavior, psychology, statistics and studies in human resources management. The exact studies a student may elect will vary according to the relevance of the course to a particular degree program and more than one course may be required to provide sufficient knowledge in this topic.

Ethical And Globally Responsible Learning
Students will develop an understanding of justice, equality, sustainability and the importance of becoming ethical, morally responsible and effective business leaders and of the cultural and ethical complexities of conducting business on a global scale, while developing the skills and perspective needed for effective leadership in a multicultural environment. Examples of relevant subjects would include studies in business ethics, cross-cultural management, diversity, globalization and international business. The exact studies a student may elect will vary according to the relevance of the course to a particular degree program and more than one course may be required to provide sufficient knowledge in this topic.

Capstone Study
While not required, a capstone study will provide the student with the opportunity to synthesize several different studies into a final learning experience. Examples of capstone studies include strategic management, small business management, organizational development and change, or nonprofit management. The exact capstone study a student may elect will vary according to the relevance of the study to a particular degree program.

Business, Management And Economics - Management Concentration - For Students Matriculated Before July 1, 2010

The rapid evolution of management knowledge has enabled organizations to marshal geographically distributed human, physical and financial resources more effectively than at any time previously. New approaches to organizing, decision making and communicating have been central to these developments and are as important to raising standards of living as progress in science and computer technology.

Managers fill a variety of roles and functions to coordinate to accomplish organizational purposes. Processes such as decision making are essential in all organizations, including businesses, government agencies and nonprofit groups. Since managers work with and through individuals, small groups and whole organizations, students developing a concentration in management will benefit from increasing their understanding of human behavior, including behavior grounded in cultures others than their own.

Managers draw on analytical tools and theory from a variety of disciplines that provide diverse intellectual tools for understanding, predicting, allocating and controlling. A well-designed program in management will include learning grounded in several academic disciplines (e.g., economics, psychology, sociology and mathematics) that will hone such tools.

Management is important in a variety of institutional settings, from educational to penal to social services. As an academic focus, management is both an area within business and public administration, and a body of knowledge that transcends institutional settings.

Students pursuing careers in business or public institutions may wish to choose between a management concentration and a business administration or public administration concentration, which maintain separate guidelines. These two concentrations, within their respective

institutional settings (business or public sector), require broader preparation than a management concentration:

- Business administration and public administration presume preparation in a wide variety of subject areas, one of which is management.
- Management concentrations include more management studies than business administration concentrations, but not as many studies in such areas as accounting and finance.

Note: The terms "management" or "manager" are used in the private sector. "Administration" or "administrator" are the comparable terms used in the public sector.

Preparation

In developing proposed educational plans leading to the award of a bachelor's degree with a concentration in management, it is recommended that students consider educational preparation in three broad areas:

1. Specialized body of management theory, concepts and frameworks that constitute the common body of management knowledge. For teaching and learning about management, this knowledge has been organized in at least four primary ways:
   - The time or historical approach traces influences on management thought and the accretion of management knowledge that can be taught, learned and practiced. Examples of studies examining historical perspectives are history of management thought and the history of business.
   - The units of analysis approach organizes management knowledge around four levels that managers commonly deal with: the individual (psychology), small groups/cliques (social psychology), whole organizations (sociology, economics) and organization-environment (sociology, economics). Examples of studies examining this approach are organizational behavior and organizational development and change.
   - The functional approach organizes management knowledge around functions that decision makers engage in at all levels of an organization. An elemental list of such functions includes, at a minimum, planning, organizing and controlling. Examples of studies examining this approach are management concepts and principles of management.
   - The approach through roles that managers fill (such as disturbance handler, figurehead and leader) is a relatively recent way of organizing management knowledge. Examples of studies examining this approach are leadership, conflict resolution, communications and decision making.
2. In planning his or her program, a student should consider studying about the institutional setting (business, government, education, religious) in which they are most likely to manage. Institution-specific knowledge (such as the history and development of the institution, specialized vocabulary, customers/clients, legal environment and defining events) all contribute to managerial effectiveness. For example, students expecting to manage in the public sector may choose to include studies of political science. Government or public finance might be more appropriate to study than corporate finance for management students expecting to enter (or continue working in) the public sector.
3. Students will be well served by incorporating both breadth and depth in their programs. Disciplinary knowledge will assist students in understanding general theory and concepts that will be valuable in

managing effectively both within and among organizations. Such knowledge provides a body of analytical concepts and approaches that will:

- Assist a manager in identifying opportunities.
- Develop and evaluate alternatives.
- Recognize and resolve major problems that commonly arise.
- Communicate ideas effectively.

These subjects may appear as part of a student's concentration or general learning. They often will provide valuable support in focused study of management and organizations.

Appropriate Studies

Appropriate studies from broad areas of knowledge, such as those listed below, will provide breadth in learning as well as a solid foundation in relevant disciplinary theory, concepts and frameworks that may prove helpful in understanding and applying organizational and management concepts.

The areas of knowledge:

- Communications (e.g., oral communication, writing and language).
- Humanities (e.g., literature, philosophy, the arts).
- Mathematics (e.g., college math, algebra, statistics, calculus).
- Science (e.g., life sciences such as biology and physics).
- Social sciences (e.g., anthropology, economics, history, psychology, sociology).
- Technology (e.g., history of technology, forecasting, computing).

Integration Of Organizational Knowledge

In general, students concentrating on business management will be well served by acquiring knowledge of all, or most, of the areas designated for business administration.

- One or more of these areas should be emphasized, depending on a student's background and interests.
- Management students should include several additional studies in management, such as organization theory, human resource management, labor relations and/or strategic management to ensure they have acquired substantial knowledge of management theories and their application.

April 1996

Business, Management And Economics - Marketing Concentration - For Students Matriculated Before July 1, 2010

Marketing has emerged as a distinct discipline in business schools and a critical part, if not the main element, in modern business. The challenge of today and tomorrow is not our ability to produce goods and services but, rather, our ability to market what we produce.

Marketing today is looked upon as a total system. It is a process that affects every facet of our lives. One definition of marketing is that it is the performance of business activities that directs the flow of goods and services from the producer to the consumer or end user. Today,

the marketing concept places the focus on the consumer, the end user, and the functions of the organization are directed to satisfying those needs and, thus, its own. There are estimates that more than one-third of nongovernment jobs include some aspect of marketing.

Marketing Today

Today, those engaged in marketing face unprecedented challenges and opportunities as our growing dependency on marketing increases. And, over the past few years, we have moved from a domestic market to a global market. The basic functions of marketing remain, but new challenges have been added. We must learn to produce what end users in other nations and cultures need and want. We have become a market for foreign producers of everything from foreign cars to fruit preserves. To survive in the world market and to keep our domestic factories producing, we must be smarter and more innovative in our practice of marketing than our foreign competitors.

A Marketing Degree

Success in marketing requires the ability and willingness to:

- Make decisions.
- Take risks.
- Communicate clearly.
- Interpret information wisely.
- Make a commitment to lifelong learning.

Learning is a necessity because marketing is not a science, where the outcome can be predicted. Marketing is constantly changing in a dynamic environment with new theories, new approaches and new applications of theory and practice. There are no formulas for success, because in every element of marketing is the unknown human factor. Marketing today can be applied to products, services, political candidates, people and ideas. It includes profit-making and nonprofit-making institutions. Its creative application is tantamount to success.

An associate or bachelor's degree is generally required for a basic starting position in the marketing field. A Master's of Business Administration degree is becoming necessary for advanced management or special areas of marketing such as research, brand management and senior management positions.

There are exceptions, but a sound education in marketing will require:

- Marketing topics.
- Math.
- Communications.
- Computers.
- Liberal arts studies (such as psychology, sociology and ethics).
- International marketing studies and an understanding of cross-cultural differences.

A college degree focusing on marketing can be designed based on the following guidelines. It is the individual student's career focus that will determine the content of the chosen degree program. There is room for flexibility and the final program should reflect both the student's academic needs and his/her interests.

In developing this degree plan, students should build their plan as a pyramid, with the essential subjects at the base, followed by those that add depth to the degree plan and, finally, those subjects that add support to the overall plan.

It is recommended that students consider as essential to any concentration in marketing knowledge such areas as:

- Principles of marketing.
- Introduction to computer science.
- College math.
- Oral communications.
- Management.
- Business law.
- Principles of economics.
- Basic accounting.

To add depth to their degree plan, students should consider those subjects that relate to their specific marketing concentration such as:

- Marketing management.
- Consumer behavior.
- Advertising.
- Salesmanship.
- Retailing.
- Marketing research.
- Public relations.
- International marketing.
- Marketing planning and forecasting.
- Distribution management.
- New product planning and development.
- Sales management.
- Product management.
- Direct marketing.
- Industrial marketing.
- Nonprofit marketing.
- Management information systems.
- Business logistics.
- Marketing decision making.
- Business communications.
- Price theory.
- Packaging.
- Motivation.
- Managerial psychology.
- Marketing high technology.
- Advertising management.

Liberal arts subjects that can give breadth and support a marketing concentration include:

- Advanced math/statistics.
- Anthropology.
- Psychology.
- Literature.
- Sociology.
- Logic.
- Economic history of the U.S.
- History of economic thought.
- Social responsibility of business.
- Cultural elements.

- Government and business.
- The psychology of persuasion.
- Communications theory.
- Business ethics.
- Creative writing.
- Human development.

Business, Management And Economics For Students Matriculated Before Jan. 1, 2004

The business, management and economics (BME) area of study comprises both professional and disciplinary studies. Programs in this area enable students to pursue educational and occupational interests and provide a solid foundation to function in a changing world. They include studies leading to an understanding of organizations and of the interactions among consumer, government, nonprofit and private-sector interests.

In order to function effectively as professionals, students need to:

- Understand the work environment and internal functioning of organizations.
- Understand the impact of domestic, political, social, ethical, international, technological, economic and environmental issues.
- Think critically.
- Analyze situations in a variety of different contexts.
- Develop a cogent argument and to substantiate their ideas.
- Develop an appreciation of the cultural heritage of people having backgrounds and abilities different from their own, to respond to diversity.
- Communicate effectively with a variety of audiences, in both oral and written formats.
- Include computer experiences in their programs.
- Master basic quantitative skills.
- Understand economic principles.

A student's BME program should provide such learning opportunities. A broad selection of studies in the liberal arts and sciences also will enhance a student's abilities to function in the increasingly diverse work environment

The responsibility for program development in the BME area of study lies primarily with the student. The studies chosen should support student-identified goals. In addition, effective programs must meet college requirements and must show progression, depth and diversity of study.

Specific guidelines have been developed for concentrations in the following areas:

- Accounting (Note: Accounting concentration guidelines are effective for students matriculated prior to the Fall 2018 term.)
- Business administration (Note: Business Administration concentration guidelines are effective for students matriculated prior to the Spring 2020 term.)
- Economics.
- Finance.
- Human resource management (Note: Human Resource Management concentration guidelines are effective for students matriculated prior to the Spring 2020 term.)
- Information systems.
- International business.
- Labor relations.
- Management (Note: Management concentration guidelines are effective for students matriculated prior to the Spring 2020 term.)
- Marketing.
- Public administration.

Business, Management And Economics For Students Matriculated Effective Jan. 1, 2004, But Before Sept. 2021

The business, management and economics (BME) area of study consists of both professional (such as accounting) and disciplinary (such as economics) studies. Programs in this area enable students to pursue educational and occupational interests and provide a solid foundation to function in a changing world. They include studies leading to an understanding of organizations and of the interactions among consumer, government, not-for-profit and private sector interests. These guidelines should be read and understood in the context of the introduction to the area of study guidelines in the Student Degree Planning Guide.

The responsibility to research current professional and disciplinary trends and program development lies with the student. The studies chosen should support student-identified goals. In addition, effective programs must meet college requirements and must show progression, depth and diversity of study.
Business, Management and Economics General Guidelines

The general guidelines apply to all concentrations within BME. Several specific concentrations have additional guidelines. All students are expected to demonstrate knowledge in each of the following areas:

- Communication skills: demonstration of skills that enhance the ability to function in a professional or organizational environment.
- Information management: demonstration of a basic understanding of information technology and systems appropriate to chosen fields.
- Economics: demonstration of the ability to solve problems using economic principles and concepts.
- Ethical and social responsibility: demonstration of an understanding of and appreciation for ethical and social issues facing organizations and their environments.
- Quantitative skills: demonstration of an understanding of analytical tools appropriate to chosen fields.
- Understanding people in an organizational context: demonstration of understanding of how individuals and groups function or behave in organizations.
- Understanding organizations within broader contexts: programs should provide a solid foundation for graduates to function effectively in their professions or organizations in a complex and changing world — to accomplish this, students might include learning that addresses diversity, political, international, technological or environmental issues.

A Broad, Effective Background

Students should be able to think critically and to analyze situations in a variety of different contexts, develop a cogent argument and substantiate their ideas. A broad selection of studies in the liberal arts and sciences will enhance a student's ability to accomplish this.

Furthermore, programs should provide a solid foundation for graduates to function effectively in their professions, or organizations, in a complex and changing world. To accomplish this, students might include learning that addresses diversity, political, international, technological or environmental issues.

Additional specific guidelines have been developed for concentrations in the following areas:

- Accounting/accounting practices (Note: Accounting concentration guidelines are effective for students matriculated prior to the Fall 2018 term. Accounting Practices guidelines are for students matriculated beginning Spring 2019.)
- Business administration (Note: Business Administration concentration guidelines are effective for students matriculated prior to the Spring 2020 term.)
- Economics.
- Finance.
- Human resource management (Note: Human Resource Management concentration guidelines are effective for students matriculated prior to the Spring 2020 term.)
- Information systems.
- International business.
- Labor relations.
- Management (Note: Management concentration guidelines are effective for students matriculated prior to the Spring 2020 term.)
- Marketing.
- Public administration.

Community And Human Services For Students Matriculated After Jan. 1, 2014 But Before Sept. 7, 2021

Statements

Community and Human Services Guidelines

Community and human services is a field of study that aims to prepare learners to:

- Improve the quality of life of individuals, families, groups and communities.
- Develop, enhance and improve access to services for people in need.
- Promote equality and social justice.

The community and human services area of study prepares students for a wide array of roles in direct service and/or management in the helping professions and community service. Fields of study may include, but are not limited to human services, health services, early childhood, child welfare, emergency management, advocacy and community organizing, public affairs and criminal justice. Students will acquire and apply a broad range of knowledge about the social, economic and political conditions of our world.

Studies in this area emphasize six essential foundations represented in students' degree plan for the bachelor's level. **For the associate's degree, students are expected to meet a minimum of at least three of the essential foundations.** Students will explain how they meet these foundations in their rationale essay. Knowledge of each foundation is demonstrated through studies and/or prior learning assessment. Examples of studies that are aligned with the guidelines are provided; however, **please be aware these are only examples and is in no way an exhaustive list**.

Knowledge of Human Behavior

Students identify and demonstrate an understanding of human behavior within the context of various social, developmental, global, economic, political, biological and/or environmental systems. These studies cover theory, historical and developmental perspectives.
Below are a few examples of studies that are aligned with the guideline:

- Human Development.
- Fire-related Human Behavior.
- Child Development.
- Deviant Behavior.
- Stress in Families.
- Or Cognitive Psychology.

Knowledge of Service Delivery

Students identify and analyze systems, institutions and policies that are relevant to the delivery of services in their field of study.
Below are a few examples of studies that are aligned with the guideline:

- History of Social Welfare.
- Human Service Management.
- Introduction to Social Welfare.
- Fire-Prevention Organization and Management.
- Introduction to Human Services.
- Early Childhood Program Administration.
- The United States Health Systems.
- Managed Care.
- Social Policy Analysis
- And/or Community Organization.

Skills

Students acquire skills in assessment, intervention and evaluation with individuals, families, groups and/or communities in their field of study. Additionally, students demonstrate digital and information literacy as appropriate to their field.
Below are a few examples of studies that are aligned with the guideline:

- Case Management.
- Documentation in Human Services.
- Observation and Assessment in Early Childhood Programs.
- Counseling Theory.
- Working with Survivors of Rape and Sexual Assault.
- Fire Investigation and Analysis.
- Creative Arts Therapy: Working with Special Populations.
- Health Informatics.
- Family Intervention.
- And/or Crisis Intervention.

Ethics

Students articulate and evaluate the code of ethics and/or the professional standards within their field and apply them to practice situations within their field. Students identify and examine possible conflicts between their own values and professional expectations. Below are a few examples of studies that are aligned with the guideline:

- Human Service Ethics.
- Introduction to Ethics.
- Ethical Dilemmas in Criminal Justice
- And Ethics in Health Care.

Diversity

Students demonstrate recognition of the range of human diversity, as well as examining the impact of their own power, privilege and oppression on work with individuals, families, groups and communities. Human diversity may include, but not be limited to race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identity, geographic differences, and/or ability.
Below are a few examples of studies that are aligned with the guideline:

- Sex and Gender in a Cross-Cultural Perspective.
- Contemporary Global Issues.
- Economic Issues in Health Services.
- Crime and Punishment in American Life.
- Exploring Human Diversity Through Film.
- Exploring Poverty and Resiliency.
- And Disabled in America.

Application and Integration

Students demonstrate the application of knowledge, values and skills related to their field. . Meeting this guideline through practical application such as an internship is encouraged; however, an internship is not required to meet the guideline. Students can demonstrate knowledge through applied learning activities and/or assignments within coursework such as interviews, role plays, research projects, mock assessment, mock counseling sessions, and grant writing. In addition, this guideline can also be met through prior learning assessment.

- For example, studies could include Applications of Fire Research, Social Science Research Methods, Social Policy Analysis, Healthcare Management, Developing Infant Toddler Programs, Helping and Counseling Skills, Observation and Assessment of Children, Family Intervention, Crisis Intervention, Managing Bioterrorism and Delivering Human Services.

The potential concentrations are numerous and may be focused or broadly structured, depending upon the student's specific interests and goals, prior learning and experience, organizing framework and general expectations of recognized helping professions. The organizing framework may be arranged by professional/vocational expectations; however, some frameworks may be guided by practice with a specific population, theme or interdisciplinary concentration.

Within any conceptualized CHS concentration, students are expected to consider and discuss in their degree program rationales whether and/or how the areas listed above are relevant to their specific concentrations.

Community And Human Services For Students Matriculated Before Jan. 1, 2014

The community and human services area of study explores the relationship of human beings' needs and values to social conditions in community living and prepares students for a wide array of helping professions and community service roles.

Through community and human services study, students obtain and enhance values, knowledge and skills necessary to understand and contribute to the development and maintenance of healthy communities, groups and individuals. They analyze, develop, carry out and evaluate methods of prevention and resolution of social and individual problems and barriers.

The objectives of studies in community and human services are to prepare students for:

- Work with individuals, groups and communities in problem-solving situations.
- Entry or continuation in the practice of human services in a variety of areas and at a variety of levels of practice, including advocacy/ community organization, social policy and change, administration, and/or direct service delivery/practice/intervention with groups and individuals.
- Graduate education or other forms of professional development.

Study in this area emphasizes the understanding and integration of four essential foundations, each with its own set of unique competencies:

- **Knowledge:** understanding of the interdisciplinary, conceptual base of practice, historical contexts and the nature of people who live in communities; history of social institutions and social change; human beings and their behavior individually and in groups; evolution of human service systems and public policy; impact of social, economic, political, biological and environmental factors on individuals and communities; relationship of social policy to human service practice
- **Skills:** understanding of the collaborative, helping and problem-solving relationships between human service worker and client; interpersonal skills; prevention and intervention skills; administrative skills; information management skills; research skills; advocating, community organizing and policy management skills.
- **Attitudes and values:** understanding the ethical basis for human service practices with individuals, groups and communities; understanding, respect for and commitment to autonomy, confidentiality, self-determination and the basic rights of individuals and groups from diverse backgrounds.
- **Experience, application and practice:** understanding of the settings, dimensions, systems and mechanics of human service delivery; experience of delivering effective services to individuals, groups and communities; contributing to the development and maintenance of healthy individuals, groups and communities through prevention, intervention, organizing and policymaking activities. Note: Application can focus on individual, group, community and/or systems activities.

Students should explicitly discuss in their rationale essay how each of these four foundations are incorporated and demonstrated in their degree

program. It is not necessary that these foundations appear in specific degree titles.

The potential concentrations are numerous and may be focused or broadly conceptualized, depending upon the student's specific interests and goals, prior learning and experience, organizing framework and general expectations of recognized helping professions. The organizing framework will typically be professional/vocational; however, problem-oriented, thematic or interdisciplinary frameworks may be appropriate.

Because degrees in community and human services may take many forms, students must support their designs with clear and articulate rationales.

Even in a broadly conceptualized CHS concentration, it is not expected that all of the areas listed previously will be reflected in specific study titles; however, the student should discuss in the degree-program rationale how they have been explored. In more narrowly conceptualized concentrations, students are encouraged to consider and discuss in their degree program rationales whether and/or how the areas listed above may be relevant to their specific concentrations.

Sample Concentrations

Note: Titles are meant to be illustrative, not exhaustive nor comprehensive.

Health Care Related

- Health Care Administration.
- Health and Human Services Case Management.

Human Services Related

- Advocacy in Human Services.
- Human Service Management.
- Disability Studies in Human Services.
- Studies in Diversity and Human Services.
- Education and Training in Human Services.
- Public Safety.
- Economic Security.

Management Related

- Human Resources
- Personnel Issues for Employee Assistance Professionals
- Managed Care

Mental Health Related

- Intervention Strategies.
- Alcohol and Substance Abuse.
- Child and Adolescent Development.
- Counseling Skills.
- Adult Development.

Social Agency Related

- Social Welfare Institutions
- Agencies, Systems and Organization Behavior
- Program Development
- Administration in Human Services
- Criminal Justice Services
- Rehabilitation Services

Social Science Related

- The Child and Family in Society
- History of the Family
- History of Social Institutions
- Social Issues
- Criminal Justice
- Studies in Social Change
- Community Studies
- Public Policy

Cultural Studies - Communication And Media Concentration - For Students Matriculated After Sept. 1, 2013 But Before Sept. 7, 2021

Sept. 1, 2013 — AOS Guidelines: Cultural Studies

Concentrations in communication should demonstrate knowledge of processes, procedures, methodologies and media involved in the dissemination of information and ideas. Twenty-first-century studies in communication and media include an examination of media's impact on culture, democracy and digital identity in an era of rapid technological change and emerging environments.

Areas of focus include:

- Communication, which could include one or more of the following sub-areas: rhetorical communication (public speaking), nonverbal communication, interpersonal communication, intrapersonal communication, mass communication, relational communication, organizational communication, intercultural communication, health communication and/or political communication.
- Media and culture (with a focus on interpretation of film, television, music and new media artifacts).
- Digital media studies (with a focus on new, Web-based, mobile, immersive and emergent media).
- Applied communication (such as writing for social and digital media, journalism, advertising, or public relations).

Students are expected to demonstrate the development of the following knowledge and skills, as appropriate to their area of focus.

Knowledge

- Foundational understanding of the selected sub-area (for example, an introduction to mass communication or knowledge of visual or media literacy).
- Theory: an understanding of the theoretical and philosophical frameworks and/or methods for communications and media analysis.
- History: a knowledge of the history and associated politics of media institutions/industries in a culture; knowledge of the role of media in culture/society, democracy and the development of digital identity.
- Currency: knowledge of current developments and critical perspectives in one or more media fields; knowledge of emergent/new media and the future of a specific media or communication field.

- Ethics: an ability to understand and apply ethics in communication and media fields demonstrated through knowledge of ethics, law, policy, or a consideration of bias in media, such as sexism or racism.
- Legal and policy developments in communication/media.

Skills/Practical Applications of Knowledge

- Strong writing and research skills.
- Fluency in communicating with and about contemporary communication tools.
- Ability to create and critique media artifacts.
- Ability to develop and critique media campaigns.
- Interpretation of media, which can include visual or media literacy and/or more advanced analysis, including analysis of diversity in media.
- Capstone or culminating project: students should work with their mentors to choose or develop a capstone study towards the end of their programs, or demonstrate similarly appropriate culminating work.

Courses in this area generally meet the following college level learning goals: active learning, breadth and depth of knowledge; social responsibility; communication ; critical thinking and problem solving; information and digital media literacy.

Additional Considerations

Writing courses are foundational and students concentrating in communication should have the equivalent of College Writing or Introductory Composition.

Students wishing to go into marketing, advertising or PR should demonstrate the requisite knowledge which may be gained, for example, from course work in the BME marketing area. These courses have a logical progression and some require prerequisites.

Communication and media fields require strong research and citation skills at a professional level. Studies in this area reflect this requirement. Prior to taking upper-level courses, students must understand the difference between scholarly journals and academic books, popular magazines and newspapers and Web sources. They should be able to cite these properly and write in a sophisticated style.

Students wishing to attend graduate school should consult the requirements of potential schools as they plan their degree program. Many in communications or business fields, for example, will expect them to take courses in statistics and qualitative and/or quantitative research methods.

Cultural Studies - Communication and Media Concentration - For Students Matriculated Before Sept. 1, 2013

Feb. 1, 1993 — AOS Guidelines: Cultural Studies

Concentration: Communications

Framework: Professional/Vocational

Concentrations in communications generally include studies that focus on processes, procedures, methodologies and media involved in the dissemination of information and ideas. Concentrations in communications can be achieved through a combination of studies utilizing the following theoretical, practical and historical approaches:

- A core of theory in communication methods, processes, and practice in the communications field.
- Studies in the development of communication theory and use.
- Study of ethical issues in communications.

Cultural Studies - Creative Writing Concentration - For Students Matriculated Before Sept. 2013

Feb. 1, 1993 — AOS Guidelines: Cultural Studies

Concentration: Creative Writing

Framework: Disciplinary

Concentrations in creative writing generally include studies that will focus on the form, structure and uses of language as it is applied to fiction, poetry or drama. Creative writing is a competency-based concentration which can be achieved through studies in:

- **Theory:** critical theory, particularly in the student's genre of primary interest.
- **History:** an appreciation of at least one literary genre in historical perspective through the study of literary texts, major authors or literary criticism.
- **Practices:** facility in writing fiction, poetry or drama.

For disciplinary concentrations in creative writing, major emphasis will be placed on the practice of writing with supporting attention to theoretical and historical studies.

Cultural Studies - Expository Writing Concentration - For Students Matriculated Before Sept. 1, 2013

Feb. 1, 1993 — AOS Guidelines: Cultural Studies

Concentration: Expository Writing

Framework: Disciplinary

Concentrations in expository writing generally reflect a competency-based program that enables students to become more effective writers of expository prose. It is a program of studies for students who have mastered:

- Basic lower-division writing skills, including correct use of grammar, diction, punctuation, sentence and paragraph structures
- Clarity, coherence and concreteness in the development of thought.

Well-developed concentrations in expository writing can be achieved through studies in:

- Theory: rhetoric, grammar, logic, style or linguistics.
- History: the development of the English language either through linguistic or literary studies.
- Practice: advanced-level facility in the writing of expository prose, including some practice in professional writing and research such as technical writing, business communications, advertising copywriting or journalism.

While much of the work in the concentration should include practice in expository writing, the degree program could reflect a broad range of cultural studies in other liberal arts and sciences, including studies that will give students the opportunity to write in subject areas in the humanities and social sciences.

Cultural Studies - Journalism Concentration - For Students Matriculated Before Sept. 7, 2021

Feb. 1, 1993 - AOS Guidelines: Cultural Studies

Concentration: Journalism

Framework: Professional/Vocational

Concentrations in journalism are generally supported by studies in social and political science, literature, media technologies and the arts, as well as other broadly defined cultural studies. Such concentrations with a professional/vocational focus normally include studies leading to:

- The development of competency in various forms and styles in journalism.
- The development of skills of investigative reporting, interviewing, news gathering and journalistic research.
- Internships or fieldwork.
- Knowledge of the organization and development of the profession of journalism, its history and its impact on society.
- Understanding of the procedures, rights and obligations of journalists, which includes an awareness of constitutional, legal and ethical issues.

Cultural Studies - Languages Concentration - For Students Matriculated After Sept. 1, 2013 But Before Sept. 7, 2021

Sept. 1, 2013 — AOS Guidelines: Cultural Studies

Studies in world languages (eg., Spanish, German, French, Italian, Chinese, etc.) aim to foster cross-national and cross-cultural understanding and to facilitate the development of skills associated with language acquisition, such as speaking, writing, reading and listening. These skills are particularly important in the 21st century, when local and world cultures are increasingly intertwined. Indeed, linguistic and

cultural competency opens numerous opportunities to experience and contribute to globalization and enhances learners' professional and personal growth. Employment opportunities for graduates with language concentrations include teaching, sales, market research, international law, public relations, state and federal service, foreign service, the airlines, travel agencies and businesses.

Framework: Disciplinary

Concentrations in languages generally demonstrate knowledge of and lead to:

- The effective use of language in the exploration of different cultures, including one's own, and for the purposes of written and oral communication.
- Skills in using resources of the target language (or knowing how to discover cultural information, etc.).
- An enhancement of an inquiring and open-minded attitude when faced with otherness.

In their studies of world languages, students might want to focus on literature or language.

> A. If the focus is in literature, students' programs should highlight knowledge of the representative literary works in the target language, studied in their literary, cultural and political contexts. Students should demonstrate advanced-level knowledge of a particular language, advanced-level knowledge of literature taught in the target language and advanced-level knowledge of civilization or history that focuses on the region where the targeted language is spoken.
>
> B. If the focus is in language, students' programs should demonstrate knowledge of the structure of the target language in the context of linguistic theory. Students should demonstrate advanced-level language skills, advanced-level linguistics skills in the target language and advanced-level knowledge of the civilization or history that focuses on the region where the targeted language is spoken.

The program in world languages, literatures and cultures does not award teacher certification.

Cultural Studies - Languages Concentration - For Students Matriculated Before Sept. 1, 2013

Feb. 1, 1993 — AOS Guidelines: Cultural Studies

Concentration: Languages

Framework: Disciplinary

Concentrations in languages generally include studies leading to:

- The ability to read, write and speak the language fluently.
- Familiarity with representative texts in the original.
- Competency in other areas of study relating to the language, such as culture, philosophy, history, social problems, translation and specific topics in literature, depending upon the student's objectives.

Cultural Studies - Literature Concentration - For Students Matriculated After Sept. 1, 2013 But Before Sept. 7, 2021

Sept. 1, 2013 — AOS Guidelines: Cultural Studies

The literature concentration is designed to develop students' critical thinking, expository writing and analytic abilities through a study of works of literature written primarily in English. Through a study of texts from different periods, genres and national origins, students will develop a breadth and depth of knowledge and understanding of literature, including authors, themes and literary works. Students are expected to learn about formal aspects of writing as well as the broader cultural and historical contexts of literary texts. A concentration in literature offers a valuable foundation for a general liberal arts education and helps to develop the analytic and writing abilities necessary for future graduate study and/or possible careers in teaching, writing, journalism, film and media, publishing, advertising, public relations, law and public policy, among others.

Those concentrating in literature are expected to develop competencies in the areas listed below. They also should reflect a building of knowledge from more general, foundational courses to more specialized, advanced studies. While the student has the freedom to design his or her own program in keeping with particular interests and goals, following the guidelines below in order will develop the competencies expected for a concentration in literature. Students also are encouraged to take an interdisciplinary and individualized approach to the study of literature, incorporating and at times emphasizing studies in areas such as philosophy, the arts, religion, the social sciences, history, languages, science and environmental studies, media studies, law and political philosophy, medicine, women's and gender studies, African-American studies, Native-American studies, Asian-American studies, Latino/Latina-American studies, disability studies and other aspects of cultural studies.

Students will demonstrate:

- A progression of knowledge, including foundational knowledge gained, for example, from a survey study such as Introduction to Literature, or its equivalent.
- Knowledge of different literary genres, including poetry, fiction, and drama; may also include knowledge of creative writing, memoir and more experimental techniques.
- An understanding of literary periods, which may include knowledge of early/late British literature and/or early/late American literature; it also may include comparative literature from different cultural traditions and genres.
- Awareness of issues of diversity, including differences in race, ethnicity, gender, sexuality and class; this might include knowledge of African-American literature, Native-American literature, Asian-American literature, Latino-American literature, multicultural writers, women writers, women's and gender studies, queer fiction, immigrant literature, social protest fiction and disability studies.
- Knowledge of critical approaches to literature and advanced knowledge of literary theory.
- In-depth study of one or more major authors, literary movements, themes, or genres.

Cultural Studies - Literature Concentration - For Students Matriculated Before Sept. 1, 2013

Feb. 1, 1993 — AOS Guidelines: Cultural Studies

Concentration: Literature

Framework: Disciplinary

Concentrations in literature generally include studies that will broaden a student's understanding of literary genres, periods, themes and major authors. Well-developed concentrations in literature generally contain studies of:

- A substantial body of literary texts including literature of different periods.
- The relationships between literature and the historical/literary contexts in which it developed.
- Studies of authors outside the traditional canon.
- Critical approaches to literature.

Cultural Studies - Philosophy Concentration - For Students Matriculated After Sept. 1, 2013 But Before Sept. 7, 2021

Sept. 1, 2013 — AOS Guidelines: Cultural Studies

A foundational discipline in the humanities, philosophy is the search for truth and understanding of the most basic and important questions human beings ask, including our place in the universe and the meaning of life, the rightness and wrongness of actions, the nature of reality, the existence of God, the relationship between the individual and the state, human nature and freedom and the possibility and limits of knowledge. The study of philosophy provides an excellent training for most academic and professional careers and occupations, as its methods of inquiry are applied in all fields and areas of human endeavor, including business, medicine, art, science, technology, government, law and finance. Studying philosophy improves the ability to think clearly and logically, to create and evaluate arguments, to read and write thoughtfully, to better appreciate the positions of others, to learn and to be creative and to solve problems and adapt to different circumstances. These skills are eminently transferable and marketable and particularly desirable in an era when people change careers and jobs frequently.

Concentrations in philosophy generally aim to develop the student's awareness and understanding of the nature and dimensions of philosophical inquiry. Such concentrations also emphasize the development of analytical and speculative thinking, including the ability to articulate and criticize various philosophical perspectives or problems, using the vocabulary, concepts and methods that reflect the principal historical traditions in the field.

Concentrations in philosophy can be organized in different ways, including by thematic and non-Western approaches. For the purposes of these guidelines, the disciplinary framework is presented.

Disciplinary concentrations in philosophy generally reflect the current dominant trends, structure and content of the philosophy curriculum at most undergraduate institutions. That curriculum includes demonstrated knowledge of the following:

- Foundational knowledge of philosophy, the history of philosophy and/or methods of philosophical investigation.
- Non-Western philosophy.
- Formal logic, particularly for students considering graduate study in philosophy or a career in law.
- Topics in contemporary philosophy.
- The major philosophical issues involved in metaphysics, theory of knowledge, ethics and social/political philosophy.
- Theories of interpretation.

Cultural Studies - Philosophy Concentration - For Students Matriculated Before Sept. 1, 2013

Feb. 1, 1993 — AOS Guidelines: Cultural Studies

Concentration: Philosophy

Framework: Disciplinary

Concentrations in philosophy generally aim to develop the student's awareness and understanding of the nature and dimensions of philosophical inquiry. Such concentrations also emphasize the development of analytical and speculative thinking, including the ability to articulate and criticize various philosophical perspectives or problems, using the vocabulary, concepts and methods that reflect the principal historical traditions in the field.

Concentrations in philosophy can be organized in different ways, including by thematic and nonwestern approaches. For the purposes of these guidelines, the disciplinary framework is presented.

Disciplinary concentrations in philosophy generally reflect the current dominant trends, structure and content of the philosophy curriculum at most undergraduate institutions. That curriculum includes studies of:

- The major developments in the history of philosophy.
- Topics in contemporary philosophy.
- The major philosophical issues involved in metaphysics, theory of knowledge, ethics and social/political philosophy.
- Critical thinking/critical analysis.
- Theories of interpretation.
- Logic.

Note: Graduate programs in philosophy often require or include studies in logic.

Cultural Studies - Religious Studies Concentration - For Students Matriculated After July 1, 2006 But Before Sept. 3, 2014

The academic study of religious traditions requires the student to develop the ability to use relevant methods of critical thinking, reading, and writing to analyze and assess the content of religious texts, beliefs, and practices.

The studies should:

- Reflect a multicultural perspective and include an awareness of diverse representations of religious expressions in their ancient, modern and contemporary forms.
- Contain a substantive historical component that fosters an understanding of the growth and development of religions in various cultures and of significant cross-cultural relationships.
- Reflect an interdisciplinary perspective that provides the student an understanding of the usefulness of diverse disciplinary (e.g., sociological, psychological, philosophical) approaches to the study of religion.

Although individuals may find religious studies useful in the exploration of their personal beliefs, prospective students should be aware that the faculty of Empire State College is committed to a pluralistic perspective in teaching religious studies, examining multiple schools of religious thought including critiques of religion itself. The faculty's commitment also includes the tacit understanding that no tradition has exclusive access to religious truth, however that is defined.

At Empire State College, a well-designed religious studies program should evidence:

- Study of diverse religious expressions including those from the East and West.
- Historical study of religion.
- Consideration of the phenomenon of religion through the social sciences.
- Consideration of recurring religious themes, patterns, structures, language and practices.
- Examination of the place of religion in society both as an institution and as an ethical and/or moral force.
- Critical study of the significance of sacred texts, scriptures, traditions, rituals and devotional practices.

Cultural Studies - Religious Studies Concentration - For Students Matriculated After Sept. 3, 2014 But Before Sept. 7, 2021

Overview

Religious stories and devotional behaviors are a core part of most human societies. Throughout time, religions and their varying communities and traditions of interpretation have played vital roles in culturally and politically shaping and reshaping our lives and world. To elucidate this

complex of personal, social and historical interconnections requires multiple perspectives.

The academic study of religious traditions therefore employs multiple disciplinary approaches to analyze and compare the content of, theories about and effects of diverse religious texts, beliefs and practices. This work can be undertaken in several areas of studies, depending on the student's emphasis. For example, the student can create a Cultural Studies, Social Science, or Interdisciplinary Studies degree plan with a concentration in religious studies.

Skills and Knowledge

Students who graduate with a religious studies concentration should be able to effectively evaluate theories that define the phenomenon of religion. Therefore, they should include studies that:

- Analyze recurring religious themes, patterns, structures, language and practices.
- Identify and analyze core components such as deity, cosmogony, theodicy and ethics.
- Critically examine the significance of sacred texts, scriptures, traditions, rituals and devotional practices.

Students who graduate with a religious studies concentration should develop a multicultural perspective and investigate diverse representations of religious expressions in their ancient, modern and contemporary forms. Therefore, they should compare traditions from at least three of these categories:

- Religions of "The Book" (Judaism, Christianity, Islam).
- Scriptural Asian religions (Hinduism, Buddhism, Confucianism, Daoism).
- Indigenous Asian religions (Shintoism, Bonism, Shamanism).
- North and/or South American native religions.
- African and/or African diaspora religions.

Students who graduate with a religious studies concentration should investigate historical contexts of the growth and development of religions in various cultures as affected by significant cross-cultural relationships. Therefore, studies should investigate and compare:

- The place of religion in societies both as an institution and as an ethical and/or moral authority.
- How diverse traditions account for male and female roles.
- The role of religions as a political force from both historical and contemporary perspectives.

Finally, students who graduate with a religious studies concentration should be able to apply diverse disciplinary approaches to the study of religion. Therefore, the degree plan should include theoretical foundations in several fields, such as:

- Anthropology.
- Art.
- Philosophy.
- History.
- Literature.
- Political science.
- Psychology.
- Sociology.

Although individuals may find religious studies useful in the exploration of their personal beliefs, prospective students should be aware that Empire State College is committed to a pluralistic perspective in teaching religious studies, examining multiple schools of religious thought, including critiques of religion itself. This commitment also includes the tacit understanding that no tradition has exclusive access to religious truth, however that is defined.

College Learning Goals

In keeping with the college guidelines, students should develop the ability to use relevant methods of critical thinking, reading and writing to synthesize their findings. In writing about your degree plan, include how your individual application of religious studies concentration guidelines has helped you to accomplish some of the college learning goals. Some of these learning goals may be met outside your concentration, or may be infused in multiple courses.

Active Learning: Assess and build upon previous learning and experiences to pursue new learning, independently and in collaboration with others.

Breadth and Depth of Knowledge: Cultivate a broad, interdisciplinary understanding in the liberal arts and sciences, as well as expertise in a particular field.

Social Responsibility: Engage in ethical reasoning and reflect on issues such as democratic citizenship, diversity, social justice and environmental sustainability, both locally and globally.

Communication: Express and receive ideas effectively, in multiple contexts and through multiple strategies.

Critical Thinking and Problem Solving: Evaluate, analyze, synthesize and critique key concepts and experiences and apply diverse perspectives to find creative solutions to problems concerning human behavior, society and the natural world.

Quantitative Literacy: Read, interpret, use and present quantitative information effectively.

Information and Digital Media Literacy: Critically assess, evaluate, understand, create and share information using a range of collaborative technologies to advance learning, as well as personal and professional development.

Cultural Studies - Religious Studies Concentration - For Students Matriculated Before July 1, 2006

Feb. 1 1993 — AOS Guidelines: Cultural Studies

Concentration: Religious Studies

Framework: Disciplinary

The field of religious studies encompasses a variety of histories, issues and questions. Concentrations should include perspectives and approaches to religious thought and activity including:

- Religion as a discipline.
- Textual criticism and analysis.
- Historical and social-science methods.

Concentrations in religious studies should include studies leading to an understanding of:

- The phenomenon of religion as an aspect of human experience.
- Recurring religious themes, patterns and structures.
- The different perspectives of the nature of religious study.
- The major religious traditions and religious thinkers, including western and nonwestern.

Effective through June 30, 2006

Cultural Studies - Writing Concentration - For Students Matriculated After Sept. 2013 But Before Sept. 2021

Sept. 1, 2013 — AOS Guidelines: Cultural Studies

Writing concentrations are competency based. In order to develop proficiency in writing, writing concentrations include the following knowledge and skills areas:

- **Theory:** knowledge of appropriate writing or language theory.
- **History and currency:** appreciation of the field through a historical perspective; knowledge of current developments in the field and knowledge of related fields relevant to and supportive of the concentration; digital literacy.
- **Practice:** skill development in writing, both in the concentration and in other types of writing relevant to the concentration.

Writing concentrations may be general and broadly conceptualized, or they may have a specific focus. The following samples show how writing concentrations may be focused. Keep in mind that there are many options depending on the student's specific interests and goals.

Business/Professional Writing Focus

A business/professional writing focus should demonstrate knowledge in some of the following areas:

- Business communications, professional writing, speech writing, proposal writing, technical writing, grant writing, new media theory, writing for multicultural audiences (theory, practice).
- Designing information in written and digital formats, writing for the Web, (history/currency).

Supportive, relevant knowledge might be demonstrated in the areas of business (e.g., management, leadership, advertising, marketing communication, public relations), communications (e.g., public speaking, interpersonal and/or small group communications), media studies, arts for visual communication and/or ethics or legal issues, depending on the focus of the concentration and the student's goals.

Creative Writing Focus

A creative writing focus should demonstrate knowledge in some of the following areas:

- Various types of creative writing (e.g., fiction, short fiction, drama, poetry, creative nonfiction, digital writing), critical interpretations of literature, work that focuses on a creative project or portfolio (theory, practice).
- Literature that spans different time periods and provides a historical perspective, digital forms of writing, creative blogging, writing for games, history of creativity (history/currency) Supportive, relevant areas of study might be in the type of literature the student wants to create, knowledge of people and time periods and/or creative writing as a profession, depending on the focus of the concentration and the student's goals.

Expository Writing Focus

Expository writers articulate their ideas and share information for personal, public and/or academic purposes (e.g., essays, op-ed or magazine articles). Expository writing concentrations may be general or may be focused on a specific field (e.g., writing for the sciences).

An expository writing focus should demonstrate knowledge in some of the following areas:

- Different forms of expository writing (college writing, essay writing, article writing, technical writing) researching across the disciplines, advanced grammar, editing (theory, practice).
- History of the English language, the essay from its historical to its contemporary form, writing for the Web (history/currency).

Supportive, relevant knowledge might be demonstrated in the specific field of writing the student wants to pursue (e.g., sciences for science writing, studies of history and culture for travel writing, et cetera).

Cultural Studies For Students Matriculated After Sept. 3, 2014 But Before Sept. 2021

Statements

Overview

Cultural studies explores how human beings understand, articulate and produce cultural work to influence, shape and reflect their worlds. Cultural studies may include concentrations in communications and media, writing, languages, literature, philosophy, religious studies and other areas.

Students designing programs in the area of cultural studies are expected to develop the following knowledge and skills, as appropriate to their particular concentration or focus.

Knowledge

- Identify major authors, works, ideas and developments in the field.
- Distinguish among and apply different forms and approaches in the field. (For example, literature students may investigate fiction, drama and poetry; students of communication and media should understand the advantages and disadvantages of print vs. video vs. online forms of communication; philosophy and religion students may investigate major religions or philosophical approaches.)

- Explain and apply theories, critical approaches and methodologies in the field.
- Examine diverse cross-cultural and historical perspectives which may address questions of gender, class, race, sexuality, disability, etc.
- Demonstrate understanding of current issues and trends as appropriate to the selected field. (For example, concentrations in religion might examine the rise of extremist religions in politics; concentrations in writing might examine writing for digital media.)

Skills
- Critically read and interpret information, including the ability to distinguish main and supporting ideas, evaluate the logic of a presentation, identify underlying assumptions and interpret levels of meaning.
- Communicate ideas fully, precisely and creatively in discussion and writing.
- Research and use sources appropriate to the field from a variety of modes, including digital and social; evaluate sources; cite sources correctly.
- Demonstrate research that includes comparison and analysis of diverse perspectives, values and beliefs.

Concentration Guidelines

Specific guidelines have been developed for concentrations in the following areas:

- Communication and media.
- Journalism.
- Languages.
- Literature.
- Philosophy.
- Religious studies.
- Writing.

Cultural Studies For Students Matriculated Before Sept. 3, 2014

Cultural studies may include concentrations in communications, creative writing, expository writing, rhetoric and composition, journalism, languages, literature, philosophy, religious studies and other areas.

Cultural studies intersects and overlaps with various other areas of study (such as historical studies, the arts or social science). Degree programs in cultural studies should be focused on an articulated goal and have a relatively broad frame of reference.

 Students designing programs in the area of cultural studies:

- Explore the ways in which human beings understand and articulate their world.
- Examine the relationship between culture as lived experience and culture as creative and philosophical expression.
- Explore aesthetic and cognitive forms and values within social and historical contexts.
- Study artistic expression, social and cultural norms and belief systems and modes of communication.
- Examine cross-cultural and historical perspectives addressing questions of gender, class and race.

- Develop skills in critical reading, interpretation and writing, including the ability to distinguish the main point of a text from supporting argument or evidence, evaluate the logic and rhetoric of a presentation, identify underlying assumptions and interpret levels of meaning.
- Develop skills to communicate their own ideas and feelings fully, precisely, and creatively in speech and writing.
- In upper-level work, acquire conceptual vocabularies, knowledge of sources and critical skills appropriate to their areas of focus or lines of inquiry.

Revised February 1993

Concentration Guidelines
Specific guidelines have been developed for concentrations in the following areas:

Communication and media.
Journalism.
Languages.
Literature.
Philosophy.
Religious studies.
Writing.

Educational Studies For Students Matriculated After Jan. 1, 2008 But Before Sept. 1, 2015

Our 21st-century work and social environments require new knowledge and skills. There is an increasing need for individuals who can help others both learn new things and apply what they know in various settings. Students who choose to design a degree program in educational studies have careers in areas as diverse as teaching, researching and policymaking.

Note: Educational studies degree programs are usually not the best option for students who wish to earn New York state teaching certification (see the section on teacher certification at the end of this document).

Students pursue a wide range of concentrations that may distinguish them as practitioners, researchers/evaluators, social activists, specialists or generalists. Yet, common to all educational-studies degree programs is study of the following topics:

- Foundations of education.
- Learning theories.
- Instructional strategies.
- Curricular design.
- Diversity issues.
- Uses of technology.
- Social context of learning.
- Methods of inquiry.
- Human development.
- Content appropriate to the concentration.

Students may address these topics in various ways appropriate to their concentrations. These topics could be included in one or more studies

or advanced-standing components, and may not necessarily appear as these explicit titles. In the rationale, students describe how their degree program addresses these topics.

For those interested in becoming practitioners, other components in the concentration should demonstrate:

- An emphasis on understanding learners and learning
- Effective teaching and learning strategies.

Concentrations may include community and family education, instructional technology, teaching and training, early childhood learning or adult learning.

Students interested in study and research on education, society, and culture may design concentrations based in the social and behavioral sciences or the humanities. These disciplines might include anthropology, economics, history, philosophy, political science, psychology and sociology. The degree program for those choosing this concentration should include more than one component in methods of inquiry.

Degree programs may be organized according to thematic or problem-oriented frameworks, with concentrations such as social change, public policy, learning communities and lifelong learning. These degree programs should demonstrate a focus on a distinguishable theme or learning context.

Teacher Certification

Empire State College does not have a registered teacher certification program at the undergraduate level but does offer a Master of Arts in Teaching degree that encompasses New York state teaching certification at the middle school and secondary levels.

Students interested in obtaining teacher certification as undergraduates should consult the New York State Education Department for specific requirements and share these requirements with their primary mentor. Students planning to pursue certification after completing their Empire State College undergraduate degree should consult with the college through which they plan to pursue certification. Often, undergraduate students seeking teacher certification are better served with liberal arts or disciplinary concentrations.

For more information on pathways to teacher certification, consult the educational studies website and talk with an educational studies or Master of Arts in Teaching mentor.

Revised November 2007
Revised August 2000

Educational Studies For Students Matriculated After Sept. 1, 2015 But Before Sept. 1, 2018
Statements

As a student in educational studies, you will examine the processes involved in teaching and learning through courses and studies about topics such as learning theories or social context, as well as be exposed to practical applications such as technology in the classroom and curriculum development.

Through your examination of current issues, innovations and research, you will build a foundation of historical, philosophical, sociological, political, multicultural and gender perspectives in relation to education.

There is an increasing need for individuals who can help others both learn new things and apply what they know in various settings. Students who choose to design a degree program in educational studies have careers in diverse settings, including training, teaching in certain settings or contexts, researching and policymaking. Note: A degree in Educational Studies from Empire State College does not lead to teacher certification. [1] Students intending to go on for teacher certification should follow up with faculty in the program of interest.

Learning Outcomes
Learners in Educational Studies will:

- Identify, define and apply acquired knowledge of learning theories, teaching, literacy and instructional strategies.
- Identify, define and apply foundational knowledge, grounding them in their concentration.
- Demonstrate an understanding of learners and learning, as appropriate for the concentration.
- Demonstrate an understanding of curricular design, identifying, defining and applying theories of curricular design.
- Demonstrate an understanding of appropriate areas of human development, as well as the skills to apply such knowledge to specific situations and evaluate the outcomes.
- Be able to utilize and analyze technology in teaching and learning and evaluate its success and/or failure in applied situations.
- Demonstrate cultural competence and understanding of diverse learners.
- Demonstrate understanding and application of the social context of learning.
- Demonstrate the ability to utilize various methods of inquiry.

Concentrations may include:

- Community and family education.
- Educational studies.
- Childhood studies.
- Teaching and training strategies.
- Early childhood learning.
- Adult learning.
- Literacy.

[1] Students intending to go on for teacher certification should follow up with faculty in the program of interest.

Educational Studies For Students Matriculated After Sept. 1, 2018 But Before Sept. 1, 2021
Statements
Learning Outcomes
Students with a degree in Educational Studies should demonstrate knowledge and understanding of the following competency areas, as appropriate to the concentration. In the rationale essay, students should describe how their degree program addresses these competencies, but

they are not required to demonstrate that they have a separate study or course in each area. Competencies may be included in one or more studies or advanced standing components and while some courses are listed as examples, students are encouraged to think broadly and may address competencies in various ways.

Learners in Educational Studies will address the following competencies in their degree plans:

- Professional standards. Understand the professional standards related to their chosen concentration. Examples include Exploring the Professions: Children and Child Care and Introduction to Teaching.
- Foundational knowledge. Understand the foundational knowledge of the field from either a historical or philosophical perspective, grounding them in their chosen concentration. Examples include Schooling in America and Historical Foundations of American Education.
- Learners and learning. Understand learners and the theoretical approaches that support the learning process. Examples include Learning Theories and Human Learning: A Developmental Approach.
- Social contexts of learning. Understand the sociological perspective of learning including the relationships between home, school, and community. Examples include Sociology of Education and Family and Society.
- Curricular design, instructional strategies, and assessment. Understand knowledge of comprehensive curriculum design appropriate to their concentration. Examples include Curriculum and Environments for Preschoolers for those that plan to work with young children, Curriculum, Instruction, and Assessment for students that plan to work in schools, or Models of Instructional Design for students interested in educational technology.
- Language and literacy development. Understand language and literacy development appropriate to their concentration. Courses might include Emergent Literacy and Teaching Methods: Reading in Elementary Schools. Please note: Children's Literature typically does not address language or literacy development.
- Human development. Understand stages of human development appropriate to the chosen concentration. Please note: a lifespan course in human development is recommended. Students planning to work with a specific age group are strongly encouraged to undertake further study in that specific developmental stage to demonstrate breadth and depth. For example, students could take Human Development at the introductory level followed by Infant and Toddler Development, Child Development, or Adolescent Development at the advanced level depending on their focus.
- Uses of technology. Understand the appropriate use of technology in teaching and learning and evaluate its success and/or failure in applied situations. Examples include Young Children and Technology and Utilizing Technology in the Classroom.
- Cultural competency. Understand the range of human diversity, and potential implications for educational settings. To accomplish this, students might include courses such as The Culture of Caregiving: Infants, Toddlers and Families, Diversity in Educational Settings, and Race, Class, and Gender.
- Methods of inquiry. Understand how to locate, evaluate and effectively use information related to their field. Examples include Observation & Assessment of Children, Statistics for the Social Sciences, and Qualitative Social Science Research: Design & Methods.

Educational Studies For Students Matriculated Before Jan. 1, 2008

Teaching and learning begin with the family and gradually build to include, although they are not limited to, the community, schools, the workplace, farms, hospitals, prisons, colleges and universities.

Therefore, to understand educational institutions and the teaching and learning process, students developing concentrations in educational studies should:

- Inquire into who, when, where and why people participate in educational and learning activities by including the history, philosophy, sociology and psychology of education as basic foundation studies.
- Gain knowledge and skills in the uses and applications of technology in education.
- Build a broad foundation in the liberal arts and sciences, including multicultural perspectives by designing a range of learning activities including independent study, technology-mediated learning, field experiences and group studies.

Students who are not planning to engage in teaching, but are interested in educational processes and institutions, can design concentrations that examine these institutions and processes through the framework of the social and behavioral sciences and other disciplines, including anthropology, economics, history, philosophy, political science, psychology and sociology. For example, a concentration may be developed in the history of education, the economics of education, the sociology of education, educational psychology, etc. Degree programs also can be organized according to thematic or problem-oriented frameworks, with concentrations such as education and society, education and social change, education and public policy, learning communities and lifelong learning.

Students who are not planning to become certified teachers in New York state may design concentrations that include both the studies referred to and studies that focus on the relationship between theory and practice, and on educational practice itself. These students may be planning to work, or may be working, in teaching/training programs for adults, workforce development, community education, international training and development or other nonpublic institutions or educational settings.

Note: Empire State College does not have a registered teacher certification program at the undergraduate level. Students interested in preparing themselves for teaching certification in New York state must consider their options carefully and should consult with an educational studies mentor. Educational studies may not be the best option; they may be better served with a concentration in a school subject area such as English, history, science, math, foreign language, etc., or they may want to consider an interdisciplinary program that combines educational studies with a specific discipline. Students must contact the State Education Department (S.E.D.) for specific certification requirements or speak with an S.E.D. advisor. They also should be aware that new and radically changed certification requirements were implemented in 2004.

Historical Studies for Students Matriculated Before Mar. 17, 2008

Students interested in historical studies may choose from a wide range of possibilities. Studies may be organized by types of history (e.g.,

social, political, religious, economic, diplomatic, quantitative), by national experiences or geographical areas (e.g., American history, Western civilization, Far Eastern history, Third World studies), by time periods (e.g., ancient history, medieval civilization, modern history), and in other ways.

Concentrations in historical studies may use any of the college's five organizing frameworks. Students may wish to plan disciplinary degree programs. Typically, such concentrations include:

- Western civilization, American and other national histories.
- The Third World experience (such as the history of Africa, Latin America, the Middle East or Asia).
- Historical methods and historiography.
- Supporting language studies.

Interdisciplinary Historical Studies

Interdisciplinary concentrations in historical studies represent a conscious attempt to explore linkages among allied disciplines from a historical perspective (e.g., ancient history, literature, culture and language).

Study in comparative history is frequently interdisciplinary in approach, as is work in emerging areas such as psychohistory and cliometrics. The thematic framework allows a student to trace and explore one or more problems in historical studies with emphasis on considering the origins, development and possible resolution of the issue.

Professional programs include studies vital for developing career-entry skills in areas such as:

- Teaching.
- Archival employment.
- Historical preservation and restoration.
- Scholarly editing.
- Research and writing official histories for state and federal agencies and private corporations.

Students with a professional/vocational emphasis frequently include internship experiences in their degree program plans.

The faculty of the college expects that students who design degree programs in historical studies will acquire the following enabling skills and understandings:

- Communication skills, including effective writing and speaking skills, and the ability to read critically.
- Research skills, including a basic understanding of how to use libraries, and of the diversity of materials that record and interpret the past.
- A broad knowledge of the historical literature that pertains to the topics of study included in the degree program.
- An understanding of the linkage between historical studies and allied disciplines.
- An understanding of the historical experiences that go beyond a single time period and national or cultural experience.
- An understanding of historical forces that have shaped social change and contemporary human problems.
- The ability to analyze historical material and make judgments, to establish causal relationships between facts, to find order and patterns, to answer why and how, not simply report.

- An understanding of the history as a creative art, a subjective discipline and an imaginative interpretation of the past.

Revised February 1993

Historical Studies For Students Matriculating After Mar. 17, 2008 But Before Sept. 7, 2021

Students interested in historical studies may choose from a wide range of possibilities. Concentrations may be organized by:

- Types of history (e.g., social, race/ethnicity/class/gender, political, religious, environmental, economic, diplomatic, quantitative).
- National experience or geographical areas (e.g., American history, Western civilization, East Asian history, studies of regional history).
- Time periods (e.g., ancient history, medieval civilization, modern history, colonial/post-colonial).
- Themes (ethnic studies, labor history).
- In other ways.

Students designing concentrations in historical studies should investigate graduate school opportunities and requirements and visit the historical studies website.

Building on the studies used to meet the SUNY general education requirement, students may design a concentration in historical studies using any of the college's five organizing frameworks:

- Disciplinary concentrations include work in Western civilization, national, regional or ethnic histories, African-American experience, historical methods and historiography, and appropriate supporting studies, such as economics, statistics, literature and/or science.
- Interdisciplinary concentrations in historical studies represent a conscious attempt to explore linkages among allied disciplines from a historical perspective (e.g., anthropology, economics, literature, and languages). Study in comparative history is frequently interdisciplinary in approach.
- Thematic frameworks allow a student to trace and explore one or more themes in historical studies.
- Problem-oriented frameworks emphasize consideration of possible resolutions or continuing significance of the chosen problem.
- Professional programs include studies vital for developing career-related skills in areas such as archival or museum employment, historical preservation and restoration, scholarly editing and the research and writing of official histories. Students with a professional emphasis frequently include internship experiences in their degree program plans.

The faculty of the college expects that students who design degree programs in historical studies will acquire the following enabling skills and understandings:

- An understanding of historical processes and events that have shaped social change and contemporary human problems.
- Knowledge of the breadth of historical writing and interpretation (the conversation within the discipline) that pertains to the topics of study included in the degree program.

- An understanding of the linkage between historical studies and other disciplines.
- An understanding of human experiences that go beyond a single time period and national or cultural experience.
- An understanding of the diversity of sources that record and interpret the past, including written texts, and original documents, photographs, visual materials, oral histories, historical objects and media, and of how to identify and evaluate primary and secondary sources.
- Research skills, including a basic understanding of how to use libraries and virtual libraries, archives, databases and other internet resources.
- Knowledge of the forms of citation shared by professional historians, especially the conventions known as the Chicago/Turabian style (see Writing History Papers).
- The ability to analyze and interpret historical resources and perspectives and to make judgments; to explore causal relationships, to seek order and patterns; to ask why and how -- not simply report.
- The ability to think critically and communicate effectively.
- An understanding of history as a creative art, a subjective discipline and an imaginative interpretation of the past.

Finally, students designing concentrations in historical studies are encouraged to include a capstone study or a final integrating independent study.

Human Development - Psychology Concentration - for Students Matriculated After Dec. 1, 2013 but Before Jan. 1, 2020

The discipline of psychology encompasses the scientific study of mind and behavior. Psychology employs specific methodologies for understanding humans, ranging from simple observation to rigorous experimentation. Its subjects include, but are not limited to, how people develop and learn; how behaviors, relationships and beliefs are motivated; how the brain, behavior and environment interact; how people interact with the world around them, including how they perceive it, how they respond to it intellectually and emotionally and how these processes change throughout life; and how all of these processes are integrated into the personality under interpersonal, social and cultural influences.

While many psychology students ultimately will engage in further training and education to work within the field, many will pursue work outside the field of psychology in areas that rely upon an understanding of human thought and behavior, including law, the health care professions, business careers, education, nonprofit agencies and many others.

To prepare for a career in psychology (such as becoming a psychologist, social worker, counselor, researcher, or teacher), students typically earn a graduate degree. The psychology concentration prepares students well for the expectations of such graduate programs. Graduate programs are selective and take into consideration a student's academic record, letters of recommendation, field and research experience and, in most cases, Graduate Record Examination (GRE) scores. It is strongly recommended that students who are considering going on for graduate training consult with websites or other sources of information about graduate programs while designing their degree. Another excellent source of information

is the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major.

Students who concentrate in psychology should meet all of the guidelines for a degree in human development. However, for many of the content areas outlined in the human development guidelines, there are additional discipline-specific ways (outlined below) to meet the guidelines. Specifically, students concentrating in psychology should both refer to the human development guidelines and address the additional guidelines below related to biological bases of development, research issues in human development and ethical issues in human development. In addition, there is content in the area of professional development that should be addressed by students concentrating in psychology.

Biological Bases of Development

In order to understand the biological influences on emotional, cognitive and behavioral development, students concentrating in psychology should specifically understand the interaction between the brain, behavior and the environment. They should demonstrate this knowledge by:

1. Explaining basic neurological brain mechanisms that relate to emotional, cognitive and behavioral aspects of the person.
2. Identifying how the brain's normal and abnormal functioning influences areas of human experience and behavior (e.g., language, thought, learning).

Research Issues in Human Development

In order to develop scientific reasoning and problem-solving skills (especially effective research skills) for interpreting and drawing evidence-based conclusions about human development and behavior, students concentrating in psychology should specifically understand multiple research methodologies (e.g., quantitative, qualitative, testing and measurement) employed within the field of psychology to understand human thought, feeling and behavior. Additionally, they should demonstrate a basic understanding of the statistical tools and techniques used in quantitative research design. The standard method for meeting this guideline for those interested in graduate work is to take studies in research methods and statistics. Students should demonstrate this knowledge by:

1. Applying (practically or theoretically) or critiquing methodologies of social and behavioral science research.
2. Interpreting and communicating knowledge gained through basic statistical techniques.

Ethical Issues in Human Development

In order to develop ethically and socially responsible attitudes and behaviors specific to the field of psychology, students concentrating in psychology should understand the formal regulations that govern professional ethics in psychology and the values that contribute to positive outcomes in work settings and society. They should demonstrate this knowledge by:

1. Explaining the current ethical guidelines as outlined by the American Psychological Association.
2. Applying (practically or theoretically) professional codes of conduct to guide decision making and behavior within the multiple domains of professional work, including clinical, research and teaching activities.

Professional Development

Students concentrating in psychology should understand how to apply psychology-specific content, skills and self-reflection. Additionally, students should develop knowledge about potential job and career trajectories and professional possibilities. They should demonstrate this knowledge by:

1. Applying psychological content and skills (practically or theoretically) to assess, understand, assist, or promote change in specific individuals, populations, behaviors, or other situations or problems
2. Exploring ways of using psychological knowledge and skills strategically in future educational, occupational or personal endeavors.

Human Development - Psychology Concentration - for Students Matriculated Before Dec. 1, 2013

Spring 2002 - Area of Study Guidelines: Human Development

Advice for Students Developing Concentrations in Psychology

Provided that they conform to the area of study guidelines, many concentrations related to children, adolescents, adults and families may fit well within the human development area of study. Psychology, however, is the only disciplinary concentration in human development, and, as such, studies in this concentration should be selected to meet the general expectations in the field.

In recent years, the field of psychology has changed and expanded so that psychology departments are increasingly diverse in their offerings. Thus, it is no longer feasible to provide students with a single comprehensive plan of studies that "covers" the field. Instead, when developing their programs, students and their mentors should consider the possibility of either emphasizing a particular focus or direction or designing a general plan of study in psychology that provides a basis for graduate school or some other specific goal. This section is designed to provide some assistance in that planning process.

Human Development Website

The Empire State College website contains much information for students who are in the process of designing their degree programs. The human development site has relatively current information that also may be relevant to students concentrating in psychology. We suggest that students visit this site as they begin their investigations, and make use of the Internet in seeking out additional information.

The American Psychological Association

The best source of current information about psychology, however, will come from the American Psychological Association. We strongly recommend that all students concentrating in psychology become student members of this organization. Applications are available from human development mentors, or by contacting:

American Psychology Association
Membership Office, 750 First Street NE
Washington, DC 20002-4242
202-336-5500 or 800-374-2721 (ext. 5580 for membership)

www.apa.org

Membership in this organization includes two publications: The APA Monitor, an easily accessible monthly magazine with current news about research, education, policy, legal issues, and jobs; and The American Psychologist, a monthly journal with scholarly articles of general interest to all professional psychologists, often with a focus on application.

The APA also publishes a large number of other journals and books, which are available to members at a discount. Of particular interest to undergraduates are the Publication Manual of the American Psychological Association (APA)and Is Psychology the Major for You?: Planning for Your Undergraduate Years (Woods and Wilkinson (Eds.))

The first book, an important reference for every student who concentrates in psychology, describes how to write a research article, defines the APA writing style and provides details about how to cite and list any and all kinds of references. The second book presents an overview of the discipline, describes the kinds of critical skills psychology students can acquire and offers a description of a variety of careers open to psychology students. While most students might want to purchase The Publication Manual, the second book can probably be borrowed from a library (or possibly a human development mentor).

The Undergraduate Concentration in Psychology

There are three major sources of information about how undergraduate degree programs in psychology might be constructed.

1. First, recent articles published in The American Psychologist will bring students up to date on the kind of curriculum professional psychologists believe best serve the undergraduate student. To date, three such articles are relevant and useful:
Benjamin, L.T. (2001). American psychology's struggles with its curriculum: Should a thousand flowers bloom? American Psychologist, 56, 735-742.

> Brewer, C.L. (1997). Undergraduate education in psychology: Will the mermaids sing? American Psychologist, 52, 434-441.

> McGovern, T. V., Furumoto, L., Halpern, D. F., Kimble, G. A., & McKeachie, W. J. (1991). Liberal education, study in depth, and the arts and sciences major: psychology. American Psychologist,46, 598-605.

> Of the three articles, the most directly relevant, and possibly the most useful, is still McGovern et al (1991). However, reading all three articles will give students a good understanding of why psychologists have been, and continue to be, reluctant to propose a standardized curriculum for all students. The history is interesting, and the issue of standardization is one that extends well beyond the discipline of psychology.

2. A second source of information comes from examining the degree programs designed by other colleges. Students seeking to concentrate in psychology should collect at least six different programs from a variety of other colleges and universities. They should be examined for commonalties and differences, as well as for some basic underlying logic or structure. These catalogs are generally available in any library (as well as high-school guidance offices); however, students also should be able to access them through the Internet, in particular through a link to college catalogs via the Empire College website.

3. A third source comes from interviewing people who work as psychologists or who use psychology in their jobs. They should be

asked about the studies they took that are useful to them, studies they undertook that have not been useful and studies they did not take that would have been useful. Finally, they can simply be asked for advice. Two or three such interviews can be very helpful to students as they design their degree programs.

Note: An undergraduate concentration in psychology is not sufficient for a career as a psychologist. The objective orientation and quantitative skills emphasized in most psychology studies, however, are highly regarded by many employers in almost any profession. Thus, the concentration can be useful for those with bachelor's degrees that are immediately seeking work. For any professional work in psychology, however, a graduate degree, in many cases a Ph.D. or equivalent, is essential, and several of the better known options are described below.

Of course, a psychology concentration prepares students not just for graduate programs in psychology, but also for many other professional programs, such as in law, business, education, health or social work. If graduate study in any field is a possible goal, either immediately or in the near future, the degree program ought to be designed with that possibility in mind. Students should familiarize themselves with graduate school entrance requirements and make every effort to include them in their program.

Graduate Study
Psychology Ph.D. Programs
A Ph.D. is the degree of choice for those wishing to become a professional psychologist — either in applied areas (e.g., mental health and industry) or in higher education. Students who plan on pursuing a Ph.D. should take special care in the design of their programs. The following studies are almost mandatory:

- Statistics, research methods and laboratory studies: Not only do many graduate schools expect such studies, but they will be required again in graduate school. An initial exposure to them in an undergraduate program will make them somewhat easier to deal with later on.
- Exposure to the practice of psychology: It is particularly helpful if the student serves as a research assistant in a psychology laboratory or research project at a local college or university and/or does an internship with a known state or local nonprofit agency. The student's supervisor can provide invaluable letters of recommendation to the graduate schools. This experience is also an important indicator to the graduate school about the seriousness of the student's commitment to the field.
- Coverage of the "traditional" areas within psychology that are part of the Psychology Subject Test of the Graduate Record Examination (GRE): Information about the content of this test, which often is required of graduate-school applicants, can be found in the yearly GRE Information and Registration Bulletin. These probably can be obtained from your mentor or directly from the Educational Testing Service at www.gre.org. The latest booklet provides the following breakdown of the areas covered in the examination:
  - Experimental or natural science 40% - learning, language, memory, thinking, sensation and perception, physiological psychology and ethology.
  - Social science 43% - abnormal and clinical, developmental, social and personality.
  - General 17% - history, applied psychology, measurement, research designs and statistics.

Note: It is important that the undergraduate program be heavily academic (as opposed to vocational or professional). Graduate psychology departments are not impressed with counseling, therapy or psychoanalytic courses on undergraduate transcripts. The faculty in most Ph.D. programs believe that such courses should be undertaken only in graduate school.

Psy.D. Programs
The Doctorate in Psychology is a more recent degree designed for those with applied interests, particularly in clinical psychology, and with relatively less interest in the research and science emphases of accredited Ph.D. programs. Although these programs differ from the Ph.D. programs, the requirements are quite similar. Details about their requirements should be obtained from the universities directly.

Master's in Social Work (MSW) Programs
The M.S.W. offers a faster route than the two doctoral programs to state-recognized credentials for doing clinical work with individual clients. In New York state, holders of this degree (along with those holding a Ph.D., Psy.D. or M.D. in psychiatry) can receive third-party payments as a therapist. Those schools that offer these programs are usually more flexible in the knowledge of psychology that they expect or require of their applicants. Some even may welcome the kinds of counseling experiences frowned upon in typical Ph.D. graduate psychology programs. A key activity here is to study the entrance requirements for particular programs. If possible, the graduate advisor at the schools that offer these programs should be interviewed; they might provide direct advice about a student's proposed degree plan.

Master's Degrees in Psychology
A number of master's programs in psychology can be found at many different colleges, either in the liberal arts or in specialty areas such as counseling or school psychology, art therapy, alcoholism studies and so forth. The general liberal arts programs clearly extend students' knowledge and understanding of psychology, and no doubt enhance their lives or work skills, but these programs are not intended as preparation for a profession.

The specialty programs, however, particularly if accredited by the appropriate professional association, do prepare students for work. The colleges or universities that offer them should be able to provide solid information about both requirements and curricula, and about post-graduate employment.

The Degree Program Rationale
Once the concentration studies have been selected according to the needs, interests and future plans of the student, the psychology concentration must be defended in a written rationale. Such a rationale will ordinarily include at least the following information:

- the student's goals or purposes in seeking a concentration in psychology
- a description of the activities undertaken to learn about psychology concentrations, namely: 1. books or articles read, 2.
- undergraduate catalogs consulted, 3. interviews undertaken and 4. if appropriate, graduate programs examined
- an accounting of what was learned from those activities
- a specification of how the studies selected in the concentration fit together
- a description of how the selected studies address the human development area of study guidelines

- an explanation of the underlying logic and structure of the entire degree program.

Human Development For Students Matriculated After Dec. 1, 2013 But Before Sept. 7, 2021

Statements

Students of human development seek an understanding of psychological, social, biological and other changes over the life span. Change can take the form of growth, maturation, loss, impairment, resilience, adaptation and/or the enrichment of human potential, identity and meaning. Concentrations may encompass the life cycle or may focus on a particular age group (e.g., early childhood, adolescence, older adulthood); population (e.g., women, men, LGBTQ); situation (e.g., grieving and loss, incarceration, disability); or theme (e.g., health, families, cultural differences, spirituality).

Students of human development have the opportunity to pursue and integrate personal, academic and professional goals. Many students find that what they learn enables them to better understand themselves and others, enhances their ability to work with people in various capacities and prepares them for more advanced, or graduate study. Human development can be appropriate for students who plan to work in many fields, including law, the health-care professions, business careers, education, nonprofit agencies, and many others.

Students of human development should be able to demonstrate knowledge in the following content areas, whether through studies, a series of studies, components within individual studies or college-level knowledge demonstrated through the prior learning assessment (PLA) process. The content areas below represent the minimum foundation for any concentration within human development. More specific concentration titles should be supported through the degree plan and a description of this degree plan in the rationale essay.

Biological Bases of Development

Students of human development should develop an understanding of the biological influences on emotional, cognitive and behavioral change over time. They should demonstrate this knowledge by:

1. Interpreting human behavior and development from a biological (which includes neurological, genetic, physiological, evolutionary, endocrinological) perspective.
2. Identifying how biological changes influence human development and behavior over time.

Cognitive and Emotional Bases of Development

Students of human development should develop knowledge of both cognitive and affective underpinnings of human development. This knowledge can include theories and empirical bases of cognition, learning, memory, motivation, meaning, emotion and executive functioning. Students also should understand factors that influence cognitive performance, emotional experience and their interaction across the lifespan. They should demonstrate this knowledge by:

1. Distinguishing the major components of primary theories in the study of emotion and cognition in human development.

2. Applying (practically or theoretically) the primary theories of emotion and cognition in development to practical situations or problems across the lifespan.
3. Identifying major factors that influence the development of cognition, emotion and their interaction.

Social Bases of Development

Students of human development should develop knowledge of interpersonal, intragroup and intergroup processes and dynamics as they influence human behavior and development, as well as theories of how humans develop within social contexts (which can include micro-level contexts like families and schools or macro-level contexts like communities, culture and society). Theories of how aspects of humans develop can include theories of personality development, identity development, the development of specific difficulties (such as psychopathology and problem behaviors) or normal and abnormal development in any domain of human functioning (e.g., language functioning, interpersonal functioning). They should demonstrate this knowledge by:

1. Distinguishing the central ideas of major theories of human personality, behavioral, or problematic development within a social (e.g., familial, intergenerational, peer, school) context.
2. Applying (practically or theoretically) principles of social influence on development to individuals, families or other groups.

Cultural Bases of Development

Students of human development should develop an understanding of the impact of aspects of culture and diversity on development. They should demonstrate this knowledge by:

1. Articulating how culture influences individuals' development.
2. Interpreting the influence of diversity on their own and others' functioning.

Research Issues in Human Development

Students of human development should develop scientific reasoning and problem-solving skills (especially effective research skills) for interpreting and drawing evidence-based conclusions about human development and behavior. They should demonstrate this knowledge by:

1. Using scientific reasoning to interpret human development and behavior.
2. Identifying research methods used to analyze developmental patterns.
3. Locating, evaluating and using social science information effectively.

Ethical Issues in Human Development

Students of human development should develop ethically and socially responsible professional attitudes and behaviors. They should demonstrate this knowledge by:

1. Applying (practically or theoretically) ethical standards and skills to evaluate and further science and practice.
2. Identifying values and behaviors that contribute to individual and social well-being.

Human Development For Students Matriculated After Oct. 1, 2009 But Before Dec. 1, 2013

Students of human development seek understanding of psychological, social, biological, and spiritual change over the life course. Change can take the form of growth, maturation, loss, and/or impairment, as well as enrichment of human potential. Concentrations may encompass the life cycle or may focus on a particular age group (prenatal and infants, children and/or adolescents, adults or elderly), population (women, men, transgendered), situation (grieving and loss, incarceration, or disability) or theme (health, environment, cultural differences).

All concentrations should place these studies within contexts such as family, relationships, community, society, culture, and/or the natural environment.

Students of human development have an opportunity to pursue and integrate personal, academic and professional goals. Many students find that what they learn enables them to:

- Better understand themselves and others.
- Enhance their ability to work with people in various capacities.
- Prepare for more advanced or graduate study.

Students of human development must demonstrate coverage of the following topics either through a study, a series of studies, components within a study or college-level knowledge through the PLA process. Students should obtain a broad foundation of knowledge in these topics before progressing to advanced studies, covering a range of theoretical perspectives and explanatory models about the process of human development across the life span. They should plan to explain how they have obtained knowledge in these topics in the rationale essay submitted with their degree plan.

- **Biopsychosocial development:** 1) an understanding of biological, physiological, and neurological change over time, 2) an understanding of cognition, emotion and the behavior of individuals across the lifespan, 3) an understanding of interpersonal processes and social relationships, 4) an understanding of social and cultural influences on development and 5) (interactions of the above) an understanding of how the social, psychological and physical influence each other across the lifespan, contributing to change over time
- **Individual differences:** an understanding of characteristics, influences, and developmental outcomes (such as a study in personality theory or abnormal psychology), as well as human diversity (the range of differences in human experience and how that influences development)
- **Contexts for development:** an understanding of the micro-level contexts for change (such as relationships and family), as well as an understanding of the macro-level contexts (such as community, culture, and society)
- **Methodologies for inquiry:** an understanding of the body of principles, approaches and techniques employed by a particular branch of knowledge, which may be either quantitative or qualitative; should encompass hypothesis development, systematic data collection and analysis and research-reporting conventions.

Note: One concentration title within human development has particular meaning in the wider academic community: psychology. A psychology concentration is expected to meet the rigors of the discipline, including methodology and specific studies. Students planning a psychology concentration should consult Advice for Students Developing Concentrations in Psychology.

October 2009

Human Development For Students Matriculated Before Oct. 1, 2009

These guidelines are designed to help students become aware of the central issues in human development, not to prescribe a specific set of study titles. It is important to note that the areas of inquiry described below may be addressed through a variety of approaches.

Studies in human development may draw upon many different disciplines of the natural, social and behavioral sciences in an effort to understand human experience and behavior. Illustrations and understanding of human behavior also may be explored through humanistic and cultural studies.

Concentrations in the human development area of study must in some way address critical topics in the following areas:

- The nature of human development and changes across the life span.
- The social and environmental contexts in which human development takes place.
- The determinants of human development and behavior.
- The domains and dimensions of thought, emotion and action.
- A range of theoretical perspectives and explanatory models.

Human development uses the scientific method as its basic model of learning and knowing. Students are expected to develop competencies in the following areas:

- Asking and researching questions.
- Observing and analyzing behavior.
- Recording and interpreting data and observations.
- Examining and communicating ideas.

An education in human development also includes experience of self and others as a complementary model of learning and knowing.

Not all of these areas need be reflected in specific study titles; however, the student will be expected to indicate in the degree program rationale how the various topics and methods have been explored.

There is one concentration title within human development that has particular meaning in the wider academic community: psychology. A psychology concentration is expected to meet the rigors of the discipline, including methodology and specific studies. Students planning a psychology concentration should consult Advice for Students Developing Concentrations in Psychology.

Revised January 1995

Interdisciplinary Studies For Students Matriculated After Sept. 3, 2014 But Before Sept. 7, 2021

Statements

Overview
Students who wish to address complex questions or engage in broad exploration of knowledge may wish to choose the Interdisciplinary Studies area of study.

The Interdisciplinary Studies area of study offers general or liberal, multidisciplinary and interdisciplinary studies approaches, each of which differs from the others in important ways.

- **General or liberal studies approach** makes it possible for you to broadly explore your academic interests without having to define a disciplinary focus or foci. This approach is typically formatted as a one-column degree program with a concentration labeled "General Studies," "Liberal Studies," "Liberal Arts," or "Liberal Arts and Sciences," depending on the content of the degree plan. It may incorporate elements of multidisciplinary and/or interdisciplinary approaches.
- **Multidisciplinary approach** enables you to compare two or more disciplines side by side in ways that may or may not overlap. This can be useful for open-ended comparison(s) of different approaches to themes or problems you wish to explore. A concentration of this nature might be called something like "Multidisciplinary Approaches to X."
- **Interdisciplinary approach** allows you to address complex questions that cannot be answered by any one single discipline. The core method of Interdisciplinary Studies (referred to as IDS in the remainder of this document to differentiate it from the overarching Interdisciplinary Studies area of study) is to integrate theories and practices from two or more academic disciplines into one integrated program, creating opportunities to craft new approaches to meet specific interests and situations.

Note: Students who intend to pursue graduate degrees in IDS should utilize this approach when developing their undergraduate degree programs. You should familiarize yourself with the disciplinary discussion of IDS via the Association of Interdisciplinary Studies, or AIS

All of these approaches to Interdisciplinary Studies area of study degrees, while highly flexible, should align with the college learning goals. The following should be demonstrated and identified in your essay:

- **Active Learning:** Assess and build upon previous learning and experiences to pursue new learning, independently and in collaboration with others.
- **Breadth and Depth of Knowledge:** Cultivate a broad, interdisciplinary understanding in the liberal arts and sciences, as well as expertise in a particular field.
- **Social Responsibility:** Engage in ethical reasoning and reflect on issues such as democratic citizenship, diversity, social justice and environmental sustainability, both locally and globally.
- **Communication:** Express and receive ideas effectively, in multiple contexts and through multiple strategies.
- **Critical Thinking and Problem Solving:** Evaluate, analyze, synthesize and critique key concepts and experiences and apply diverse perspectives to find creative solutions to problems concerning human behavior, society and the natural world.
- **Quantitative Literacy:** Read, interpret, use and present quantitative information effectively.
- **Information and Digital Media Literacy:** Critically assess, evaluate, understand, create and share information using a range of collaborative technologies to advance learning, as well as personal and professional development.

Some learning goals may be met in courses within this area of study or your degree concentration, while others may be met through general learning. Many of these goals will be reflected throughout your interdisciplinary studies.

Area of Study Guidelines

Because this area of study offers widely varied degree approaches, ranging from general exploration to intensively examined, focused projects, it has three separate sets of guidelines. In your rationale essay, be sure to indicate which set you are following.

Also, make sure to specify which approach you will take within your degree plan. (This is typically done through naming the concentration as one of the approaches just described.)

General, Liberal, or Liberal Arts and Sciences Degree Approach Guidelines
The guidelines for General, Liberal, or Liberal Arts and Sciences degrees (hereafter called General Studies) must abide by SUNY and ESC requirements for all degree programs, which include the following:

- Meets SUNY general education requirements.
- Demonstrates breadth (see note 1 below).
- Demonstrates progression (see note 2 below).
- Addresses ESC requirements for degree levels and types (see the Student Degree Planning Guide).
- Addresses college learning goals.

In addition, in the rationale essay you must indicate why you chose this broad and exploratory structured approach to your education and how it meets your personal or professional goals.

Note 1: Breadth is defined as foundations in diverse knowledge areas which are often met by general education requirements.

Note 2: Progression typically means that introductory studies are followed by advanced, more specific studies. For example, a foundation in sociology might be followed by any number of topical or research methods studies in that field.

Multidisciplinary Degree Approach Guidelines
In addition to meeting the general studies degree requirements, students developing a multidisciplinary degree should clearly identify a theme, problem, issue, or interest that they intend to examine from multiple disciplinary perspectives. You should name those disciplines and state what you expect them to contribute to understanding the theme. To choose these, you can review the guidelines of various areas of study and consider which are relevant to your project.

Along with the requirements of the General Studies degree, your degree plan and rationale essay for a multidisciplinary degree should describe how your learning through prior learning or ESC studies clearly addresses the Interdisciplinary Studies area of study guidelines by:

- Including **foundational knowledge** in multiple disciplines and explaining how you selected them to address a theme, question, or topic of interest
- Building on that foundational knowledge to show **progression** in each selected discipline
- **Comparing** what the diverse disciplinary approaches brought to your understanding of the theme, question, or topic.

Interdisciplinary Degree Approach Guidelines

Much like a multidisciplinary degree, IDS degrees draw from several disciplinary fields to address a theme, question, or topic of interest. However, rather than comparing how different disciplines approach a problem, they take the additional step of synthesizing these approaches as integrated learning. Since two or more disciplines are integrated to yield a unique, synthesized perspective, each individual educational experience may include different additional learning outcomes. An IDS degree can integrate knowledge from historical studies, cultural studies, political science, social science, literary studies, the arts and/or additional perspectives, depending on exactly which interest you pursue.

Examples of some recognized interdisciplinary fields are:

- Africana Studies.
- Ethnic Studies.
- Native American Studies.
- Women's Studies.

The concerns of such fields cannot be understood easily through a stand-alone discipline, or fully resolved through disciplinary comparison (i.e., a multidisciplinary approach).

Aside from the fields above, you may select other themes, problems, or questions to address. Since IDS is process-oriented, each individual educational experience may include different learning outcomes. However, this may not be a linear process; your sense of the problem, and even the problem itself, will change as you progress. You can consult with texts or experts, or may already have theoretical and methodological experience in a field, in which case PLAs can fulfill part of the process. You should review the guidelines for various areas of study, traditional and nontraditional coursework and other concentrations in order to determine how best to address your theme, question, or topic of interest.

Note: This review is meant to inform you rather than guide you. Consult your mentor during this process.

Along with the requirements for General Studies, your degree plan and rationale essay for an IDS degree should clearly addresses the Interdisciplinary Studies area of study guidelines by describing how your learning:

- **Identifies** a theme, question, or problem.
- Incorporates knowledge from **multiple disciplinary foundations** to address the identified theme, question, or topic of interest.
- Demonstrates **progression** evidenced through introductory, intermediate and advanced knowledge within those disciplines that address aspects of your complex question, topic, or theme.
- **Integrates** knowledge gained from two or more disciplines to address your question or theme.
- **Applies a comprehensive perspective** in a capstone study that synthesizes learning to address your identified theme, question, or problem.

Conclusion

Whether you conceive of your undergraduate education as a chance to freely explore, a chance to compare and contrast how scholars and others understand something that concerns you, or a chance to integrate diverse understandings and create your own unique contribution to such understanding, you can do so in Interdisciplinary Studies.

Interdisciplinary Studies For Students Matriculated Before Sept. 3, 2014

Bachelor's Degrees

A key characteristic of concentrations within interdisciplinary studies is that they bridge two or more program areas to connect or combine the different perspectives of those areas. These combinations and linkages can be developed by:

- Including studies from two or more areas that relate to a single theme or topic (e.g., various business courses and communication studies combined into a concentration called communication in organizations).
- Combining different area perspectives within a single study (e.g., political, economic, literary and social perspectives combined in a study titled Modern China).

Most interdisciplinary concentrations include both types of study.

Some concentrations are interdisciplinary by nature, and already recognized and defined by the scholarly community; examples are environmental studies, cognitive science or Native American studies. Students with such concentrations may wish to examine survey or introductory textbooks and study college catalogs to determine what these known concentrations typically cover.

On the other hand, an interdisciplinary concentration also can be created to match a particular student's interest. As with all concentrations, it may be focused upon a theme, problem or profession, or on a topic that necessarily includes several disciplines; examples selected from approved student programs include arts management, culinary educational studies, holistic health or writing as therapy.

As with all concentrations, the structure of interdisciplinary studies concentrations must meet the college's expectations of progression and integration:

- **Progression** refers to a significant development in the program from introductory to increasingly advanced learning. It is usually demonstrated when the concentration includes foundation studies in the different areas and further studies that either refine the foundation areas and/or combine different areas relevant to the concentration.
- **Integration** refers to the concentration's organization or form, in other words, to how the individual studies come together to support or define the concentration's theme or topic.

A common way of establishing a concentration's integral structure is to:

1. Subdivide the concentration into three or four major areas that, in the student's view, cover the key components of the problem or theme of the concentration.

2. Identify which studies in the degree program belong to which component. The component parts might be entirely original with the particular concentration, or they might be borrowed from the guidelines of other program areas.

For example, a professionally oriented interdisciplinary concentration might comprise studies in history, theory and practice; a social science-oriented concentration, borrowing from psychology, might comprise studies in academic methods (e.g., research or evaluation skills), disciplinary surveys, relevant practice skills (e.g., interviewing, counseling, problem solving) and integrated advanced-level studies.

The concentration components also could be content based. For example, a concentration in women's health could be subdivided into three main areas: studies about women, studies about health and studies that integrate women and health.

Note: Subdivisions of an interdisciplinary concentration are typically not the different disciplines or perspectives that make the concentration interdisciplinary; rather, each subdivision is itself a combination of perspectives.

Defining the Concentration

It is when the subdivisions are combined that the concentration is defined as a whole. In recognition of the importance of the whole, a unique requirement for interdisciplinary concentrations is the inclusion of one study that explicitly integrates the key component parts. In most instances, this integrating study carries the same title as the concentration. Depending upon the student's needs, it can occur at any time during the student's studies.

The written rationale also plays an important role in defining the interdisciplinary-studies concentration. To provide an adequate account of the purpose and meaning of the concentration, beside the usual topics, the interdisciplinary rationale also should include:

- An explicit discussion of the different program areas represented in the concentration.
- The underlying structure (method of integration).
- The nature of the integrating study.
- The student's reason(s) for choosing the interdisciplinary program for his or her concentration.

The following interdisciplinary examples are not prescriptive; these programs could have comprised any number of other studies or types of organization. The left column shows how the structure of the example was conceptualized, and the right column lists those studies that comprise the example components. The integrating study is marked with an asterisk.

Women's Health

In this example, the concentration draws upon studies from science, mathematics and technology, community and human services, human development and cultural studies. Progression is shown by foundation studies in the different disciplines, intermediate- and advanced-level integration studies; the integrating study, women and health, serves to capstone the entire program.

Note: The structure is by content rather than function.

Health
Human Biology
Nursing Arts

Personal Adjustment
Human Development
Health Psychology
Health Industry in the U.S.

Women
Introduction to Women's Studies
Adolescence: Growing up Female
Feminist Theory
Middle and Old Age: Social Issues for Women

Women and Health
AIDS: Special Issues for Women
Mental Health Problems for Women
Medical Approaches to Aging: Gender Issues
Women and Health: Past and Future

Professional Training and Development

This concentration combines studies from human development and educational studies, along with studies from either business, management and economics or community and human services, depending upon the student's orientation. Progression is shown by foundation studies in psychology, education, communications and human services (or business), and integrated studies that are largely intermediate and advanced.

The integrating study is an intermediate-level survey of the purposes and methods of professional training and development.

Single Perspectives
Human Development Foundations of Education
Basic Communication Skills
Overview of Human Services (or Survey of Business Organizations)

Integrated Studies
Professional Training and Development: Purposes and Methods
Adult Development and Learning
Workshop Design and Implementation
Learning Theory

Methods of Analysis
Program Evaluation
Tests and Measurement in Education Statistics

Criminal Justice

In this example, the concentration draws on studies from community and human services, social theory, social structure and change and human development. Progression is shown by foundation studies in human services, sociology and psychology as well as introductory surveys in criminal justice and corrections, by intermediate and advanced studies in the different areas (e.g., probation and parole) and by advanced integrated studies (e.g., crime and poverty, ethnic issues in corrections).

The integrating study in this program is an introductory survey of the entire field.

History
Introduction to Criminal Justice
Incarceration in America: A History

Theory
Theories of Correction
Introduction to Sociology
Human Behavior

Crime and Poverty
Ethnic Issues in Corrections
Crime and Corrections in the Middle East and Europe

Practice
Criminal Law
Probation and Parole
Program Evaluation
Statistics
Internship: Division For Youth

Note: A criminal justice concentration also could be designed to fit within the community and human services program area or as a specialty of sociology within the social theory, social structure and change program area.

Associate Degrees

Students select the interdisciplinary studies program area for their associate degrees for at least two very different reasons.

- Students may wish to construct an interdisciplinary concentration or focus along the lines of the bachelor's degree program, but with fewer credits. For them, the bachelor's degree guidelines can be followed, although without so much emphasis upon progression and comprehensiveness.
- Students are either not yet prepared, or do not wish to construct a comprehensive concentration or focus. In this case, all studies are listed within a single column and the program can be regarded as somewhat comparable to a broad liberal-arts or social-science major at local community colleges. The concentrations of such programs have no title, or they may be called general studies, liberal studies or interdisciplinary. The student should consult the mentor about the appropriateness of a one-column or two-column format for the associate degree. A program with a concentration in liberal studies, for example, may employ a one-column format or a two-column format that differentiates liberal studies and nonliberal studies.

Although single-column programs are not organized around a concentration or focus, they still have an order or an underlying organizational plan. The purpose of these programs is to introduce the student to a broad spectrum of studies that illustrate different (often conflicting) concerns, perspectives and methods of higher education's academic disciplines. At the same time, the program can include foundation studies in areas that interest the student, in particular his or her projected concentration for the bachelor's degree (assuming it is known), and associated fields, regardless of whether they fall within an existing discipline.

A Broad Spectrum of Studies

In designing these programs students need to explore and understand the meaning of a broad spectrum of studies. Traditionally, breadth is defined by including in a program a minimum of two or three studies from each of the broad areas of the humanities, the social sciences and the natural sciences and mathematics.

A slightly different way of defining breadth might be to include a couple of studies from each of a number of Empire State College's different program areas.

The traditional approach will ensure that students will be introduced to a number of existing disciplines (such as psychology or history); the program-area approach also will introduce students to subject areas where several disciplines are explicitly combined (such as women's studies or environmental science). Although both approaches, alone or in combination, are appropriate, they are by no means the only way of conceptualizing breadth.

The key requirement is that once students determine how breadth is to be achieved in their program, they must explain it in their written rationale. They need to describe how their interpretation of breadth meets their own particular needs and purposes and how it provides underlying structure to their program. Thus, the rationale becomes as important a part of the associate degree program as the actual selection of studies.

Revised May 1995

Public Affairs For Students Matriculated Before Sept. 7, 2021

Public affairs is a broad label that has been used for more than 40 years in higher education and the professions to describe an "eclectic" and "interdisciplinary" approach to the study of organizations and individuals that operate in what is considered the public interest and the social issues and problems with which they are faced. Students who are currently employed in public service or those who aspire to careers in public service might be served by an area of study in Public Affairs. The area of study is designed for those who are interested in serving and bettering society through public service, civic engagement, political and government careers, public communications or non-profit service.

Studies and faculty in Public Affairs often rely upon "input from economics, psychology, sociology, planning, business administration, statistics, law, engineering, and environmental science, in addition to the traditional fields of public administration and political science (1)."

Students interested in concentrations in such subjects or related subjects might consider Public Affairs as an area of study. Depending upon a student's interest and focus, it might also be desirable or appropriate to consider a degree in Community and Human Services; Social Theory, Social Structure and Change; Business, Management and Economics; or Interdisciplinary Studies. An arts management concentration might also be a degree in The Arts; technology policy might come under a degree in either Science, Mathematics and Technology or Business, Management and Economics.

Students with a degree in Public Affairs should demonstrate knowledge and understanding of the following areas, as appropriate to the concentration. Students may address these competencies in various ways. They could be included in one or more studies or advanced standing components and might not necessarily appear as these explicit titles.

Students need not demonstrate that they have a separate study or course in each area.

Theoretical and Philosophical Concepts

The theoretical and philosophical underpinnings of subjects related to the student's concentration should be explored. Knowledge of the philosophy of American government is essential for most students in Public Affairs.

> Most introductory courses in political science, public administration, public policy, criminal justice, public communications and the like examine relevant theory. At the upper level, most disciplines include studies of theory (e.g., political theory, communications theory). Studies in international politics

and international relations usually include an examination of relevant political theory. Organizational Behavior examines theories of how individuals behave in the workplace and other organizations. For criminal justice students, criminology is the study of theories of criminal behavior, and studies in penology or theories of justice (including restorative justice) examine the theory of corrections and punishment. Studies in ecology and global climate change are among the subjects that might meet this expectation for students in environmental policy. In addition, some studies include theoretical concepts that might be appropriate for any student in Public Affairs. For example, the study of economics can provide an understanding of how markets work, when they don't work well and how public sector interventions might improve upon market outcomes.

Historical and Comparative Perspectives

Knowledge of the historical origins of American government and the public institutions that are central to the student's concentration should be demonstrated. The student should also have an understanding of how these institutions compare to those of other countries, of other times or of jurisdictions within the United States.

Again, most introductory courses cover the history of the institutions being studied. Studies that provide an understanding of federalism and the constitutional form of U.S. government are especially important to students in Public Affairs, including introductory studies in American politics and government and U.S. history and advanced studies in constitutional history and constitutional law. In addition, studies that compare American political and governmental systems and those of other nations or that compare different criminal justice, emergency management, media or other public systems or organizations ordinarily compare their origins and the structures within which they operate.

Social Context

Most studies in the various Public Affairs concentrations examine social issues and how they should be addressed.

Most policy, ethics and economics studies would satisfy this guideline, and studies dealing with race, class and gender; crime; environmental problems; disaster; the impact of media or technology on society; urban affairs; international affairs; health problems, and social welfare deal with social perspectives and issues.

Legal or Policy Environment

Public institutions operate within a legal environment and are affected by — if not part of the process of creating – public policy. Students should demonstrate an understanding of how these factors affect their areas of concentration.

Studies in constitutional law or constitutional history would satisfy this guideline for students in political science, public administration or public policy, although students in the latter two areas might be expected to have a greater concentration of competencies in this area. Knowledge of administrative law would also provide such competency for students in public administration, public policy or government. Students in public communications or journalism should understand the role that media coverage plays in influencing

public policy. They might also meet this guideline by a study of communications law.

Economic, Financial or Budgetary Issues

Students in Public Affairs should understand the economic and financial environment in which they function.

Much of public policy is driven by economic and budgetary issues. Studies of public policy would address this competency for many students and others may need more depth in economics. The rationale should address the decision. For students who desire to function in governmental management positions, the study of public finance and budgeting would be important. For others — such as those in public communications or criminology — a general study of economics would suffice. Private-sector finance and budgeting might be relevant for students in non-profit management as part of a degree in Public Affairs.

Ethics, Values and Diversity

Degree programs in Public Affairs should reflect a student's understanding of ethical concerns related to the area of concentration and the values – good, bad or indifferent -- that society places on the development of public policy.

All policy studies examine societal values and how policy is developed to advance them. The extent to which public institutions meet or fail to meet the needs of a diverse population also involves consideration of ethics and values. Thus, studies which in some way address issues of race, class, gender, disabilities or discrimination against oppressed groups — including those related to human resources, affirmative action and employment law – provide knowledge and understanding of the need for diversity. The study of ethics might be accomplished through a study of general ethical principles, a study of professional ethics covering a number of different fields or a study which examines ethical issues and problems in a particular profession related to the student's concentration.

Communications Skills

The development of oral and/or written communications skills is important in all concentrations in Public Affairs.

Studies should demonstrate skills in writing, report-writing, interviewing or others relevant to the concentration through studies at the advanced level.

Research Skills and Information Analysis

Obtaining and evaluating information is a key skill for students in Public Affairs.

A student's program should demonstrate skill in the use of quantitative, qualitative, interviewing, investigative or other research skills relevant to the concentration, as well as the ability to analyze that information. Study beyond the introductory level should be expected. The study of social science research methods would be satisfactory for many students. Students in law enforcement might meet this guideline through study of investigative techniques. Students in journalism would show sufficient understanding of this competency through a study of investigative reporting. In emergency management or homeland security, environmental policy or health policy, familiarity and analysis of geographic

information systems or crime mapping might suffice. Qualitative methods and historiography might be sufficient for students in public history.

Technical and Scientific Knowledge

For some students in Public Affairs, specific technical or scientific knowledge might be necessary.

Again, knowledge of geographic information systems might satisfy this guideline for some students. Basic knowledge of environmental science should be expected for those in environmental policy, and some understanding of health systems and the economics of health care should be expected of those in health policy. For students in public health, knowledge of bio-statistics, epidemiology or nutrition might meet this guideline. A student interested in forensic investigation should have knowledge of biology and chemistry, and those interested in forensic accounting should have knowledge of basis accounting practices. A political science student who anticipates working with polling data will need knowledge of statistics that goes beyond what is offered in an introductory statistics course or a basic study of research methods. Emergency management students may need a variety of technical and scientific knowledge — geology, geography, climatology, epidemiology, risk management or information technology — depending up the focus of the student's program and the area of specialization. Journalism students and those in public communications or public relations should be expected to have advanced writing studies appropriate to their area of interest and, perhaps, technical production knowledge.

Public Affairs concentrations include, but are not limited to:

Government-related
- Public Administration
- Public Policy
- American Government and Politics
- Political Science
- International Affairs
- Women in Government
- Urban Planning

Law-related
- Criminal Justice
- Legal Studies
- Law, Justice and Society
- Homeland Security
- Social Justice and Peace Studies

Communications
- Public Communications
- Journalism
- Public Relations

Health-related
- Health Policy
- Environmental Policy
- Public Health

Other
- Emergency Management
- Public History
- Non-Profit Management and Leadership
- Gender Policy
- Technology Policy
- Urban Affairs
- Arts Management

These are examples of common majors or concentrations in colleges, schools and departments of public affairs in other institutions of higher learning. Many others may be appropriate concentration titles for a degree in Public Affairs, as well.

1 Mackelprang, A.J. and A. Lee Fritschler: "Graduate Education in Public Affairs/Public Administration," 35 Public Administration Review 182-90 (Mar.-Apr. 1975)

Science Mathematics And Technology - Biology Concentration - For Students Matriculated Before Spring 2020

Biology is the study of the structure and function of living systems. Its foci range from the submicroscopic (molecules, organelles) and microscopic (cells) to the macroscopic (organs, organisms, populations). An understanding of the interrelatedness of these increasingly complex levels of organization is essential to the development of a biological perspective.

The study of biology should include:

- An overview of the biological subdisciplines through an introductory survey or a series of studies in those subdisciplines that provides exposure to knowledge at each level of biological organization.
- Laboratory and field experience integrated with theory.
- Studies in chemistry, physics and mathematics, essential for in-depth understanding of biological systems and required for both bachelor's- and advanced-level work in biological sciences.
- Computer literacy.

In developing the concentration, at least one advanced-level study should be included from each of the major areas. Examples of possible studies follow:

- Cellular/molecular biology (cell biology, genetics, microbiology, molecular biology, biochemistry).
- Organismic biology (comparative anatomy, physiology, plant biology, invertebrate zoology, marine biology).
- Population biology (evolution, ecology, epidemiology, animal behavior).

The remaining advanced-level studies in the concentration can be either focused in a single area of biology or distributed among the different areas according to the student's preference.

Studies in different biological subjects often cover the same topics in different context. For example, the mechanism of cell division is addressed in studies of cell biology, genetics, zoology and botany.

This overlap is advantageous; repetition allows the student to view the topic from several perspectives. The resultant integration permits the development of an understanding of the functional relatedness of living organisms and demonstrates the unity of the various disciplines within biology.

Finally, the student may wish to include interdisciplinary studies in which biology is considered in a social, ethical and behavioral context and where biology serves to illuminate evolving contemporary concerns such as environmental problems, the AIDS epidemic, genetic engineering, public health, human sexuality and nutrition.

Science Mathematics And Technology - Computer Science Concentration - For Students Matriculated Before Jan. 1, 2009

Computer science focuses on aspects of the computer field that have a sufficiently well-defined set of abstract concepts and principles to be characterized as "scientific." The objective of a concentration in computer science is to master those abstract concepts and principles — the theory of the field — and to implement, demonstrate and test this theory via a computer.

A concentration in computer science would be a good choice for someone interested in computers and computing, including the general principles of computing and in how computers and computer programs work most efficiently.

Computer science is still a relatively "young" science, and its theory, while powerful, provides only limited help in finding usable solutions for many common problems. Therefore, computer science, as a disciplinary concentration, probably would not be the best choice for someone primarily interested in specific, real-world problem solving, particularly in the business world. For such individuals, concentrations in computer information systems, applied computer systems, computer programming, computer applications systems or computer studies would generally be more worthwhile.

Mathematics

Mathematics has provided much of the context from which the field of computer science has been emerging. Because mathematics continues to provide this background, as well as a variety of specific, immediately usable tools and concepts for computer scientists, intensive study of mathematics is required as part of the concentration in computer science.

This includes:

- Traditional math, based upon continuous variables (including algebra, trigonometry, analytic geometry, calculus).
- More recent understanding of discrete or finite (non-continuous) sets, groups, trees, graphs, matrices, linear programming, linear algebra.

Until recently, only a few topics from this latter tradition of discrete mathematics have been included in the school mathematics courses taken by most students. Thus, adult students returning to college often have not studied much, if any, discrete mathematics.

Because of the central and prerequisite position of discrete mathematical ideas within the field of computer science, study of discrete math is required. If a student does not have prior learning in discrete mathematics, study should begin in an early contract (though not necessarily the first).

The recommendations for formulating concentrations in computer science are summarized below.

A. The degree program should include study of the following areas:

1. Mathematics:
   Differential and integral calculus (8 or more credits). Inclusion of concepts and computational techniques related to computers (e.g., Newton's algorithm series) is recommended. Differential equations is recommended, but not required. Knowledge of algebra, trigonometry and analytic geometry (sometimes called precalculus) is necessary to begin calculus; students should include a contract in these prerequisites if they do not have sufficient previous mathematics background.
   Discrete mathematics (at advanced level, requiring understanding of axioms, theorems and proofs). This may require study of discrete math at introductory level (involving primarily concepts and techniques) first for students who have not encountered the subject previously.
2. Structured programming in at least one language, preferably two.
3. Data structures (including at least an introduction to runtime analysis and efficiency, or a separate, more thorough component in algorithm analysis).
4. Computer hardware, architecture, organization, and/or assembly language programming.

B. The degree program should also include study of at least two of the following areas, or of closely related subjects.

1. Operating systems.
2. Database principles, file processing.
3. Analysis of algorithms.
4. Artificial intelligence.
5. Numerical methods, statistical and scientific computing.
6. Communications and/or networks.
7. Principles of programming languages.
8. Theory of computation.
9. Compilers.
10. Simulation.
11. Software engineering.
12. Computer graphics.
13. Logic and switching theory.

C. The degree program should include an explicit, real-world project of some sort, in which the student is involved in the planning, implementation and evaluation of a practical application involving a specific, working hardware and software system.

This component can be part of or grow out of one of the other above components.

Note:

- Any of all of the above subjects can appear as part of the advanced-standing or contract-learning sections of the degree program.
- Mentors may wish to encourage students to explain in their degree-program rationale how their program meets the guidelines, with specific reference to the contracts or components that include the study areas in A, B and C above.

Science Mathematics And Technology - Information Systems Concentration - For Students Matriculated After July 1, 2011 But Before Aug. 31, 2015

About Information Systems

Information systems specialists focus on integrating information technology solutions and business processes to meet the information needs of businesses and other enterprises, enabling them to achieve their objectives in an effective, efficient way. The science, mathematics and technology perspective on information technology emphasizes information, with technology as an instrument for generating, processing and distributing information.

Professionals in the discipline are concerned primarily with:

- The information that computer systems can provide to aid an enterprise in defining and achieving its goals.
- The processes that an enterprise can implement or improve using information technology.

They must understand both technical and organizational factors and be able to help an organization determine how information and technology-enabled business processes can provide a competitive advantage.

> "The information systems specialist plays a key role in determining the requirements for an organization's information systems and is active in their specification, design, and implementation. As a result, such professionals require a sound understanding of organizational principles and practices so that they can serve as an effective bridge between the technical and management communities within an organization, enabling them to work in harmony to ensure that the organization has the information and the systems it needs to support its operations. Information systems professionals are also involved in designing technology-based organizational communication and collaboration systems.'" (Computing Curricula 2005, p. 14).

Our guiding authority for this document is Computing Curricula 2005 and the IS 2010 Body of Knowledge. This joint effort by the Association for Computing Machinery (ACM), the Association for Information Systems (AIS) and The Computer Society (IEEE-CS) includes current curricular recommendations from the leading professional organizations in the computing fields. Students should read Computing Curricula 2005 to understand how computing disciplines are related.

Information systems, as a disciplinary concentration, probably would not be the best choice for someone primarily interested in computing infrastructure needs of the organization (e.g., hardware and connectivity); for such individuals, a concentration in information technology or computer studies would be more appropriate. On the other hand, students interested primarily in the abstract, theoretical concepts of computing would be better served by a concentration in computer science.

At Empire State College, the variation among degrees in information systems occurs with the identification of the area of study. Each student must design a degree program that meets the general guidelines for an area of study. The information systems curricular guidelines represent a common core of knowledge, which any information systems degree will contain within those general guidelines.

Foundation

To be successful in the workplace, students must understand the role(s) of IS in an organization, and develop good communication, interpersonal and quantitative skills.

Communications skills

All students should already have, or develop, skill and confidence with communication, particularly communicating in writing. Technical communication, the specialty of communicating technical information, is of particular value to individuals in this field.

Quantitative reasoning

All students should already have, or develop, skill and confidence with the interpretation of material containing quantitative information and mathematical symbols, and should have, or develop, an ability to express ideas using mathematical symbols and language. It is important to be able to articulate an understanding of mathematics, not just perform calculations. The choice of mathematical subject matter for development of quantitative reasoning will depend on the student's background and interest. Subjects such as algebra, statistics, finite math or technical math are all good choices. In addition, students would benefit from an understanding of basic statistical concepts to support in-depth analysis of data. Students should include material beyond the introductory level and in areas such as discrete math or advanced quantitative methods in business. Discrete mathematics supports algorithmic thinking, and such study would cover logic, the concept of complexity, methods of proof and graph theory. The advanced quantitative methods would include topics such as decision making under uncertainty and linear programming.

Information Technology

Students should show, through their degree program and their rationale, that they have both foundational knowledge and knowledge beyond the foundation in this area. Typically, at least some content in the information technology area will be at the advanced level.

Programming

Students should already have, or develop, an understanding of programming, not just coding. This involves problem solving with logic.

Database

Students should demonstrate an understanding of data modeling, database programming and basic database-administration concepts.

IT infrastructure

Students should be familiar with the technical foundations of information systems. This typically includes operating systems, networks and computer/systems security.

Organizational, Ethical and Social Context

Students must understand their social and professional responsibilities as computer professionals as well as the role(s) of IT in the organization.

Professional, legal and ethical aspects

Students must understand their social and professional responsibilities as computer professionals as well as the role(s) of IT in the organization.

Organizational context and behavior

Students should understand the contexts within which they work and be prepared to take on the roles expected of professionals.

Students should develop skills in leadership, collaboration and negotiation.

Theory, Development and Management of Systems

Students must include systems analysis and design as central to understanding information systems. Students must have familiarity with project management concepts, as well as an understanding of the issues involved in the acquisition and management of information systems.

Systems analysis and design

This knowledge should encompass an understanding of the systems life cycle and issues in requirements definition and system implementation at the advanced level. The student should know the system analysis and design life cycle from analyzing the business case through requirements modeling and system architecture to system operations and support and the major activities in each phase, as well as understand how the process helps address the larger organizational needs.

Project management

Skills and knowledge of project management methodologies and skill in applying the techniques of project management are required. This knowledge should encompass an understanding of the project life cycle from planning to closing and the key knowledge areas (scope, cost and time management) to ensure that organizational resources are planned and deployed effectively and that evaluation and quality are maintained in the system-development process.

information systems strategy

Students should understand the issues and complexities involved in the effective acquisition and management of information systems within an organization, including assessment of existing infrastructure along with emerging technologies, an understanding of globalization and a strategic perspective.

Individual Context

Each student brings his or her own goals and background to the study of IS. It is these goals for future study or work which will provide the context for the student's degree.

Students must develop an appreciation for the type(s) of organization in which they work, or intend to work, as well as the interpersonal and communication skills needed to be successful in that environment. For example, a student who intends to work in a government (federal, state, local) should understand bureaucracies, politics and regulations, while a student who works in a scientific research environment should understand how scientists view data, design studies, etc.

Some students may be interested in information systems as supporting managerial decision making within or across functional areas of business. For this student, an understanding of these functional areas should be included.

Currency

Information systems and the environment in which they exist are always changing. Degree programs must demonstrate currency in the field and show understanding of emerging and evolving technology and environment relevant to their individual context.

Currency can be viewed in two ways: on the one hand, currency refers to current technologies; on the other, currency can be seen as not-obsolete.

If students want to use earlier learning in their programs they should consider how old, how specialized and how extensive the earlier learning is. Courses which encompassed analysis, problem definition, algorithms, data structures, programming concepts and testing methodology may provide a useful foundation to explore recent developments in computer technology. Courses which are product specific (hardware or software) may be less useful. When earlier learning is judged to provide a useful foundation within the program, students should be sure to incorporate opportunities to bridge to newer platforms or applications within their degree program.

Rationale

Students should discuss in their rationale essay how each of the above topics are incorporated into their degree program, how the program is designed to meet their goals and how the program meets the currency criteria discussed above. It is not necessary that the specific terms used above appear in individual study titles.

Science Mathematics And Technology - Information Systems Concentration - For Students Matriculated Before July 1, 2011

What Is "Information Systems?"

Information is data that has been given meaning through some process, and therefore has added value. Systems are the ways in which we develop that information, including through models, as well as the use of processes that will help us implement those models.

For the student who wishes to develop a degree program in information systems, definition is the initial challenge; as the definition develops, the degree program will take shape.

There are many ways to approach information systems. Many professionals and educators have tried to identify different approaches with modifiers, which has led to terms such as "management information systems" (MIS) and "computer information systems" (CIS). The general understanding was that MIS would be more focused on management aspects, while CIS focused on the technical aspects.

However, as the area has developed, the differentiation between the managerial and the technical has blurred. These guidelines use the more general title of information systems

At Empire State College, in addition to the common core, there are three primary areas of study which accommodate a degree in information systems:

- Business, management and economics.
- Science, mathematics and technology.
- Interdisciplinary studies.

Separate guidelines are provided for each of these areas of study. However, a common core of knowledge has been identified as appropriate for any and all of them.

Students can consider other possibilities than IS for their concentration titles. For example:

- In the SMT area, a student who comes to the college with substantial experience and/or transcript credit in computer technology may want to build on that background to develop a degree program in information technology. An SMT student who wishes to have a more theoretical approach, including extensive study of mathematics and algorithms, may want to pursue a degree in computer science.
- In the BME area, a student pursuing a degree in information systems management may consider studies such as accounting information systems, human-resource information systems, and so on, depending on his/her interests and needs.

Common Core of Knowledge for Information Systems

In any degree program, progression and integration are important. Progression is important because one needs to move from a foundation to a deeper level of understanding. Integration occurs when links exist among the degree program studies. Both are addressed in the common core of knowledge for information systems. To begin, the foundation is defined, which is important for any degree program. Then, the essential links are presented. From these essential links, the rest of the degree program will differ, depending on student goals and interests.

The core areas that relevant area of study faculty have agreed upon as essential for a degree in information systems include:

Computer Fundamentals
This area comprises three subareas, all of which need to be addressed: applications, programming and introductory IS concepts.

- **Applications** include word processing, use of spreadsheets, database management and telecommunications; knowledge of telecommunications includes a basic understanding of networks and the Internet.
- **Programming** is introductory and can be in any language.
- **Introductory IS concepts** would provide an overview of the area, including basic hardware and software, as well as common applications of IS, including, but not restricted to, the use of IS for decision-making support.

Business, Management and Economics Fundamentals
Information systems exist within organizations. In many cases, the organization is involved in business transactions. Therefore, some basic understanding of business and management fundamentals is important. This could be chosen from one or more of the areas of economics, behavior/ management and/or finance/accounting.

Quantitative Reasoning
All students should already have (or develop) skill and confidence with the interpretation of material containing quantitative information and mathematical symbols, and they should have (or develop) an ability to express ideas using mathematical symbols and language. It is important to be able to articulate an

understanding of mathematics, not simply perform calculations. The choice of mathematical subject matter for development of quantitative reasoning will depend on the student's background and interest. Subjects such as algebra, statistics, finite math or technical math are all good choices. In addition, students would greatly benefit from an understanding of basic statistical concepts.

Systems Analysis and Design (advanced level)
Key to understanding information systems is an understanding of systems analysis and design. This includes an understanding of the systems lifecycle as well as systems and network models.

Information Technology (advanced level)
Information technology concerns the hardware aspects of information systems. Many students come to Empire State College with background in information technology. This may include training in networks or the underlying technology of the World Wide Web or advanced understanding of programming languages. In this area, currency is important and students should be considered in the learning contract, possibly through study of data communications and networking or advanced programming languages.

Information Systems (advanced level)
In addition to systems analysis and design, which was already identified as a core subject, and an understanding of systems and information technology, a student should have an advanced level of understanding in databases, MIS or project management in information systems. Any advanced-level IS study should include some aspect of decision making.

Understanding of the Work Environment
Information systems always exists in some context, within which there is wide variability. Often, but not always, the environment is a business organization. Studies that would provide this perspective include technology and society, technology management, cross-cultural management, organizational behavior, computer ethics, human-computer interaction or e-commerce.

In this common core, the student has investigated information technology and information systems at the advanced level. He or she has studied systems analysis and design. The content of the rest of the concentration will depend on the specific area of study. Three of the most common possibilities are discussed below.

An IS Degree Within the Business, Management and Economics Area of Study

In addition to satisfying the general BME guidelines, students wishing to develop an IS degree within BME are advised to take business, management, and economics studies that include IS components or that complement the IS studies in the core area. The following are suggested topic areas. The list below is by no means exhaustive. These studies should be beyond the introductory level and address competencies, learning and knowledge areas such as the following:

- **Telecommunications management:** responsibility for the operations and performance of the communication network within the organization, including project management, computer operations and computer security
- **Database management and administration:** combination of data-management and data-administration roles and responsibilities, including studies such as relational databases, enterprise data modeling, client interface and management information systems

- **Accounting and financial management:** responsibilities such as dealing with investments in vertical information systems, procurement, operations management and implementation of an information systems' financial strategy within the organization; cost accounting is an integral part of this area
- **Planning:** positioning of IS within other organizational functions to support business strategies and goals through studies such as business planning, strategic planning, strategic control systems and systems development.

An IS Degree Within the Science, Mathematics and Technology Area of Study

The general SMT guidelines are met through the core studies for a degree in IS. One additional area that needs to be included in an IS degree under SMT would be further study in mathematics. This should be beyond the introductory level and could include areas such as discrete math or advanced quantitative methods in business.

- **Discrete mathematics** would cover logic, the concept of complexity, methods of proof and graph theory.
- **Advanced quantitative methods** would include topics such as decision making under uncertainty and linear programming.

Beyond the core, students in SMT likely will have an area they would like to focus on in their additional advanced-level studies. The following are some suggested areas. This list is by no means exhaustive:

- **Programming:** integrative studies such as object oriented programming, theory of programming languages and artificial intelligence
- **Networks:** data communications, voice systems, computer security and network administration
- **Web design:** web programming, web design and web development
- **Databases:** study of databases, data modeling, database management, relational databases, decision support systems, enterprise data modeling, artificial intelligence and expert systems
- **Telecommunications:** study of the integrated nature of telecommunications, where voice, data and graphics are united.

Studies should not focus on specific commercial packages, since these narrow approaches will not serve the student's long-range goals. Specific titles may go out of date, or the manufacturer may change its name or go out of business. It is also important to strike the proper balance between study of general concepts and of specific software tools and packages.

While students can and should gain hands-on experience with software in their studies, at least equal emphasis must be placed on mastery of the concepts and principles. The concepts and principles are the key to successful lifelong learning and to mastering the use of new software tools and techniques as they become available. A specific example of this principle would be developing a study in "web design," rather than a study titled "Microsoft Frontpage."

An IS Degree Within the Interdisciplinary Studies Area of Study

Separate guidelines are given for the interdisciplinary studies area of study and these are the best source for any student developing a degree within this AOS. However, it is assumed that a student with an interdisciplinary studies degree in IS would have the common core identified above. For the additional studies in the information systems area, several of the studies at the advanced level should integrate

viewpoints and applications. An example may be a degree that looks at the technical and implementation aspects of e-commerce.

Science Mathematics And Technology - Mathematics Concentration - For Students Matriculated Before July 2012

Feb. 1, 1993 — AOS Guidelines: Science, Mathematics and Technology

Mathematics serves as a creative and organizing force for studies in the sciences, as a problem-solving methodology for studies in technology and as an abstract study of fundamental structures for its own sake. It has become increasingly important as a tool for the social sciences.

A concentration in mathematics should include the following core areas:

- Differential and integral calculus.
- Linear algebra.
- Abstract algebra.
- Real analysis.

In addition, there should be in-depth study of a particular area of mathematics. Possibilities include mathematics education, mathematical modeling, statistics or numerical analysis.

Each program in mathematics should include some application project, based on the area of specialization. For example, a degree program focusing on statistics could include a statistical research project. A student preparing for graduate work in mathematics may want to research the development of the proof for the four-color problem.

The computer has become an essential tool for mathematics. Along with including areas of discrete mathematics in the program, attention should be paid to the use of the computer as a tool. For example, programming would be included in a study of numerical analysis and the computer would be used for statistical analysis.

Science Mathematics And Technology For Students Matriculated After Jan. 2009 But Before Sept. 7, 2021

Program Goals

Concentrations in science, mathematics and technology (SMT) may include work in the natural sciences (physics, chemistry and biology), mathematics, computer science and a range of technological, applied science and health-related fields. Organizing frameworks may be disciplinary, interdisciplinary, thematic, problem oriented or professional/vocational.

Since knowledge in science, mathematics and technology is rapidly and continually evolving, students must develop an awareness of the field or area as an ongoing area of inquiry, including knowledge of recent developments. They should develop skills for acquiring

knowledge independently, in order to avoid scientific and technological obsolescence.

SMT degrees should demonstrate both breadth and depth. Degrees should be designed to provide the student with an understanding of the definition and scope of a field or area, including its fundamental laws and concepts. SMT students also should pursue a progression of study that leads to the development of in-depth knowledge and skills, and an increasingly critical and sophisticated understanding of the theoretical and conceptual models of the field.

Program Objectives

Students with degree programs in science, mathematics and technology should demonstrate:

- An understanding of the definition and scope of a field or area including its fundamental laws and concepts, including:
  - A working knowledge of the vocabulary of a field.
  - An understanding of fundamental principles by applying them to a variety of problems or situations.
- Basic competencies needed to work in science, mathematics or technology, such as:
  - Working knowledge of needed experimental techniques, including data acquisition and interpretation.
  - Working knowledge of needed mathematics.
  - Communication skills appropriate to their fields including reading, writing, and presentation skills.
  - Familiarity with established computer applications to the particular field of interest.
- A critical perspective that allows them to compare and evaluate theories, models and experimental work.
- An awareness of the wider context in which science and technology operate, i.e. understand the relationships between science, technology, and society.

Additional specific guidelines have been developed for concentrations in the following areas:

- Biology
- Chemistry
- Computer science
- Environmental science
- Information systems
- Information technology
- Mathematics
- Physics
- Technology

Science Mathematics And Technology For Students Matriculated Before Jan. 2009

Science Mathematics and Technology Guidelines for Students Matriculated Before Jan 1 2009

Concentrations in science, mathematics and technology (SMT) may include work in the natural sciences (physics, chemistry and biology), mathematics, computer science and a range of technological, applied science and health-related fields. Organizing frameworks may be disciplinary, interdisciplinary, thematic, problem oriented or professional/vocational.

Degree programs in science, mathematics and technology should include:

- An understanding of the definition and scope of a field or area, including its fundamental laws and concepts.
- Basic competencies needed to work in science, mathematics and technology, such as:
  - Working knowledge of scientific methodology including laboratory techniques and data interpretation.
  - Working knowledge of needed mathematics.
  - Communication skills including technical writing, data presentation and scientific argumentation.
  - Familiarity with established computer applications to the particular field of interest.
- Knowledge in appropriate supporting areas and significantly related fields (e.g., calculus for advanced scientific study; organic chemistry for advanced study in the biological sciences).
- A progression of study which leads to the development of in-depth knowledge and skills, which should be carried out at an advanced level within the concentration, and should include:
  - Resource acquisition skills, including skills in information gathering.
  - Problem-solving skills, including definition, analysis, research design, evaluation and testing, as well as knowledge of appropriate experimental and applications methodologies.
  - An increasingly critical and sophisticated understanding of the theoretical and conceptual models of the field.
  - An awareness of the field or area as an ongoing area of inquiry, including knowledge of recent developments.

Since knowledge in science, mathematics and technology is rapidly and continually evolving, students in this area should develop skills for acquiring knowledge independently, in order to avoid scientific and technological obsolescence. Skill in pursuing knowledge independently involves:

- Knowledge of the inter-relationships and domains of various fields in science, mathematics and technology related to the concentration.
- Awareness of the range and limits of one's own skills and knowledge.
- Development of a critical perspective which allows one to compare and evaluate theories, models and experimental work in new areas of study.

Finally, the student's degree studies should provide an awareness of the wider context in which science and technology operate. This includes such elements as:

- Understanding the relationships between science and its applications.
- Understanding the relationships between science and technology and society.
- Understanding the potential limitations of science and technology.

It is not necessary that everything in the previously listed areas of knowledge, skills and competencies be included explicitly in student degree programs as specific study topics. Students should, however, address the way in which their proposed SMT program responds to these

guidelines; this could certainly be included within the description and discussion contained in the degree program rationale.

Additional specific guidelines have been developed for concentrations in the following areas:

- Biology
- Chemistry
- Computer science
- Environmental science
- Information systems
- Information technology
- Mathematics
- Physics
- Technology

Social Science For Students Matriculated After Jan. 1, 2014 But Before Jan. 1, 2018

Statements

For Students Seeking Associate Degrees

At the associate level, studies generally emphasize the first three elements of the guidelines for this AOS: developing a broad social perspective, a historical perspective and a comparative perspective. Such studies normally include exposure to theoretical concepts and research methods, as well as development of writing and critical thinking skills. Formal study of theory and research methods is typically undertaken at the advanced level for the bachelor's degree.

Students who develop an associate degree in Social Theory, Social Structure and Change may seek to establish a foundation for advanced study in fields encompassed by the AOS, or for advanced study in one of the cognate professional fields that have roots in the fields encompassed by this AOS (e.g., human services, health services, business).

For Bachelor's Seeking Student

Social Science encompasses a variety of academic disciplines. Students who choose to develop a concentration in this area explore theories, methods and problems addressed by such fields as sociology, political science and anthropology. Students may choose to work within the boundaries of a single academic discipline or may engage in a study which crosses disciplinary lines, such as criminal justice. Concentrations in areas such as women's studies, communications, ethnic studies and African-American studies which necessarily rely upon a dominantly social (rather than literary, artistic, historical or psychological) perspective also belong in this area of study.

In formulating their degree programs, students should address the following developmental goals which define the aims of study in this area. Concentrations in Social Science should be planned to develop:

- A broad social perspective. Students should be familiar with institutions, systems of belief, cultural patterns, or political and economic structures of society and how these are interrelated.
- A historical perspective. Students should be able to locate social issues within a historical context, and appreciate the forces which bring about change in values, ideas, customs, institutions, or political and economic systems.

- A comparative perspective. Students should examine the similarities and differences between one set of social rules, institutions, mores, political or economic structures and others of the same or different times, places, cultures, nations and states. Students should be able to address themselves to the causes of such differences or similarities and to evaluate their significance. A comparative perspective also includes understanding of race, class and gender within social groups.
- A theoretical perspective. Students should be able to identify, understand and use general theories and conceptual schemes to define and approach their chosen topics, questions or problems.
- Knowledge of research methods. Students should be able to identify, understand and use research methods appropriate to the topics, questions or problems that are central to their concentrations.
- Critical ability. Students should learn to analyze, criticize and evaluate key concepts, assumptions, theories and methodologies of their particular field of study. This requires development of advanced-level writing abilities.

Social Science For Students Matriculated After Jan. 1, 2018 But Before Sept. 7, 2021

Purpose

To provide context for the area of study guidelines for area of study Social Science.

Statements

The Social Science area of study includes a variety of academic disciplines and approaches. Social science traditions explore a range of social, political and economic issues. Students who develop programs in Social Science examine theories, methods, problems and solutions in their chosen concentrations.

Social Science students may pursue a single academic discipline or may design an interdisciplinary degree. Among the most frequent Social Science disciplines are anthropology, economics, political science and sociology. Many other concentrations are also possible, including, but not limited to, African-American studies, communications, community organization/development, criminology, environmental studies, ethnic studies, family studies, gender studies, gerontology, LGTBQ studies, Latino/a studies, Native American studies, organizational studies, peace and conflict studies, perspectives on social change, social or cultural geography, urban studies and women's studies.

While some of these concentrations could be pursued within another area of study, the key to approaching any field within the Social Science area of study is that the student's program relies primarily upon a social (rather than a literary, artistic, historical or psychological) perspective. At the core of this area of study is learning to think like a social scientist.

These guidelines encompass a wide range of topics, theoretical frameworks and approaches to research. Particular areas within the social sciences have their own theories and research methods. As they design individual programs, students and mentors should incorporate frameworks and methods that are most relevant to their area of focus.

For Students Seeking Associate Degrees

Students who develop associate degrees in Social Science explore social science perspectives related to their personal, community, academic or professional interests. Associate degree students may design a concentration in a single discipline or in an interdisciplinary field, such as those mentioned above.

The associate degree establishes a solid foundation for further exploring the social sciences, earning a bachelor's degree in a social-science field, or pursuing a bachelor's degree in one of the professional fields that have roots in the social sciences (e.g., business and management, health services, human services).

At the associate level, the emphasis is on the first two elements of the Social Science guidelines: developing a broad social-science perspective, as well as recognizing historical and cultural differences. Associate level students also gain exposure to concepts and methods, as well as practice in reading, writing and analytical thinking skills. More focused study of theory and research methods typically occurs at the bachelor's degree level.

For Students Seeking Bachelor's Degrees

Students who develop bachelor's degrees in Social Science develop the capacity to think critically about the social world and act as informed citizens and community members.

Students will gain in-depth exposure to theories and methods that are most relevant to their chosen topics or questions. They develop advanced-level reading, writing and analytical thinking skills that are important to career success, community projects, intellectual development and graduate study.

The bachelor's degree provides a strong foundation for further exploring personal, academic and professional interests in social science, or for a graduate degree in a social-science field. The degree also prepares graduates for employment, community service and/or a graduate degree in a professional field that is rooted in, or benefits from, a social-science background (e.g., law, public health, social policy, human services).

The Guidelines

Broad Social Science Perspective
- Students identify questions and topics that social scientists typically pursue.
- Students recognize how social scientists look at those topics.
- Students build a social-science vocabulary relevant to their concentrations.
- Students examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).

Historical and Comparative Perspectives
- Students identify and analyze how key elements of social life vary across time, place and culture.
- Students identify and analyze the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.
- Students identify and analyze sources of change in society.
- Students place their personal experiences within broader social and historical contexts.

Theoretical Perspectives
In relation to their chosen topics, questions or problems:

- Students identify and describe relevant concepts and theories.
- Students assess the strengths, limitations and significance of relevant concepts and theories.
- Students apply concepts and theories to the topics and questions they are addressing.
- Students develop their own social-science ideas and present their reasoning, evidence and conclusions.

Social Science Research Methods
In relation to their chosen topics, questions or problems:

- Students identify tools and processes used in social-science research.
- Students identify strengths and limitations of social-science research methodologies.
- Students accurately describe and assess the purposes, procedures and conclusions of examples of social-science research.
- Students identify and analyze ethical issues and political values embedded in social-science research.

Critical Thinking and Analysis
In relation to their chosen topics, questions or problems:

- Students analyze, criticize, apply and evaluate key concepts, assumptions, theories and methodologies from a social-science perspective.

Communication and Information Literacy in Social Science
In relation to their chosen topics, questions, or problems:

- Students demonstrate library research, academic writing and communication abilities appropriate to their degree level (e.g., associate, bachelor's).

Social Science For Students Matriculated Before Jan. 1, 2014

(formerly known as Social Theory, Social Structure and Change)

Social science (Social theory, social structure and change) encompasses a variety of academic disciplines. Students who choose to develop a concentration in this area explore theories, methods and problems addressed by fields such as sociology, political science and anthropology. Students may choose to work within the boundaries of a single academic discipline or engage in a study which crosses disciplinary lines, such as criminal justice.

Concentrations in areas such as women's studies, communications, ethnic studies and African-American studies which necessarily rely upon a dominantly social (rather than literary, artistic, historical or psychological) perspective also belong in this area of study.

In formulating their degree programs, students should address the following developmental goals which define the aims of study in this area. Concentrations in social science (social theory, social structure and change) should be planned to develop:

- **A broad social perspective:** familiarity with institutions, systems of belief, cultural patterns, or political and economic structures of society and how these are interrelated.

- **A historical perspective:** ability to locate social issues within a historical context, and appreciate the forces which bring about change in values, ideas, customs, institutions or political and economic systems.
- **A comparative perspective:** examination of the similarities and differences between one set of social rules, institutions, mores, political or economic structures and others of the same or different times, places, cultures, nations and states; ability to address causes of such differences or similarities and to evaluation of their significance; understanding of race, class and gender within social groups.
- **A theoretical perspective:** identification, understanding and use of general theories and conceptual schemes to define and approach topics, questions or problems.
- **Critical ability:** analysis, criticism and evaluation of key concepts, assumptions and theories of particular field of study; development of writing abilities and research skills appropriate to individual interests.

Students may meet these objectives in many ways, including thematic, issue- or problem-oriented studies which need not be focused on a single objective, but can respond to a number of the aims described above.

In order to assist faculty who review the programs, students should describe their research and thinking regarding their concentration studies in light of these objectives in their degree program rationales.

Students who plan disciplinary approaches to fields within this area of study will be expected to be aware of the standard expectations for academic study within that field.

The Arts For Students Matriculated Before Sept. 1, 2015

Statements

Study possibilities in The Arts include both the practice and the history and criticism of the visual arts (sculpture, painting, crafts, photography, design, graphics, etc.); the performing arts (dance, theatre, music, etc.); and the film arts (film, video, photography, etc.). Any of the five organizing frameworks may be used to design concentrations: disciplinary, interdisciplinary, problem oriented, professional/vocational or thematic.

A degree program in The Arts should provide for the development of:

- Understanding of the historical and cultural context of works of art.
- Knowledge of relevant theoretical and philosophical issues.
- Awareness of diverse cultural perspectives.
- Awareness of current developments and critical perspectives.
- Research skills.
- Technical proficiency;
- Capacity to formulate, express, and communicate concepts and images;
- And ability to formulate critical judgments.

Concentrations in The Arts begin with foundation studies which prepare the student for more advanced-level work. Advanced-level competence should be developed in those areas which are most relevant to the specific concentration design and to the specific organizing framework. A progression of studies for concentrations in practice, performance and creation should lead to: competence in methods and techniques; an understanding of current developments, theory and critical perspectives;

and should result in resourcefulness and independence. A progression of studies for concentrations in history and criticism should lead to competence in understanding history, theory, critical perspectives and cultural contexts. In planning the concentration, consideration should be given both to depth and breadth.

Students who wish to continue their studies on the graduate level and/or become practicing artists should consult the guidelines for professional degrees, which have been developed by professional associations such as the College Art Association and American Theater Association.

Students preparing for graduate work also should investigate the entrance requirements of specific graduates schools.

The creative arts are traditionally included with those studies considered to be liberal arts. Studio arts would fall within this definition. Learning not considered liberal studies focuses on specialized knowledge and skills often related to specific professional vocational needs and practices. Technical photography, art therapy techniques, advertising art and methods for art education might fall into this category.

The Arts For Students Matriculated On Or After Sept. 1, 2015, But Before Sept. 7, 2021

Statements

The Arts area of study encompasses a wide range of possible studies and concentrations in the arts, including the practice, performance and creation of the arts, a focus on historical studies, sociocultural studies and critical/theoretical studies in the arts and the integration of the arts in other professions. Students may choose to organize their degree program around disciplinary, interdisciplinary, problem-oriented, professional/vocational, or thematic approaches and should consider including learning about more than one artistic discipline in their degree plan.

A degree program in the arts should provide for the development of skills and understandings in the following areas:

- The history of at least one form of creative expression.
- The practice of at least one form of creative expression.
- Artistic theory in at least one form of creative expression.
- Artistic practice through a variety of social or cultural perspectives (i.e. gender-based, identity-based, location-based, etc.).
- Research skills, including a basic understanding of how to use libraries and virtual libraries, archives, databases and other Internet resources related to arts-related disciplines.
- The ability to describe, interpret and critique artistic expression and/or works.

Concentrations

Concentrations in the arts begin with foundational studies, which prepare the student for more advanced-level work. Advanced-level competency should be developed in those areas which are most relevant to the specific concentration design and to the specific organizing framework. In planning the concentration, consideration should be given both to depth and breadth. Primary mentors helping students design concentrations in the Arts should encourage each student to consult faculty and others who are knowledgeable about the arts in general, are

knowledgeable about the Arts area of study and possess recognized virtuosity and/or substantial experience in the particular area of the student's interest.

Concentrations in practice, performance and creation should lead to advanced work in:

- The creation of artistic works or performances related to the concentration.
- An understanding of the development of practice or methodology in the concentration.

Concentrations that focus on historical studies, sociocultural studies, or critical/theoretical studies should lead to an advanced understanding of:

- The history of both the specified artistic form itself and the scholarship surrounding that form.
- The current and past artistic theory associated with the specified artistic form.
- The artistic practice of the specified form, as seen through a variety of social or cultural perspectives (i.e. gender based, identity based, location based, etc.).
- Research skills, including a basic understanding of how to use libraries and virtual libraries, archives, databases and other Internet resources related to their disciplines.

Concentrations that focus on the integration of the arts in other professions (i.e. arts management, museum studies, educational studies in the arts, etc.) should lead to an advanced understanding of:

- The practice of the specified professional discipline.
- The history of both the specified professional discipline itself and the scholarship surrounding that discipline.
- The current and past artistic theory associated with the specified professional discipline.
- The practice of the specified discipline through a variety of social or cultural perspectives (i.e. gender-based, identity-based, location-based, etc.).
- Research skills, including a basic understanding of how to use libraries and virtual libraries, archives, databases and other Internet resources related to their disciplines.
- The ability to describe, interpret and critique artistic expression and/or works as they relate to the specified professional discipline.

Continuing Study

Students who wish to continue their studies on the graduate level should consult the entrance requirements and guidelines for professional degrees that have been developed by art schools, graduate programs and professional associations.

GRADUATE CATALOG

2024-2025 General Information

The Empire State University School for Graduate Studies offers 29 registered degree programs including a Doctorate in Education. Additionally, the school offers 26 advanced certificate programs, which a student can complete alone or in combination with a master's program, and one Certificate of Advanced Study. Twenty-seven combined, accelerated bachelor's/master's degrees are also offered to highly qualified, current SUNY Empire undergraduate students and additional combined graduate pathways in partnership with several undergraduate programs of SUNY Cobleskill, SUNY Morrisville, and SUNY Canton.

The Empire State University School of Nursing and Allied Health offers two additional master's programs: the Master of Science in Nursing Administration and the Master of Science in Nursing Education, as well as a Certificate of Advanced Study in Nursing Education and a Certificate of Advanced Study in Nursing Administration.

The information in this catalog is current as of May 31, 2024. The university 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 university publications. For updated information, contact:

Empire State University
School for Graduate Studies (http://www.sunyempire.edu/graduate-studies/)
1 Union Ave.
Saratoga Springs, NY 12866-6079
518-587-2100, ext. 2429
800-847-3000, ext. 2429
Grad@sunyempire.edu

Empire State University
School of Nursing and Allied Health (https://www.sunyempire.edu/nursingalliedhealth/)
1 Union Ave.
Saratoga Springs, NY 12866-6079
800-847-3000, ext. 3020 (Nursing)
800-847-3000, ext. 3045 (Allied Health)
nursing.program@sunyempire.edu
alliedhealthprogram@sunyempire.edu

Graduate Programs

Degrees

- Adolescent or Middle Childhood Education, Master of Arts in Teaching (p. 538)
- Adolescent Special Education, Master of Arts in Teaching (p. 542)
- Adolescent Special Education, Master of Education (p. 545)
- Adult Education, Master of Arts (p. 547)
- Agricultural Education, Master of Arts in Teaching (p. 550)
- Applied Analytics, Master of Science (p. 554)
- Applied Behavior Analysis, Master of Science (p. 555)
- Business Management, Master of Business Administration (p. 557)
- Childhood Special Education, Master of Arts in Teaching (p. 559)
- Community and Economic Development, Master of Arts (p. 561)
- Curriculum and Instruction, Master of Education (p. 563)
- Cybersecurity, Master of Science (p. 564)
- Educational Leadership and Change, Educational Doctorate (p. 565)
- Educational Technology and Learning Design, Master of Arts (p. 568)
- Finance, Master of Science (p. 570)
- Healthcare Analytics, Master of Science (p. 572)
- Healthcare Leadership, Master of Business Administration (p. 572)
- Higher Education, Master of Arts (p. 575)
- Information Technology, Master of Science (p. 575)
- Liberal Studies, Master of Arts (p. 577)
- Marketing Analytics, Master of Science (p. 580)
- Nursing Administration, Master of Science (p. 580)
- Nursing Education, Master of Science (p. 582)
- Public Adminstration, Master of Public Administration (p. 583)
- Public History, Master of Arts (p. 585)
- Social and Public Policy, Master of Arts (p. 587)
- Work and Labor Policy, Master of Arts (p. 589)

Combined Degree Pathways and Programs

The School for Graduate Studies currently offers combined degree pathways for highly qualified undergraduates of Empire State University, SUNY Canton, SUNY Cobleskill, and SUNY Morrisville. Undergraduates may take up to four master's courses during their undergraduate study to accelerate time to degree completion.

Eligibility, admission requirements, prerequisites, combined pathway courses, and program requirements will vary by program. Not all pathways are offered to all undergraduate schools. Please refer to the footnotes.

The links below will take you to each program's page for more information.

- BS in Accounting to MBA in Business Management (p. 608) (CPA-150 and CPA-150E Licensure Qualified Program)[1]
- Pathways to the MBA in Business Management (p. 606)[1,2,3,4]
- Pathways to the MBA in Healthcare Leadership (p. 611)[1,2]
- Pathways to the M.S. in Finance (p. 611)[3]
- Pathways to the M.S. in Information Technology (p. 613)[3]

- Pathways to the M.A. in Community and Economic Development (p. 610)[1]
- Pathways to the M.A. in Liberal Studies (p. 613)[1]
- Pathways to the M.A. in Work and Labor Policy (p. 616)[3]
- Pathways to the MAT in Adolescent Education (p. 604)[1]
- Pathways to the MAT in Adolescent Special Education (p. 605)[1,3]
- Pathways to the MS in Nursing Education or Nursing Administration (p. 615)[1]

[1] Offered to Empire State University undergraduates
[2] Offered to SUNY Canton undergraduates
[3] Offered to SUNY Cobleskill undergraduates
[4] Offered to SUNY Morrisville undergraduates

Advanced Certificates

The School for Graduate Studies offers 26 advanced certificates, listed below. Some of which a student may incorporate into one of their MA or MS degrees.

Advanced, or graduate certificates are a post baccalaureate credential and are designed to provide focused study to support career interests. Certificates are offered online and can be completed as an individual credential or incorporated into a related master's degree for those meeting program admission requirements.

Since an advanced certificate is separate from a master's degree, students who want to earn this credential must submit an application to the certificate program. Application information is available through the college's web page.

Students may complete an advanced certificate by itself or combine it with a master's degree. 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 cost of those certificate courses that apply to the master's degree.

It is important to note that if admitted to more than one advanced certificate, these programs must be completed sequentially.

Certificates of Advanced Study

The School for Graduate Studies also offers a certificate of advanced study (CAS) in TESOL. The School of Nursing and Allied Health offers a CAS in Nursing Education and one in Nursing Administration. The Certificates of Advanced Study are post graduate programs designed for students already holding a master's degree.

- American Studies, Advanced Certificate (p. 591)
- Child and Family Advocacy, Advanced Certificate (p. 591)
- Community Advocacy, Advanced Certificate (p. 591)
- Cybersecurity, Advanced Certificate (p. 592)
- Emerging Media and Technology for the Arts, Advanced Certificate (p. 592)
- Financial Management and Analysis, Advanced Certificate (p. 593)
- Global Brand Marketing, Advanced Certificate (p. 593)
- Global Finance and Investment, Advanced Certificate (p. 594)
- Healthcare Management, Advanced Certificate (p. 594)
- Heritage Preservation, Advanced Certificate (p. 594)
- Human Resource Management, Advanced Certificate (p. 595)

GRADUATE DEGREES

Adolescent or Middle Childhood Education, Master of Arts in Teaching

The Master of Arts (M.A.T.) in Teaching in Adolescent or Middle Childhood Education 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 M.A.T. 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 M.A.T. certification areas are:

- Middle Childhood Education – Biology, Chemistry, Earth Science, English, Spanish, Mathematics, Physics, Social Studies, and the General Science 5-9 extension*
- Adolescence Education – Biology, Chemistry, Earth Science, English, Spanish, Mathematics, Physics, Social Studies
- Agricultural Education Pre-K to 12 (p. 550)

*The Middle Childhood General Science 5-9 extension is available to science students meeting additional content area requirements.

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

It is important for M.A.T. students to be mindful of the fact that their participation in this program requires that they adhere to multiple policies and requirements. In addition to being an Empire State University student and responsible for adhering to the university's policies and procedures as listed in this catalog, students must also follow New York State Education Department requirements for the teacher certification process and, if a school district employee, must follow the policies and procedures of the school district.

Requesting Transfer Credit

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Credit Request Form available through the Quicklinks box of the Graduate Student Center on MySUNYEmpire (https://my.sunyempire.edu).

Program Delivery and Tuition Rate

This master's program is delivered through online courses with some synchronous sessions. This program is billed at the non-MBA rate.

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Admission Requirements

Admission to the M.A.T. program is selective. This program enrolls new students in the fall term only. To be admitted to the M.A.T. program, the candidate must hold a bachelor's degree from a regionally accredited institution and meet prerequisites in the following areas:

1. Content area preparation – you must:
   - meet New York State certification requirements by having 30 credits in the content area;
   - meet any other certification content requirements that may apply (e.g., the New York State social studies distribution, at least 6 credits of advanced-level coursework).
2. Academic excellence – you must:
   - have a cumulative 3.0 GPA or the equivalent;
   - demonstrate the academic skills necessary to meet the academic and professional demands of the program;
   - demonstrate the capacity to develop skills in using learning technologies.

Application decisions are based on:

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

An applicant who meets all other admissions requirements and has no more than 6 credits of content area course deficiencies may be admitted to the program. The student must make up the deficiencies by the end of the second term in the program.

Application

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

Program Tracks

Three pathways to certification are available to students in the M.A.T. program:

- **Transitional B Certification**
- **Clinically-Rich Residency**
- Classroom Academy Residency (p. 540)

These tracks offer an assortment of enrollment sequences. The enrollment sequence will depend on the required clinical coursework that aligns with a student's chosen track. Regardless of the track chosen, all sequence types contain *the same first-year coursework*.

Please Note: 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 Policies and Procedures section of this catalog.

Transitional B Certification Track Sequences
Transitional B Certification Enrollment Sequence

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 New York State Education Department 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 employing school, program faculty and program field supervisors provide instructional support. Successful completion of years two and three of the program, including the capstone, result in the award of the MAT degree.

First Year

Fall		Credits
EDUC 6005	US Schools in Social Context [1]	3
EDUC 6010	Middle Childhood & Adolescent Development [1]	3
	Credits	**6**

Spring		
Teaching & Learning (choose one):		3
EDUC 6020	Teaching & Learning: English	
EDUC 6025	Teaching & Learning: LOTE	
EDUC 6030	Teaching & Learning: Math	
EDUC 6035	Teaching & Learning: Science	
EDUC 6040	Teaching & Learning: Social Studies	
EDUC 6015	Exceptionalities: Individualizing Learning [1]	3
	Credits	**6**

Summer		
EDUC 6045	Teaching Diverse Learners	3
	Credits	**3**

Second Year

Fall		
Teaching & Curriculum (choose one):		3
EDUC 6100	Teaching and Curriculum: English	
EDUC 6105	Teaching and Curriculum: LOTE	
EDUC 6110	Teaching and Curriculum: Math	
EDUC 6115	Teaching and Curriculum: Science	
EDUC 6120	Teaching and Curriculum: Social Studies	
EDUC 7045	Mentored Teaching I	3
	Credits	**6**

Spring		
EDUC 7010	Educational Evaluation [1]	3
EDUC 7050	Mentored Teaching II	3
	Credits	**6**

Summer		
Content Area Study (choose one):		3
EDUC 6050	Content Area Study: English	
EDUC 6055	Content Area Study: Spanish	
EDUC 6060	Content Area Study: Math	
EDUC 6065	Content Area Study: Science	

EDUC 6070	Content Area Study: Social Studies	
	Credits	**3**

Third Year

Fall		
EDUC 6125	Literacy	3
EDUC 7055	Mentored Teaching III	3
	Credits	**6**

Spring		
EDUC 6130	Literacy Across the Curriculum	3
EDUC 7060	Mentored Teaching Capstone	3
	Credits	**6**
	Total Credits	**42**

[1] Each course integrates structured field experiences in NY State schools.

Intensified Mentored Teaching Track for Transitional B Certification Enrollment Sequence

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.

First Year

Fall		Credits
EDUC 6005	US Schools in Social Context	3
EDUC 6010	Middle Childhood & Adolescent Development	3
	Credits	**6**

Spring		
EDUC 6015	Exceptionalities: Individualizing Learning	3
Teaching & Learning (choose one):		3
EDUC 6020	Teaching & Learning: English	
EDUC 6025	Teaching & Learning: LOTE	
EDUC 6030	Teaching & Learning: Math	
EDUC 6035	Teaching & Learning: Science	
EDUC 6040	Teaching & Learning: Social Studies	
	Credits	**6**

Summer		
EDUC 6045	Teaching Diverse Learners	3
Content Area Study (choose one):		3
EDUC 6050	Content Area Study: English	
EDUC 6055	Content Area Study: Spanish	
EDUC 6060	Content Area Study: Math	
EDUC 6065	Content Area Study: Science	
EDUC 6070	Content Area Study: Social Studies	
	Credits	**6**

Second Year

Fall		
Teaching & Curriculum (choose one):		3
EDUC 6100	Teaching and Curriculum: English	
EDUC 6105	Teaching and Curriculum: LOTE	
EDUC 6110	Teaching and Curriculum: Math	

Course	Title	Credits
EDUC 6115	Teaching and Curriculum: Science	
EDUC 6120	Teaching and Curriculum: Social Studies	
EDUC 6125	Literacy	3
EDUC 7025	Intensified Mentored Teaching I	6
	Credits	**12**
Spring		
EDUC 6130	Literacy Across the Curriculum	3
EDUC 7010	Educational Evaluation	3
EDUC 7030	Intensified Mentored Teaching II	3
	Credits	**9**
Summer		
EDUC 7060	Mentored Teaching Capstone	3
	Credits	**3**
	Total Credits	**42**

Residency Track Sequences
Clinically-Rich Residency Enrollment Sequence

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 M.A.T. program, students begin a year-long placement in a 7-12 classroom with a critic teacher certified in the resident's content area. Residents will assume more responsibility incrementally for the classroom, culminating in the complete assumption of the critic teacher's classes for eight weeks during the spring term.

During the year-long residency, students will complete additional coursework that links theory to classroom practice. Residents receive intensive mentoring by faculty members and field supervisors. The program concludes with the capstone project. Upon graduating from the M.A.T. program, completers are recommended for New York State Initial (and Professional) teacher certification. After obtaining three years of qualifying teaching experience, program completers are eligible for Professional certification.

Course	Title	Credits
First Year		
Fall		
EDUC 6005	US Schools in Social Context [1]	3
EDUC 6010	Middle Childhood & Adolescent Development [1]	3
	Credits	**6**
Spring		
Teaching & Learning (choose one):		3
EDUC 6020	Teaching & Learning: English [1]	
EDUC 6025	Teaching & Learning: LOTE [1]	
EDUC 6030	Teaching & Learning: Math [1]	
EDUC 6035	Teaching & Learning: Science [1]	
EDUC 6040	Teaching & Learning: Social Studies [1]	
EDUC 6015	Exceptionalities: Individualizing Learning [1]	3
	Credits	**6**
Summer		
EDUC 6045	Teaching Diverse Learners	3
Content Area Study (choose one):		3
EDUC 6050	Content Area Study: English	
EDUC 6055	Content Area Study: Spanish	
EDUC 6060	Content Area Study: Math	
EDUC 6065	Content Area Study: Science	
EDUC 6070	Content Area Study: Social Studies	
	Credits	**6**

Course	Title	Credits
Second Year		
Fall		
Teaching & Curriculum (choose one):		3
EDUC 6100	Teaching and Curriculum: English	
EDUC 6105	Teaching and Curriculum: LOTE	
EDUC 6110	Teaching and Curriculum: Math	
EDUC 6115	Teaching and Curriculum: Science	
EDUC 6120	Teaching and Curriculum: Social Studies	
EDUC 6125	Literacy	3
EDUC 7005	MAT Residency Seminar I	6
	Credits	**12**
Spring		
EDUC 7010	Educational Evaluation	3
EDUC 6130	Literacy Across the Curriculum	3
EDUC 7015	MAT Residency Seminar II	3
	Credits	**9**
Summer		
EDUC 7020	Residency Capstone	3
	Credits	**3**
	Total Credits	**42**

[1]   Each course integrates structured field experiences in New York State schools.

Classroom Academy Enrollment Sequence

The Classroom Academy residency model is a pathway option within our existing 3-year M.A.T. program. After the first year of the program, Classroom Academy Residents are fully integrated into a host school for year 2 and 3. M.A.T. students will teach alongside a critic teacher, under a gradual release of responsibility model. Over 2 years, the resident will gradually take over the responsibilities of the teacher, including following curriculum, lesson planning, and classroom leadership. Residents will have the support and guidance of their critic teacher, field supervisor and course instructors over 2 years while working in their placement.

During the Classroom Academy residency experience, students will 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. Upon graduating from the M.A.T. program, completers recommended for New York State Initial (and Professional) teacher certification. After obtaining three years of qualifying teaching experience, program completers are eligible for Professional certification. Completion of the Classroom Academy pathway provides each Resident 1 year of experience to count towards their Professional certification.

Course	Title	Credits
First Year		
Fall		
EDUC 6005	US Schools in Social Context [1]	3
EDUC 6010	Middle Childhood & Adolescent Development [1]	3
	Credits	**6**
Spring		
Teaching & Learning (choose one):		3
EDUC 6020	Teaching & Learning: English [1]	
EDUC 6025	Teaching & Learning: LOTE [1]	
EDUC 6030	Teaching & Learning: Math [1]	
EDUC 6035	Teaching & Learning: Science [1]	
EDUC 6040	Teaching & Learning: Social Studies [1]	
EDUC 6015	Exceptionalities: Individualizing Learning [1]	3
	Credits	**6**

Summer		
EDUC 6045	Teaching Diverse Learners	3
	Credits	**3**
Second Year		
Fall		
Teaching & Curriculum (choose one):		3
EDUC 6100	Teaching and Curriculum: English	
EDUC 6105	Teaching and Curriculum: LOTE	
EDUC 6110	Teaching and Curriculum: Math	
EDUC 6115	Teaching and Curriculum: Science	
EDUC 6120	Teaching and Curriculum: Social Studies	
EDUC 7063	Residency Seminar 1A	2
	Credits	**5**
Spring		
EDUC 7010	Educational Evaluation	3
EDUC 7065	Residency Seminar 1B	2
	Credits	**5**
Summer		
Content Area Study (choose one):		3
EDUC 6050	Content Area Study: English	
EDUC 6055	Content Area Study: Spanish	
EDUC 6060	Content Area Study: Math	
EDUC 6065	Content Area Study: Science	
EDUC 6070	Content Area Study: Social Studies	
	Credits	**3**
Third Year		
Fall		
EDUC 6125	Literacy	3
EDUC 7067	Residency Seminar 2A	2
	Credits	**5**
Spring		
EDUC 6130	Literacy Across the Curriculum	3
EDUC 7069	Residency Seminar 2B	3
	Credits	**6**
Summer		
EDUC 7020	Residency Capstone	3
	Credits	**3**
	Total Credits	**42**

[1] Each course integrates structured field experiences in New York State schools.

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

- Establish a classroom climate that emphasizes learning and considers teaching context and student diversity through the use of culturally responsive pedagogical practices;
- Demonstrate understanding of students' physical, social, emotional, and cognitive development stages of late childhood and adolescence, an understanding of praxis, research-based strategies to teach all learners, and appropriate uses of technologies for teaching and learning;
- Demonstrate an integration of expert content area expertise, curriculum knowledge, and pedagogical knowledge related to the teaching of that particular subject;
- Demonstrate the ability to use a variety of appropriate assessments to inform their teaching practice; and
- Demonstrate respect for learner differences, a commitment to personal growth, and the capacity to reflect on his/her teaching effectiveness.

Adolescent Special Education, Master of Arts in Teaching

Empire State University's Master of Arts in Teaching (M.A.T.) in Adolescent (grades 7-12) Special Education program is a 45-credit, **Residency** or **Transitional B** certification program available in New York State. 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 the program (and passing the appropriate certification exams) leads to Students with Disabilities 7-12 Generalist Initial and Professional Certification.

Program Delivery and Tuition Rate

Curriculum delivery is blended using multiple delivery formats including online, synchronous sessions, webinars and other technologies. It is billed at the non-MBA rate.

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Admission

Admission to this program is selective. This program enrolls new students in the fall term only. A candidate must hold a bachelor's degree from a regionally accredited institution.

An ideal candidate will:

- possess 24 credits in the liberal arts and sciences distribution (6 credits in Math, Science, Social Studies and English); and
- have a cumulative GPA of 3.0, or the equivalent.

An applicant who meets all other admissions requirements and has no more than 6 credits of content area course deficiencies may be admitted to the program. The student must make up the deficiencies by the end of the second term in the program.

Application

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

Three pathways to certification are available to students in the M.A.T. in Adolescent Special Education program:

- **Transitional B (p. 542)**
- **Clinically-Rich Residency**
- **Classroom Academy Residency**

The pathways offer an assortment of enrollment sequences. The enrollment sequence chosen will depend on the required clinical coursework that aligns with a student's chosen track. Regardless of the track chosen, all sequence types contain *the same first-year coursework*.

Please Note: The clinical supervision courses (i.e., Mentored Teaching or Residency 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 Policies and Procedures section of this catalog.

Transitional B Enrollment Sequence

The Adolescent Transitional B certification pathway is a part-time option designed for working adults who would like to become certified teachers of record while simultaneously completing their M.A.T. degree. The blended course delivery (in-person and online) requires that students are computer literate in order to engage in this technology-rich program.

Transitional B certification is a full New York State teaching certification that allows qualified M.A.T. students to seek employment as teachers of record after just one year in the program. First-year requirements include successful completion of:

- 18 credits of introductory special education coursework
- 50 hours of field experience in New York State schools
- Appropriate New York State Certification Exams
- Child Abuse, School Violence, Autism, & DASA training
- any liberal arts and sciences course deficiencies identified at admission

During the second and third years of the Transitional B certification pathway, students may continue their coursework while working as a full or part-time 7-12 special education teacher in a New York state school. In this setting, students will be mentored by faculty members and networked with other Transitional B certification teachers across the state. The program culminates in the Mentored Teaching Capstone course. In addition to completing the 45-credit program, students must pass the Students with Disabilities CST exam in order to qualify for Initial certification.

First Year		
Fall		**Credits**
SPED 6005	Introduction to History of Special Education Law (Online) [1]	3
EDUC 6010	Middle Childhood & Adolescent Development (Online) [1]	3
	Credits	**6**
Spring		
EDUC 6015	Exceptionalities: Individualizing Learning (Online) [1]	3
SPED 6025	Teaching & Learning Across the Contents: Methods I (Blended) [1]	3
	Credits	**6**
Summer		
SPED 6040	Children with Disabilities: Moderate and Severe (Online) [1]	3
SPED 6045	Behavioral Management & Intervention (Online) [1]	3
	Credits	**6**
Second Year		
Fall		
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II (Blended)	3
SPED 6065	Special Education Mentored Teaching I (Online)	3
	Credits	**6**
Spring		
SPED 6060	Psychoeducational Assessment Practices & IEP Development (Blended)	3
SPED 6080	Special Education Mentored Teaching II (Online)	3
	Credits	**6**

Summer		
SPED 6070	Successful Transitioning Through Partnership and Collaboration (Online)	3
	Credits	**3**
Third Year		
Fall		
CURI 6050	Literacy Assessment (Online)	3
SPED 7030	Special Education Mentored Teaching III (Online)	3
	Credits	**6**
Spring		
EDUC 6130	Literacy Across the Curriculum (Online)	3
SPED 7035	Special Education Mentored Teaching Capstone (Online)	3
	Credits	**6**
	Total Credits	**45**

Clinically-Rich Residency Enrollment Sequence

The Clinically Rich Residency is the first of two possible pathways in our our 3-year MAT program in Adolescent Special Education (grades 7-12). After the first two years in the program, our candidates are placed in a host school during their last year in the program. The candidates teach alongside a Critic Teacher, under a gradual release of responsibility model. During the year, the Resident gradually takes over the responsibilities of the teacher, including following curriculum, lesson planning, and classroom leadership. Residents have the support and guidance of their Critic Teacher, Field Supervisor and course instructors throughout the year while working in their placement. There are opportunities available for the candidates to maintain their employment by using one of the residency models such as a teaching assistant or a substitute teacher. Candidates must complete 8-weeks full-time in the classroom to meet the requirements of the residency.

Upon completing all certification requirements, program completers are eligible for New York State Students with Disabilities 7-12 Generalist initial certification (and Professional certification with three years of teaching experience).

First Year		
Fall		**Credits**
SPED 6005	Introduction to History of Special Education Law (Online) [1]	3
EDUC 6010	Middle Childhood & Adolescent Development (Online) [1]	3
	Credits	**6**
Spring		
EDUC 6015	Exceptionalities: Individualizing Learning (Online) [1]	3
SPED 6025	Teaching & Learning Across the Contents: Methods I (Blended) [1]	3
	Credits	**6**
Summer		
SPED 6040	Children with Disabilities: Moderate and Severe (Online) [1]	3
SPED 6045	Behavioral Management & Intervention (Online) [1]	3
	Credits	**6**
Second Year		
Fall		
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II (Blended) [1]	3
CURI 6050	Literacy Assessment (Online)	3
	Credits	**6**
Spring		
SPED 6060	Psychoeducational Assessment Practices & IEP Development (Blended) [1]	3
EDUC 6130	Literacy Across the Curriculum (Online)	3
	Credits	**6**

Summer		
SPED 6070	Successful Transitioning Through Partnership and Collaboration (Online) [1]	3
	Credits	**3**
Third Year		
Fall		
SPED 6075	Foundations of Educational Action Research (Online)	3
SPED 7010	Special Education Residency I: New Teachers (Online)	3
	Credits	**6**
Spring		
SPED 7005	Special Education Masters Capstone Final Project (Online)	3
SPED 7015	Special Education Residency II: New Teachers (Online)	3
	Credits	**6**
	Total Credits	**45**

Classroom Academy Residency Enrollment Sequence

The Classroom Academy residency model is the second pathway option within our existing 3-year M.A.T. program in Adolescent Special Education, grades 7-12. After the first year of the program, Classroom Academy residents are fully integrated into a host school for year 2 and 3. M.A.T. students will teach alongside a critic teacher, under a gradual release of responsibility model. Over two years, the resident will gradually take over the responsibilities of the teacher, including following curriculum, lesson planning, and classroom leadership. Residents will have the support and guidance of their critic teacher, field supervisor and course instructors over two years while working in their placement.

During the Classroom Academy residency experience, students will 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 M.A.T. in Special Education program.

Upon completing all certification requirements, program completers are eligible for New York State Students with Disabilities 7-12 Generalist initial certification (and Professional certification with three years of teaching experience).

Course	Title	Credits
First Year		
Fall		
SPED 6005	Introduction to History of Special Education Law (Online) [1]	3
EDUC 6010	Middle Childhood & Adolescent Development (Online) [1]	3
	Credits	**6**
Spring		
EDUC 6015	Exceptionalities: Individualizing Learning (Online) [1]	3
SPED 6025	Teaching & Learning Across the Contents: Methods I (Blended) [1]	3
	Credits	**6**
Summer		
SPED 6040	Children with Disabilities: Moderate and Severe (Online) [1]	3
SPED 6045	Behavioral Management & Intervention (Online) [1]	3
	Credits	**6**
Second Year		
Fall		
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II (Blended) [1]	3
CURI 6050	Literacy Assessment (Online)	3
SPED 7063	Special Education Residency Seminar 1A	1
	Credits	**7**
Spring		
SPED 6060	Psychoeducational Assessment Practices & IEP Development (Blended) [1]	3

SPED 7065	Special Education Residency Seminar 1B	2
	Credits	**5**
Summer		
SPED 6070	Successful Transitioning Through Partnership and Collaboration [1]	3
	Credits	**3**
Third Year		
Fall		
SPED 6075	Foundations of Educational Action Research (Online)	3
SPED 7067	Special Education Residency Seminar 2A	2
	Credits	**5**
Spring		
EDUC 6130	Literacy Across the Curriculum	3
SPED 7005	Special Education Masters Capstone Final Project	3
	Credits	**6**
Summer		
SPED 7069	Special Education Residency Seminar 2B	1
	Credits	**1**
	Total Credits	**45**

[1] Each course integrates structured field experiences in New York State schools.

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; and
- Demonstrate reflective professional growth practices.

Adolescent Special Education, Master of Education

Empire State University's Master of Education (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 New York State 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.

Program Delivery and Tuition Rate

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. The program is billed at the non-MBA rate.

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Admission

Admission to this program is selective. This program enrolls new students in the fall term only. A candidate must hold a bachelor's degree from a regionally accredited institution and provide proof of New York State teaching certification.

An ideal candidate will:

- possess 24 credits in the liberal arts and sciences distribution (6 credits in Math, Science, Social Studies and English), and
- have a cumulative GPA of 3.0, or the equivalent

An applicant who meets all other admissions requirements and has no more than 6 credits of liberal arts course deficiencies may be admitted to the program. The student must resolve the deficiencies prior to beginning the clinical residency experience.

Application

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

The M.Ed. in Special Education is a 33-42 credit program including classroom observations and residency. The required courses of the degree are outlined in the table below. Some or all foundation courses may be waived at the point of admission. Students should consult with their academic advisor regarding course sequencing and foundation courses.

Code	Title	Credits
Foundation Courses		
EDUC 6010	Middle Childhood & Adolescent Development	3
CURI 6050	Literacy Assessment	3
EDUC 6130	Literacy Across the Curriculum	3
Core Courses		
SPED 6005	Introduction to History of Special Education Law	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
SPED 6025	Teaching & Learning Across the Contents: Methods I	3
SPED 6040	Children with Disabilities: Moderate and Severe	3
SPED 6045	Behavioral Management & Intervention	3
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II	3
SPED 6060	Psychoeducational Assessment Practices & IEP Development	3
SPED 6070	Successful Transitioning Through Partnership and Collaboration	3
SPED 6075	Foundations of Educational Action Research	3
SPED 7020	Special Education Residency Seminar: Certified Teachers	3
Capstone Course		
SPED 7005	Special Education Masters Capstone Final Project	3
Total Credits		**42**

Enrollment Sequence

The suggested enrollment sequence below is based on a fall term start and a part-time schedule. Students should seek consultation with their academic advisor to determine their sequencing. The sequence includes all foundational courses (9 credits). See footnote.[1]

Course	Title	Credits
First Year		
Fall		
SPED 6005	Introduction to History of Special Education Law	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
EDUC 6010	Middle Childhood & Adolescent Development [1]	3
	Credits	**9**
Spring		
SPED 6025	Teaching & Learning Across the Contents: Methods I	3
SPED 6060	Psychoeducational Assessment Practices & IEP Development	3
	Credits	**6**
Summer		
SPED 6045	Behavioral Management & Intervention	3

SPED 6040	Children with Disabilities: Moderate and Severe	3
	Credits	**6**
Second Year		
Fall		
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II	3
SPED 6075	Foundations of Educational Action Research	3
CURI 6050	Literacy Assessment [1]	3
	Credits	**9**
Spring		
SPED 7005	Special Education Masters Capstone Final Project	3
SPED 6070	Successful Transitioning Through Partnership and Collaboration	3
EDUC 6130	Literacy Across the Curriculum [1]	3
	Credits	**9**
Summer		
SPED 7020	Special Education Residency Seminar: Certified Teachers	3
	Credits	**3**
	Total Credits	**42**

[1] 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.

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; and
- Demonstrate reflective professional growth practices.

Adult Education, Master of Arts

The Master of Arts (M.A.) in Adult Education is a program designed for professionals 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, higher education and student affairs, adult literacy, and adult learning for social change and community engagement. This fully online program blends theory and application with opportunities for students to both choose from structured online group studies to individualized studies that respond to the interests of the particular learners. Students in the program will be encouraged to reflect on their own learning, a process deepened within a collaborative community of faculty members and peers.

Students may choose from three concentrations of this 30-credit degree. The **General** concentration allows students to choose from a range of electives which should align with their area of interest. The **Workplace Learning** concentration and the **Community Education** concentration will have specific courses within this focus area.

Drawing on a solid foundation, students can meet individual goals and customize their degree programs to meet those needs. Therefore, students entering the program are encouraged to begin to think about a capstone project – i.e., a concrete and focused project in the field of adult learning – around which to build electives.

The hallmarks of the program include:

- A supportive online community with opportunities for collaboration;
- A blending of theory and application, with possibilities for internships/practicums 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 University;
- A deepening of reflection on practice and awareness of self as a learner; and
- Practice in learning design, program evaluation, and research.

PRIOR LEARNING ASSESSMENT

For students with more extensive applied experience or study in an area related to adult education, the program allows for up to 12 credits of evaluated learning through prior learning assessment and/or transfer credit. The American Council of Education has evaluated some credit sources from organizational or military learning at the graduate level that, when applicable, can be used in a student's program. In addition, in consultation with program faculty, students can submit learning essays to be considered for graduate level prior learning assessment and credit toward their degree. There is no fee for prior learning assessment at the graduate level.

PROGRAM DELIVERY AND TUITION RATE

While most of this program is delivered online asynchronously, some courses may have synchronous supplemental learning opportunities via webinars in the evening. 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. This program is billed at the non-MBA rate.

ADMISSION

Admission to this program is selective. This program enrolls new students in the fall, spring, and summer terms. Applicants should possess a bachelor's degree.

APPLICATION

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

PROGRAM CURRICULUM

The following tables outline the required courses and suggested enrollment sequences of the General, Workplace Learning, and Community Education concentrations. 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.

SUGGESTED ENROLLMENT SEQUENCES

The enrollment sequences below are based on two courses per term - a typical part-time schedule. These are sample fall and spring start enrollment sequences only. The exact enrollment sequence should be planned between the student and the advisor as part of degree planning, as not all students enroll in 6 credits every term.

GENERAL CONCENTRATION - Fall Term Start (Part-Time)

First Year

Fall		Credits
ADLC 6005	Rethinking Experience & Learning in Adulthood	3
ADLC 6010	Learning & Development in Contemporary Adulthood	3
	Credits	**6**
Spring		
ADLC 6015	Strategies for Effective Adult Learning	3
ADLC 6020	Approaches to Critical Inquiry & Research	3
	Credits	**6**
Summer		
Elective 1		3
Elective 2		3
	Credits	**6**

Second Year

Fall		
Elective 3		3
ADLC 7010	Project Design	3
	Credits	**6**
Spring		
Elective 4		3
ADLC 7015	Final Project	3
	Credits	**6**
	Total Credits	**30**

GENERAL CONCENTRATION - Spring Term Start (Part-Time)

First Year

Spring		Credits
ADLC 6005	Rethinking Experience & Learning in Adulthood	3
ADLC 6010	Learning & Development in Contemporary Adulthood	3
	Credits	**6**
Summer		
ADLC 6015	Strategies for Effective Adult Learning	3

Elective 1		3
	Credits	**6**
Second Year		
Fall		
ADLC 6020	Approaches to Critical Inquiry & Research	3
Elective 2		3
	Credits	**6**
Spring		
Elective 3		3
ADLC 7010	Project Design	3
	Credits	**6**
Summer		
Elective 4 (or take in Fall/3rd year with Final Project)		3
	Credits	**3**
Third Year		
Fall		
ADLC 7015	Final Project	3
	Credits	**3**
	Total Credits	**30**

Workplace Learning Concentration Fall Start (Part-Time)

First Year

		Credits
Fall		
ADLC 6005	Rethinking Experience & Learning in Adulthood	3
ADLC 6010	Learning & Development in Contemporary Adulthood	3
	Credits	**6**
Spring		
ADLC 6015	Strategies for Effective Adult Learning	3
ADLC 6020	Approaches to Critical Inquiry & Research	3
	Credits	**6**
Summer		
ADLC 6040	Learning & Education in the Workplace	3
Choose one (3cr):		
EDET 6015 or EDET 6130	Instructional Design for Online Learning Environments or Facilitating Learning with Emerging Technologies in Blended & Online Environments	3
	Credits	**6**
Second Year		
Fall		
ADLC 6095	Human Resource Development	3
ADLC 7010	Project Design	3
	Credits	**6**
Spring		
ADLC 7015	Final Project	3
Choose one (3cr):		
ADLC 6045 or ADLC 6122	Learning as Transformation or Mentoring Adult Learners	3
	Credits	**6**
	Total Credits	**30**

WOrkplace Learning Concentration Spring Start (Part-Time)

First Year

		Credits
Spring		
ADLC 6005	Rethinking Experience & Learning in Adulthood	3
ADLC 6010	Learning & Development in Contemporary Adulthood	3
	Credits	**6**
Summer		
ADLC 6040	Learning & Education in the Workplace	3
Choose one (3cr):		
EDET 6015 or EDET 6130	Instructional Design for Online Learning Environments or Facilitating Learning with Emerging Technologies in Blended & Online Environments	3
	Credits	**6**

Second Year		
Fall		
ADLC 6015	Strategies for Effective Adult Learning	3
ADLC 6020	Approaches to Critical Inquiry & Research	3
	Credits	**6**
Spring		
ADLC 6095	Human Resource Development	3
ADLC 7010	Project Design	3
	Credits	**6**
Summer		
ADLC 7015	Final Project	3
Choose one (3cr):		
ADLC 6045 or ADLC 6122	Learning as Transformation or Mentoring Adult Learners	3
	Credits	**6**
	Total Credits	**30**

Community Education Concentration Fall Start (Part-Time)

First Year

		Credits
Fall		
ADLC 6005	Rethinking Experience & Learning in Adulthood	3
ADLC 6010	Learning & Development in Contemporary Adulthood	3
	Credits	**6**
Spring		
ADLC 6015	Strategies for Effective Adult Learning	3
ADLC 6020	Approaches to Critical Inquiry & Research	3
	Credits	**6**
Summer		
ADLC 6025	Activist Learning & Social Movements in Adult Education	3
ADLC 6075	Adult Literacy & Social Change	3
	Credits	**6**
Second Year		
Fall		
ADLC 7010	Project Design	3
Choose one (3cr):		
PPOL 6035 or PPOL 6070	Advocacy in State & Community-level Government or Race Class & Gender in US Public Policy	3
	Credits	**6**
Spring		
ADLC 7015	Final Project	3
Choose one (3cr):		
ADLC 6045 or ADLC 6122	Learning as Transformation or Mentoring Adult Learners	3
	Credits	**6**
	Total Credits	**30**

Community Education Concentration Spring Start (Part-Time)

First Year

		Credits
Spring		
ADLC 6005	Rethinking Experience & Learning in Adulthood	3
ADLC 6010	Learning & Development in Contemporary Adulthood	3
	Credits	**6**
Summer		
ADLC 6025	Activist Learning & Social Movements in Adult Education	3
ADLC 6075	Adult Literacy & Social Change	3
	Credits	**6**
Second Year		
Fall		
ADLC 6015	Strategies for Effective Adult Learning	3
ADLC 6020	Approaches to Critical Inquiry & Research	3
	Credits	**6**

Spring		
ADLC 7010	Project Design	3
Choose one (3cr):		

PPOL 6035
    or PPOL 6070
	Advocacy in State & Community-level Government
	    or Race Class & Gender in US Public Policy
		3

	Credits	**6**
Summer		
ADLC 7015	Final Project	3
Choose one (3cr):		

ADLC 6045
    or ADLC 6122
	Learning as Transformation
	    or Mentoring Adult Learners
		3

	Credits	**6**
	Total Credits	**30**

Capstone Project

M.A. in Adult Education 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 (ADLC 7010) the students design a study which addresses any suitable problem within adult learning but must demonstrate the student's core skills through research, application, integrative analysis, and advocacy. The project is executed in the second term in the capstone (ADLC 7015) through the professional project, practicum or policy-brief, described below. 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, and 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.

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; and
- 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;
- Write an assessment of the final project completion and recommendations for future delivery; and
- Orally present the project through PowerPoint, Prezi, 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 the 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; and
  - Lay out a practicum completion plan.

In the final project term:

- Approximately 120 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:
  - Analysis of the experience;
  - Evaluation of self-identified goals;
  - Recommendations for practice or research in the area.
  - Orally present the project through PowerPoint, Prezi, 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, students might consider a content study which explores the building of cohesive arguments to support their positions. Students might consider advocacy or activist-based courses which will assist them in developing persuasive projects/presentations.

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 the 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, Prezi, or video, the student prepares a 10-minute oral brief that will be presented to classmates.

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

- Participate in the public discourse of adult and higher education 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, habits of intentional and ethical practice, awareness of themselves as social actors in their capacities of learners and educators;
- Enhance skills in designing, developing, and deploying effective and innovative learning environments and learner supports for adult and higher education audiences with attention to learner needs, respect for the diversity of social and personal experience, and effective program administration;
- 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
- 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 education, including both academic and field-based practices.

Agricultural Education, Master of Arts in Teaching

The 42-credit Master of Arts in Teaching (M.A.T.) in Agricultural Education leads to New York State Initial and Professional certification and is designed to be completed in two to three years of part-time study. The program provides students an accessible and flexible route to gaining teacher certification in the area of PreK-12 Agriculture via two possible certification pathways: Residency or Transitional B. The M.A.T. in Agricultural Education is offered in a blended learning format that combines online courses, synchronous sessions, and clinical experience through immersion in New York State schools. The curriculum provides a strong foundation in pedagogy linked to content, including preparation in child and adolescent development, multicultural education, use of learning technologies, assessment of learning, as well as agriculture-specific courses. This program also features extensive mentoring by program faculty.

The Pathways to Certification

The Clinically-Rich Residency pathway allows students to attend part-time for one year while gaining the academic background and practical field experience that prepares them to enter a year-long residency placement. After completing the first year of the program (18 credits and 100 hours of field experience), residents begin a year-long placement with a certified agricultural educator. As the school year progresses, residents incrementally assume more responsibility for the classroom, building to an immersion and lead instructional responsibility for the critic teacher's classes for eight weeks during the spring term. Students who successfully complete their coursework, meet performance expectations in their residency placement, and complete the appropriate certification requirements are eligible for the New York State Initial certificate in

Agricultural Education (and Professional certification with 3 years of teaching experience).

The Transitional-B pathway is a part-time option for working adults who want to become certified teachers of record while completing their degree. Transitional B certification is a full New York State teaching certification that allows qualified students to seek employment as teachers of record after just one year in the program. During the second and third year of the Transitional B certification pathway, students may continue their coursework while working as a full or part-time teacher in a New York State school. In this setting, students will be mentored by faculty members and networked with other Transitional B certification teachers across the state. Students who successfully complete their coursework, meet performance expectations in their clinical experience, and complete the appropriate certification requirements are eligible for the New York State Initial certificate in Agricultural Education (and Professional certification with 3 years of teaching experience).

Requesting Transfer Credit

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Credit Request Form available through the Quicklinks box of the Graduate Student Center on MySUNYEmpire (https://my.sunyempire.edu).

Program Delivery and Tuition Rate

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. This program is billed at the non-MBA rate.

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Admission Requirements

Admission to this program is selective. This program enrolls new students in the fall term only. To be admitted to the program, the candidate must hold a bachelor's degree from a regionally accredited institution and meet prerequisites in the following areas:

1. Content area preparation – you must:
   - meet New York State certification requirements by having 30 credits in the content area;
2. Academic excellence – you must:
   - have a cumulative 3.0 GPA or the equivalent;
   - demonstrate the academic skills necessary to meet the academic and professional demands of the program;
   - demonstrate the capacity to develop skills in using learning technologies.

Application decisions are based on:

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

An applicant who meets all other admissions requirements and has no more than 6 credits of content area course deficiencies may be admitted to the program. The student must make up the deficiencies by the end of the second term in the program.

Application

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

Program Tracks

There are two tracks within the M.A.T. Agricultural Education program:

- **Transitional B certification**
- **Clinically-Rich Residency**

Both tracks offer an assortment of enrollment sequences. The enrollment sequence will depend on the required clinical coursework that aligns with a student's chosen track. Regardless of the track chosen, all sequence types contain *the same first-year coursework*.

Please Note: 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 Policies and Procedures section of this catalog.

Transitional B Certification Track
Transitional B Certification Enrollment Sequence
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 New York State Education Department requirements and obtaining a qualifying teaching position, students may apply for a Transitional B Teaching Certificate. While employed as a teacher of record, 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, program faculty and program field supervisors provide instructional support. Successful completion of years two and three of the program, including the capstone, result in the award of the M.A.T. degree. Program completers are eligible for New York State Initial teaching certification (and Professional certification with three years of teaching experience).

First Year

Fall

		Credits
EDUC 6005	US Schools in Social Context	3
EDUC 6137	Child and Adolescent Development	3
	Credits	**6**

Spring

EDUC 6127	Teaching and Learning: Agricultural Education	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
	Credits	**6**

Summer

EDUC 6045	Teaching Diverse Learners	3
EDUC 6132	Content Area Study: Agricultural Education	3
	Credits	**6**

Second Year

Fall

EDUC 6122	Teaching and Curriculum: Agricultural Education	3
EDUC 7045	Mentored Teaching I	3
	Credits	**6**

Spring

EDUC 7010	Educational Evaluation	3
EDUC 7050	Mentored Teaching II	3
	Credits	**6**

Third Year

Fall

EDUC 6125	Literacy	3
EDUC 7055	Mentored Teaching III	3
	Credits	**6**

Spring

EDUC 6130	Literacy Across the Curriculum	3
EDUC 7060	Mentored Teaching Capstone	3
	Credits	**6**
	Total Credits	**42**

Intensified Mentored Teaching Track for Transitional B Certification Enrollment Sequence

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. In order to pursue this pathway, the student must secure a full time (1.0 FTE) teaching position in their content area for the entire school year (September-June). 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. Program completers are eligible for New York State Initial teaching certification (and Professional certification with three years of teaching experience).

First Year

Fall

		Credits
EDUC 6005	US Schools in Social Context	3
EDUC 6137	Child and Adolescent Development	3
	Credits	**6**

Spring

EDUC 6127	Teaching and Learning: Agricultural Education	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
	Credits	**6**

Summer

EDUC 6045	Teaching Diverse Learners	3
EDUC 6132	Content Area Study: Agricultural Education	3
	Credits	**6**

Second Year

Fall

EDUC 6122	Teaching and Curriculum: Agricultural Education	3
EDUC 6125	Literacy	3
EDUC 7026	Intensified Mentored Teaching I: Agricultural Education	6
	Credits	**12**

Spring

EDUC 6130	Literacy Across the Curriculum	3
EDUC 7010	Educational Evaluation	3
EDUC 7031	Intensified Mentored Teaching II: Agricultural Education	3
	Credits	**9**

Summer

EDUC 7060	Mentored Teaching Capstone	3
	Credits	**3**
	Total Credits	**42**

Residency Track
Clinically-Rich Residency Enrollment Sequence

The Master of Arts in Teaching (M.A.T.) 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 program, students begin a year-long placement in a 7-12 classroom with a critic teacher certified in the resident's content area. Residents will assume more responsibility incrementally for the classroom, culminating in the complete assumption of the critic teacher's classes for eight weeks during the spring term.

During the year-long residency, students will complete additional 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 program. Program completers are eligible for New York State Initial teaching certification (and Professional certification with three years of teaching experience.)

Course	Title	Credits
First Year		
Fall		
EDUC 6005	US Schools in Social Context	3
EDUC 6137	Child and Adolescent Development	3
	Credits	**6**
Spring		
EDUC 6127	Teaching and Learning: Agricultural Education	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
	Credits	**6**
Summer		
EDUC 6045	Teaching Diverse Learners	3
EDUC 6132	Content Area Study: Agricultural Education	3
	Credits	**6**
Second Year		
Fall		
EDUC 6122	Teaching and Curriculum: Agricultural Education	3
EDUC 6125	Literacy	3
EDUC 7005	MAT Residency Seminar I	6
	Credits	**12**
Spring		
EDUC 7010	Educational Evaluation	3
EDUC 6130	Literacy Across the Curriculum	3

EDUC 7015	MAT Residency Seminar II	3
	Credits	**9**
Summer		
EDUC 7020	Residency Capstone	3
	Credits	**3**
	Total Credits	**42**

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

- Demonstrate how his/ her teaching practice reflects equity, democracy, and diversity and how lessons are meaningful or relevant to students;
- Integrate content-specific language and differing viewpoints and methods of inquiry grounded in appropriate NYS Standards in teaching practice;
- Demonstrate clear, theory-based approaches to instruction in the content area;
- Demonstrate multiple means of differentiated instruction for diverse learners;
- Articulate effective approaches to assessment in instructional decision-making and the capacity to reflect on and improve practice;
- Demonstrate the use of technology to improve practice and assessment, and to meet the needs of diverse learners;
- Articulate issues of accessibility in technology use; and
- Demonstrate growth and reflection related to his/her teaching practice.

Applied Analytics, Master of Science

The M.S. in Applied Analytics is a 30-credit, fully online program designed for professionals who are interested in enhancing their knowledge and skills within the field of data science and applied analytics. The program dives into the core concepts and principles of data analytics, providing a solid foundation in statistical methods, artificial intelligence, and machine learning to understand, analyze, and interpret massive amounts of data. Throughout the program, students will not only acquire theoretical knowledge in the field but also develop and improve essential skills in critical thinking and problem-solving, leadership, managerial communication, teamwork and collaboration, and ethical decision-making.

Program Design

The program is designed with six core courses (18 credits), three concentration courses (9 credits), and the experiential learning capstone course (3 credits). The six core courses will enhance students' data analytics and technology skills. This core curriculum is supplemented by three concentration courses in decision-making and management, in which students will apply the knowledge and skills learned in the core courses to their concentration of choice: management or education. The experiential learning capstone allows students to integrate their learning throughout the program and apply it in a real-world setting.

Program Delivery and Tuition Rate

This 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. It is billed at the non-MBA rate.

Admission

Admission to this program is selective. This program enrolls new students in the fall and spring terms. To be considered for admission candidates should possess a bachelors degree and the following prerequisites or the equivalent of:

- statistics
- information technology

A candidate who has not completed these prerequisites may be accepted into the program but acceptance will be contingent upon completing the courses within the first year.

Application

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

The M.S. in Applied Analytics offers **two concentrations:** Management and Education. The exact enrollment sequencing of these concentrations should be planned between the student and the advisor as part of degree planning.

Program Curriculum

All students will be required to take six core courses (18 credits), three courses in their area of concentration (9 credits), and the capstone course (3 credits).

Code	Title	Credits
CORE COURSES (18 credits)		*18*
INFT 6015	Database Design and Management (3cr)	
APAN 6015	Data Models and Structured Analysis (3cr)	
APAN 6010	Computer Aided Multivariate Analysis (3cr)	
APAN 6020	Data Mining & Machine Learning for AI (3cr)	
MGMT 6095	E-Commerce Marketing Strategies (3cr)	
MGMT 6185	Quantitative Methods for Decision Making (3cr)	
CONCENTRATION COURSES (9 credits)		*9*
Management Concentration		
PPOL 6020	Research Methods (3cr)	
APAN 6025	Applied Management Analytics (3cr)	
Choose one (3cr):		
MGMT 6040	High Performance Management	
or MGMT 6105	Leadership in Public & Nonprofit Organizations	
Education Concentration		
PPOL 6020	Research Methods (3cr)	
CURI 6015	Leading in a Learning Environment (3cr)	
EDET 6080	Evaluation Assessment and Data Driven Learning Design (3cr)	
CAPSTONE COURSE (3 credits)		*3*
APAN 7010	Applied Analytics Capstone (3cr)	
Total Credits		**30**

Upon completion of the M.S. in Applied Analytics, students should be able to:

- Leadership: Evaluate large stores of data as part of database design to discover patterns and trends that go beyond simple analysis to new and industry-leading insights;
- Problem Solving Critical Thinking: Apply analytic tools such as machine learning and artificial intelligence to critically evaluate applied research, and develop meaningful insights;
- Disciplinary Knowledge: Analyze descriptive and inferential statistics and interpret the computer-generated statistical results with data visualization in business applications using programming languages such as R and Python;
- Ethical Reasoning: Develop ethical decision-making competencies through statistical methods and the application of analytical tools such as Microsoft Power BI;
- Strategic Thinking: Strategize how the issues facing leaders and decision makers, in a variety of fields, can be resolved ethically;
- Managerial Communication: Analyze and present big data to make strategic decisions including resource allocation. Bridge the communication gap between technical and traditional business managers; and
- Teamwork: Collaborate and contribute effectively to the achievement of organizational goals in a team environment.

Applied Behavior Analysis, Master of Science

The Master of Science (M.S.) in Applied Behavior Analysis (ABA) program prepares students to become Board-Certified Behavior Analysts (BCBA) and New York State Licensed Behavior Analysts. Applied Behavior Analysts focus on the science of human behavior. This program focuses on compassionate behavior change. Students may acquire field experience in a variety of settings, including schools, residential facilities, healthcare organizations, or community settings. This program was designed to align with the Association for Behavior Analysis International's Verified Course Sequence requirements and New York State's requirements for Licensed Behavior Analysts.

Program Delivery and Tuition Rate

Students may enroll full or part-time and can complete the 41-credit program in as little as two years. The M.S. in Applied Behavior Analysis offers a fully online curriculum paired with required clinical experiences to provide a rigorous, yet flexible program. Students may acquire field experience in a variety of settings, including schools, residential facilities, healthcare organizations, or community settings. This program is billed at the non-MBA rate.

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Admission

Admission to this program is selective. This program enrolls new students in the fall term only. An interview may be required with program faculty once a student is deemed eligible for the program.

Application

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

The following tables outline the required courses and suggested enrollment sequence of the program. 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.

Required Courses

Code	Title	Credits
CORE Courses		
APPL 6005	Applied Behavior Analysis I	3
APPL 6010	Applied Behavior Analysis II	3
APPL 6015	Single Subject Design &Measurement	3
APPL 6020	Developing & Increasing Socially Significant Behaviors	3
APPL 6025	Functional Behavioral Assessment	3
APPL 6030	Ethics in Applied Behavior Analysis	3
APPL 6035	Supervision and Staff Training	3
APPL 6040	Maintaining Client Records in Applied Behavior Analysis	2
APPL 6045	Autism Spectrum Disorder & Evidence Based Practices	3
EDUC 6045	Teaching Diverse Learners	3
CAPSTONE Courses		
APPL 7001	Applied Behavior Analysis Capstone I	2
APPL 7002	Applied Behavior Analysis Capstone II	2
APPL 7003	Applied Behavior Analysis Capstone III	2
PRACTICUM Courses		
APPL 7005	Applied Behavior Analysis Practicum I	3
APPL 7010	Applied Behavior Analysis Practicum II	3
Total Credits		**41**

Suggested Enrollment Sequence

This suggested sequence is based on a typical full-time (9cr) schedule. The exact enrollment sequence should be planned between the student and the advisor as part of degree planning.

Course	Title	Credits
First Year		
Fall		
APPL 6005	Applied Behavior Analysis I	3
APPL 6015	Single Subject Design &Measurement	3
	Credits	**6**
Spring		
APPL 6010	Applied Behavior Analysis II	3
APPL 6020	Developing & Increasing Socially Significant Behaviors	3
APPL 7005	Applied Behavior Analysis Practicum I	3
	Credits	**9**
Summer		
APPL 6040	Maintaining Client Records in Applied Behavior Analysis	2
EDUC 6045	Teaching Diverse Learners	3
	Credits	**5**
Second Year		
Fall		
APPL 6025	Functional Behavioral Assessment	3
APPL 6030	Ethics in Applied Behavior Analysis	3
APPL 7001	Applied Behavior Analysis Capstone I	2
APPL 7010	Applied Behavior Analysis Practicum II	3
	Credits	**11**
Spring		
APPL 6035	Supervision and Staff Training	3
APPL 6045	Autism Spectrum Disorder & Evidence Based Practices	3
APPL 7002	Applied Behavior Analysis Capstone II	2
APPL 7003	Applied Behavior Analysis Capstone III	2
	Credits	**10**
	Total Credits	**41**

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

- Describe the fundamental theories, principles, and practices of applied behavior analysis.
- Apply the principles of applied behavior analysis, including assessment, research methodologies, and evidence-based practices

to address a range of behavioral issues with individuals with autism spectrum disorder in varied settings.

• Become skilled consumers of research to evaluate evidenced-based practices that might be utilized to engage in socially significant behavior change for individuals with autism.

• Apply the principles of applied behavior analysis to serve individuals with autism.

• Adhere to New York State and Federal regulations and guidelines.

• Work effectively and ethically with a variety of professional colleagues including direct reports.

• Develop culturally humble behaviors to serve individuals with autism and their families, and to collaborate effectively with other professionals.

Business Management, Master of Business Administration

The Master of Business Administration (M.B.A.) in Business Management is a 36-credit, fully online program designed for aspiring, early and mid-career managers and professionals who are interested in enhancing their managerial and professional skills, advancing opportunities for upward mobility, or fulfilling management and leadership roles in businesses or nonprofit organizations. 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 gives students the opportunity to specialize their degree by choosing from seven concentrations:

- *General Business*[1]
- *Human Resource Management**
- *Business Analytics*
- *Healthcare Management*
- *Nonprofit Management*
- *Project Management*
- *Finance*

[1] In addition to their master's degree, students in the General Business concentration can incorporate an advanced graduate certificate into their degree program and earn a second credential. Certificate options are found in the Advanced Certificates section of this catalog.

* The Society for Human Resource Management (SHRM) Alignment SHRM has acknowledged that SUNY Empire State University's MBA in Business Management with a specialization in **Human Resource Management** has received renewal of its alignment with SHRM's *HR Curriculum Guidebook and Templates* until December, 2025. Throughout the world, 451 programs in 341 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels.

Program Delivery and Tuition Rate

While most of this program is delivered online asynchronously, some courses may have a small number of synchronous supplemental learning opportunities via webinars 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. This program is billed at the MBA rate.

Admission

Admission to this program is selective. This program enrolls 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 foundational 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 Empire State University foundation courses (3-9 credits) as part of the degree:

Code	Title	Credits
MGMT 6000	Applied Business Statistics	3
MGMT 6010	Financial Accounting	3
MGMT 6015	Principles of Economics	3
Total Credits		**9**

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

Application

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

The M.B.A. in Business Management program gives students the opportunity to specialize their degree by choosing from seven concentrations: General Business, Finance, Human Resource Management*, Healthcare Management, Nonprofit Management, Business Analytics, or Project Management. In addition to their master's degree, students in the General Business concentration can incorporate an advanced graduate certificate into their degree program and earn a second credential.

Program Curriculum

The M.B.A. in Business Management's curriculum consists of eight core courses (24 credits), three concentration courses (9 credits), and a capstone course (3 credits) as outlined below.

Prerequisite Requirements [1] (0-9 credits)

Code	Title	Credits
MGMT 6000	Applied Business Statistics	3
MGMT 6010	Financial Accounting	3
MGMT 6015	Principles of Economics	3

Core Courses (24 credits)

Code	Title	Credits
MGMT 6020	Leadership & Executive Development	3
MGMT 6025	Strategic Perspectives of Global Management	3
MGMT 6030	Management Information Systems & Data Visualization	3
MGMT 6040	High Performance Management	3
MGMT 6016	Financial Management	3
or MGMT 6075	International Financial Management	
MGMT 6050	Operations and Supply Chain Management	3
MGMT 6122	Corporate Communication and Marketing Strategy	3
or MGMT 7005	Global Marketing Strategies	
MGMT 6060	Managerial Economics	3
or MGMT 6065	Economics for Global Managers	

General Business Concentration (9 credits)
select 3 open electives
Finance Concentration (9 credits)
select 3 from the following courses:

Code	Title	Credits
FSMA 6010	Quantitative Methods in Finance	3
FSMA 6020	Investment Analysis	3

FSMA 7015	Strategies of Financial Management	3
FSMA 6080	International Accounting	3
FSMA 6095	International Financial Law & Regulation	3
FSMA 7020	Global Financial Strategy	3

Healthcare Management Concentration (9 credits)
select 3 from the following courses:

Code	Title	Credits
HCLM 6075	Managing Healthcare Systems	3
HCLM 6080	Health Policy & Management	3
HCLM 7005	Healthcare Strategic Communication	3
HCLM 6065	High Performance Leadership	3

Business Analytics Concentration (9 credits)
select 3 from the following courses:

Code	Title	Credits
INFT 6015	Database Design and Management	3
APAN 6020	Data Mining & Machine Learning for AI	3
APAN 6015	Data Models and Structured Analysis	3
MGMT 6155	Strategies for Marketing Research	3
MGMT 6095	E-Commerce Marketing Strategies	3

Nonprofit Management Concentration (9 Credits)

Code	Title	Credits
MGMT 6160	Strategic Planning for Public & Nonprofit Organizations	3
MGMT 7055	Strategic Marketing for Nonprofit Organizations	3
MGMT 6022	Grant Writing for Public and Nonprofit Organizations	3

Human Resource Management Concentration (9 credits)

Code	Title	Credits
MGMT 6125	Managing Human Capital	3
MGMT 6135	Performance Management & Total Rewards	3
MGMT 7045	Strategic Human Resource Management	3

Project Management Concentration (9 credits)

Code	Title	Credits
MGMT 6115	Tools & Processes in Project Management	3
MGMT 6120	Managerial Perspectives of Project Management	3
MGMT 7070	Strategy & Tactics in Project Management	3

Capstone (3 credits)

Code	Title	Credits
MGMT 7080	Strategic Business Applications	3

[1]This program builds upon foundation requirements in statistics (3 credits), macroeconomics/microeconomics (3-6 credits), and accounting (3 credits). These requirements can be met by either undergraduate or graduate coursework with similar content completed prior to entering the program or by incorporating the following foundation courses (0-9 credits) into your degree. If all prerequisites have been completed prior to admission, the MBA degree will consist of 36 credits. If prerequisites have not been met prior to admission, the degree will consist of 39-45 credits, depending on the number of prerequisites, which must be completed.

#back to enrollment sequences (p.   ) (p.   )

* The Society for Human Resource Management (SHRM) Alignment

SHRM has acknowledged that Empire State University's MBA in Business Management with a specialization in **Human Resource Management** has received renewal of its alignment with SHRM's *HR Curriculum Guidebook and Templates* until December, 2025. Throughout the world, 451 programs in 341 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels.

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

- Disciplinary Knowledge: Integrate core functional knowledge to facilitate sound managerial decision-making;
- Critical Thinking and Problem Solving: Integrate theory and practice to analyze business problems through inference and evaluation;
- Strategic Thinking: Demonstrate knowledge of theory and application of qualitative and quantitative methods to facilitate problem solving;
- Leadership: Manage organizational processes and transformational change effectively;
- Ethical Reasoning: Apply theory and tools necessary for sound ethical reasoning;
- Global Understanding: Assess the challenges associated with managing in a global environment;
- Managerial Communication: Communicate effectively orally and in writing across managerial contexts and with diverse stakeholders; and
- Teamwork: Contribute effectively to the achievement of organizational goals in a team environment.

Childhood Special Education, Master of Arts in Teaching

Empire State University's Master of Arts in Teaching (M.A.T.) in Childhood Special Education program is a 45-credit, innovative, clinically rich, approved teacher education program designed to meet the diverse needs and experiences of our students. The fully accredited program is designed for both career changers and recent college graduates seeking 1-6 New York State Initial certification. This **Transitional B** pathway is designed to be completed in two to three years of part-time study.

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. The M.A.T. in Childhood Special Education program's goal is twofold:

- to produce caring and highly specialized teachers who have the ability to meet the challenges in today's inclusion classrooms; and
- to produce teacher candidates who facilitate the growth of their students by empowering students to actively participate in their learning and reach their highest potential.

Program Delivery and Tuition Rate

Using blended approaches of online and synchronous sessions, the M.A.T. in Childhood Special Education program is able to serve students across New York State. Completion of the program (and passing the appropriate certification exams) leads to Students with Disabilities 1-6 Generalist Initial and Professional certification. The M.A.T. in Childhood Special Education program features extensive mentoring by program faculty, attention to the Common Core Learning Standards and other contemporary issues in New York State education, and a clinical orientation including extensive immersion in New York State schools. This program is billed at the non-MBA rate.

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Admission

Admission to this program is selective. This program enrolls new students in the fall term only. A candidate must hold a bachelor's degree from a regionally accredited institution.

An ideal candidate will:

- possess 24 credits in the liberal arts and sciences distribution (6 credits in Math, Science, Social Studies and English);
- and have a cumulative GPA of 3.0, or the equivalent.

Application

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

Particular attention will be given to instructional design for the inclusive and co-teaching classrooms; special education identification and assessment practices; classroom management and behavioral interventions; foundations of research with an emphasis on action research; and applied behavioral analysis for severe stereotypical behavior.

Transitional B certification is a full New York State teaching certification that allows qualified students to seek employment as teachers of record after just one year in the program. First-year requirements include successful completion of:

- 18 credits of introductory Special Education coursework
- 50 hours of field experience in New York State schools
- Appropriate New York State Certification Exams
- Child Abuse, School Violence, Autism, & DASA training
- any liberal arts and sciences course deficiencies identified at admission

During the second and third years of the Transitional B certification pathway, students may continue their coursework while working as a full or part-time 1-6 special education teacher in a New York State school[2]. In this setting, students will be mentored by faculty members and networked with other Transitional B certification teachers across the state. The program culminates in the Mentored Teaching Capstone course. In addition to completing the 45-credit program, students must pass the Students with Disabilities CST Exam in order to qualify for Initial certification.

Suggested Enrollment Sequence

First Year		
Fall		**Credits**
SPED 6005	Introduction to History of Special Education Law [1]	3
SPED 6010	Child and Adolescent Development [1]	3
	Credits	**6**
Spring		
EDUC 6015	Exceptionalities: Individualizing Learning [1]	3
SPED 6025	Teaching & Learning Across the Contents: Methods I [1]	3
	Credits	**6**
Summer		
SPED 6040	Children with Disabilities: Moderate and Severe [1]	3
SPED 6045	Behavioral Management & Intervention [1]	3
	Credits	**6**
Second Year		
Fall		
SPED 6055	Teaching Exceptional Children in Inclusive Settings	3
SPED 6065	Special Education Mentored Teaching I	3
	Credits	**6**
Spring		
SPED 6060	Psychoeducational Assessment Practices & IEP Development	3
SPED 6080	Special Education Mentored Teaching II	3
	Credits	**6**
Summer		
SPED 6085	Collaboration in Special Education	3
	Credits	**3**

Third Year

Fall

SPED 7030	Special Education Mentored Teaching III	3
CURI 6050	Literacy Assessment	3
	Credits	**6**

Spring

EDUC 6130	Literacy Across the Curriculum	3
SPED 7035	Special Education Mentored Teaching Capstone	3
	Credits	**6**
	Total Credits	**45**

[1] Each course integrates structured field experiences in New York State schools.

[2] Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs (e.g. teacher certification programs) and/or to meet licensure/certification requirements for certain professions (e.g. K-12 teaching). Students who have concerns about such matters are advised to contact the dean's office of their intended academic program.

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; and
- Demonstrate reflective professional growth practices.

Community and Economic Development, Master of Arts

The Master of Arts (M.A.) 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 those 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.

Program Delivery and Tuition Rate

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

Admission

Admission to this program is selective. This program enrolls new students in the fall and spring terms. Applicants should possess a bachelor's degree.

Application

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

This 30-credit program's curriculum consists of 5 required core courses (15 credits), 4 concentration courses (12 credits) in the form of electives based on your area of interest, and a final capstone course (3 credits).

Code	Title	Credits
PPOL 6007	Policy Process	3
PPOL 6030	Public Policy Analysis	3
CAED 6010	Principles of Community & Economic Development	3
CAED 6040	Stakeholder-Sensitive Business Models	3

CHOOSE:		
PPOL 6021	Methods for Policy Research (preferred course)	3
OR		
PPOL 6020	Research Methods (if you intend to pursue doctoral studies)	
CAED 7010	Final Project - Professional Project: Community & Economic Development	3
Electives		12
Total		30

Transfer Credit

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Credit Request Form available through the quicklinks box of the Graduate Student Center on MySUNYEmpire (https://www.sunyempire.edu/mysunyempire/).

Typically, 9 credits are acceptable for transfer subject to the Transfer Credit Policy (located in the policy section of this catalog).

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. The purpose 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 tightly-constructed prose, of a well-reasoned defensible approach to the issue that draws on relevant concepts from previously completed coursework.

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. 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.

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;
- Intensively engage with specific policy issues;
- Engage in sustained, disciplined research effort; and
- Develop competencies that they are likely to need as professionals in the public policy arena.

Curriculum and Instruction, Master of Education

The Master of Education (M.Ed.) in Curriculum and Instruction 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 New York State teacher certification. Teacher certification is possible through the college's Master of Arts in Teaching (M.A.T.) Program.

PROGRAM DELIVERY AND TUITION RATE

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

ADMISSION

Admission to this program is selective. This program enrolls new students in the fall, spring, and summer terms.

APPLICATION

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

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.

PROGRAM CURRICULUM

Code	Title	Credits
Required Courses		*15*
CURI 6005	Introduction to Critical Pedagogy	
CURI 6010	New Media & New Literacies	
CURI 6015	Leading in a Learning Environment	
CURI 6020	Contemporary Issues in Learning and Teaching	
CURI 7122	Research Design	
Electives (4)		*12*
Capstone		*3*
CURI 7030	Final Project - Capstone Project: MEd Curriculum and Instruction	
Total Credits		**30**

The suggested sequencing tables below are based on a part-time schedule. Examples of concentration elective courses are listed below the sequencing.

FALL TERM START COURSE SEQUENCE

Code	Title	Credits
First Year		
FALL		
CURI 6005	Introduction to Critical Pedagogy	3
CURI 6010	New Media & New Literacies	3
SPRING		
CURI 6015	Leading in a Learning Environment	3
CURI 6020	Contemporary Issues in Learning and Teaching	3
SUMMER		
Approved Concentration Elective		3
Approved Concentration Elective		3
Second Year		
FALL		
Please Note: You may not enroll for more than 21 credits without an approved degree program in place.		
CURI 7122	Research Design	3
Approved Concentration Elective		3
SPRING		
Approved Concentration Elective		3
CURI 7030	Final Project - Capstone Project: MEd Curriculum and Instruction	3
Total Credits		**30**

SPRING TERM START COURSE SEQUENCE

Code	Title	Credits
First Year		
SPRING		
CURI 6015	Leading in a Learning Environment	3
CURI 6020	Contemporary Issues in Learning and Teaching	3
SUMMER		
Approved Concentration Elective		3
Approved Concentration Elective		3
FALL		
CURI 6005	Introduction to Critical Pedagogy	3
CURI 7122	Research Design	3
Second Year		
SPRING		
CURI 6010	New Media & New Literacies	3
Approved Concentration Elective		3
Please Note: You may not enroll for more than 21 credits without an approved degree program in place.		
SUMMER		
Approved Concentration Elective		3
CURI 7030	Final Project - Capstone Project: MEd Curriculum and Instruction	3
Total Credits		**30**

EXAMPLES OF CONCENTRATION COURSES:
LITERACY

Code	Title	Credits
CURI 6030	Foundations of Literacy	3
EDUC 6130	Literacy Across the Curriculum	3
CURI 6050	Literacy Assessment	3
CURI 6045	Literacy & Literature	3

FOUNDATIONS OF TEACHING (CHOOSE 4 OF 5)

Code	Title	Credits
CURI 6075	Social Foundations of Education	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
EDUC 6010	Middle Childhood & Adolescent Development	3
CURI 6070	Understanding Diverse Learners	3
CURI 6016	Creating Safe Schools and Communities	3

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 information found in the Course Catalog will provide you with a description of electives offered through the School for Graduate Studies and those specific to the M.Ed. program.

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Credit Request Form available through the Quicklinks box of the Graduate Student Center on MySUNYEmpire (https://www.sunyempire.edu/mysunyempire/).

FINAL PROJECT

For the Final Project of the M.Ed. in Curriculum and Instruction degree, students will be required to take two courses: Research Design and Final Project Capstone. In the design course, students will choose between a curriculum project, a professional development project or a community-based project and develop the literature review. The literature review will then be utilized in the last course, the capstone, where the project is completed. Each of the courses will have an individual instructor who will be the sole grader for each. Enrollment in the Final Project Capstone depends on a B or better in Research Design.

For the final project in the M.Ed. in Curriculum and Instruction, students should follow APA guidelines and include the following components: An Introduction (Students will identify their topic and research question), A literature review/framework (Students will ground their topic in peer reviewed research), Project Design and Mapping (Students will explain their project content and design and map their project to relevant standards and/or community needs), and Assessment/Evaluation (Students will explain how they will know that their project is having an impact on students and/or the community).

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;
- Develop learning activities that utilize new media to foster the development of theories and methods that impact creative expression and communication across modalities and genres;
- Develop strategies to effectively infuse social media into the work of communities of learning;
- Adapt instructional strategies in response to institutional and systemic changes while developing students' capacity to become change agents toward a more just and democratic society;
- Analyze and critique educational research studies including identifying components, methodologies, variables, theoretical frameworks, and ethical issues;
- Design a curricular or community-based project, based on researching best practices that can enhance P-20 learning; and
- Evaluate how the roles of educational researcher and reflective practitioner contribute to students' identities as educators.

Cybersecurity, Master of Science

The Empire State University Master of Science (M.S.) in Cybersecurity is a 30-33 credit, fully online program. This program offers students an in-depth understanding of technology, policy, and security measures that are necessary for information security implementations. Upon graduation, students will be prepared to design and execute sophisticated solutions that protect global systems and infrastructures.

The 30-credit pathway is designed to attract IT professionals in the Science, Technology, Engineering, and Mathematics (STEM) fields who wish to advance their career opportunities in the cybersecurity field. To prepare students new to the field, the program offers an alternate 33-credit pathway which includes an additional 3-credit IT essentials course taken in the first term. The 30-33 credit M.S. in Cybersecurity degree program may be completed within two years.

PROGRAM DELIVERY AND TUITION RATE

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. The program is billed at the non-MBA rate.

ADMISSION

Admission to this program is selective. This program enrolls new students in the fall and spring terms. Applicants should possess a bachelor's degree with foundational knowledge or experience in computer programming and computer networks. A candidate who is found to be lacking the proper foundational knowledge may be accepted into the program, but will be required to take the additional 3-credit foundation course:

Code	Title	Credits
INFT 6122	Essentials of Information Technology	3

APPLICATION

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

Code	Title	Credits
Foundation Course		
INFT 6122	Essentials of Information Technology [1]	3
Core Courses		
INFT 6045	IT Security Policies & Procedure	3
INFT 6065	Ethical Hacking and Network Defense	3
INFT 6070	Cybersecurity Risk Analysis and Management	3
INFT 6132	Network Administration	3
INFT 6142	Computer Systems Security	3
INFT 6147	Enterprise Information Security Management	3
INFT 6157	Data and Application Security	3
Elective 1		3
Elective 2		3
Capstone Course		
INFT 7005	Cyber Security Integration Strategies	3
	Total Credits 30-33 [1]	

[1] *Applicants must demonstrate foundation knowledge in computer programming and computer networks. Applicants who are found to be lacking this foundational knowledge must take INFT 6122.*

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

- Disciplinary Knowledge: Demonstrate knowledge and understanding of the policies and stakeholders and to secure a computer-based system, process, or program to meet business needs.
- Professional Decision Making: Analyze and resolve security issues in networks and computer systems to secure an IT infrastructure. Also, design, develop, test and evaluate secure software.
- Master of Methods and Tools: Apply current techniques, skills, and tools necessary for cyber defense within an organization.
- Capacity for Innovation and Collaboration: Develop policies and procedures to manage enterprise security risks. Analyze the local and global impact of computing on individuals, organizations, and society.
- Ethics and IT Compliance: Describe professional, ethical, legal, security, and social issues and responsibilities related to computing.

Educational Leadership and Change, Educational Doctorate

The 54-credit Educational Doctorate (Ed.D.) in Educational Leadership and Change is designed to prepare mid--career practicing professionals to hold leadership positions in higher education, where graduates serve as change agents. The Educational Leadership and Change program uses a scholar-practitioner model, which starts with the assumption of self-directed, collaborative learning among researchers, practitioners, educators, and students to produce scholar practitioners. Scholar-practitioners apply their scholarship to practice being able to develop and create new knowledge which informs their work and the work of others (Shapiro, 2003).

Learning in a community of practice through cohorts is one of the central tenets of this program. It is facilitated through face-to-face and online interaction among students and faculty. Four residencies are held in total: a virtual residency at the start of the first year, followed by three two-to-three day residencies in person in May/June. These face-to-face meetings are held in Saratoga Springs and encompass workshops and course meetings. Each cohort constructs its community of practice throughout the program, learning together in embodied and integrated ways, and is supported by an innovative programmatic e-learning space. A sense of shared commitment and responsibility is nurtured over time. This cohort provides an environment for this model of learning to occur. Students culminate their program with a directed research project based in their own site of practice or directed at issues in their field.

Program Delivery and Tuition Rate

Most of the Ed.D. program is delivered online asynchronously. In addition, the program is supported by four required cohort residencies which provide interpersonal experiences, and access to a community space that supplements the online course work.

The first cohort residency is typically held at the start of the first term, followed by a short in-person residency in May/June at the end of years one, two and three. Students should refer to the catalog calendar, course syllabi, and the Term Guide (https://banner.sunyempire.edu/StudentRegistrationSsb/ssb/term/termSelection/?mode=search) for exact dates, locations and times.

This program is billed at the non-MBA rate.

Admission

The audiences for this program are higher education professionals and faculty who are looking to advance into upper leadership positions in the higher education ecosystem. Applications for admission are reviewed using a holistic approach that takes into account the totality of an applicant's educational and professional accomplishments and potential for successful completion of the program and leadership in higher education. Applicants to the Ed.D. in ELC program are required to have an earned master's degree in a related area. At minimum, applicants should have coursework or significant related experience in History and Philosophy of Higher Education, and Economics and Finance of Higher Education. Following program admission, students have up to one academic year to complete any outstanding prerequisite courses (a maximum of two courses).

Please review full admission requirements and procedures found on the Admissions (p. 616) page of this catalog.

Program Curriculum

The Ed.D. in Educational Leadership and Change requires a total of 54 credit hours beyond the master's degree. The required prerequisite master's coursework in the areas recommended by the Council for the Advancement of Higher Education Programs, provide the foundation on which the Ed.D. builds to prepare mid-career professionals to be successful leaders in higher education.

Required Courses

The program begins with 12 credits of core coursework in the fundamental areas of leadership and change, 9 credits of research coursework, and 12 credits of advanced core coursework. Students then complete 6 credits of electives and the capstone sequence, which includes both a comprehensive portfolio assessment and a dissertation.

Code	Title	Credits
CORE COURSES		**12**
EDLC 6000	Foundational Seminar: Critical Analysis and Communication	
EDLC 6001	Principles of Higher Education Leadership	

EDLC 6002	Organizational Change Theory and Practice	
EDLC 6006	Ethical Leadership in the Academy	
RESEARCH COURSES		**9**
EDLC 6003	Research Methods in Education	
EDLC 6004	Qualitative Research Analysis through Applied Research	
EDLC 6005	Quantitative Research Methods	
ADVANCED CORE COURSES		**12**
EDLC 7003	Models of Organizational Administration and Finance	
EDLC 7005	Leading Change in Social Justice and Diversity	
EDLC 7020	Perspectives on Higher Education Administration, Management and Leadership	
EDLC 7021	Institutional Culture and Strategic Change Management in Higher Education	
ELECTIVES (Choose 2)		**6**
EDLC 7014	Immigration and Higher Education (3 Cr.)	
EDLC 7013	Data Informed Decision Making in Higher Education (3 Cr.)	
EDLC 7996	Special Topics in EDLC (3 Cr.)	
EDLC 7998	Individualized Studies in EDLC (1-8 Cr.)	
CAPSTONE COURSES		**15**
EDLC 8000	Professional Portfolio Seminar	
EDLC 8001	Advanced Research Methods	
EDLC 8002	Dissertation I	
EDLC 8003	Dissertation II	
EDLC 8004	Dissertation III	
Total Credits		**54**

Cross Registration and Transfer Credits

Students may transfer in or cross-register for no more than 6 credits toward the core, advanced core, research, or elective coursework. Students may not cross-register or transfer in credit toward capstone courses (i.e. EDLC 8000-8004). To be eligible for consideration, transfer credits must be:

- 7000-level or above
- from a regionally accredited college or university
- a final grade of B or better
- no more than seven years old at the time of the student's admission to the graduate program

Approval occurs in consultation with advisor after admission.

Suggested Enrollment Sequence

The table below outlines the typical half-time schedule sequencing. Supplementing this online coursework will be close mentorship, four short required residencies; one virtual and three face-to-face, and access to an online community space.

Course	Title	Credits
First Year		
Fall		
First Cohort Virtual Residency and Orientation		
EDLC 6000	Foundational Seminar: Critical Analysis and Communication	3
EDLC 6001	Principles of Higher Education Leadership	3
	Credits	**6**
Spring		
EDLC 6002	Organizational Change Theory and Practice	3
EDLC 6003	Research Methods in Education	3
	Credits	**6**
Summer		
EDLC 7003	Models of Organizational Administration and Finance	3
EDLC 6006	Ethical Leadership in the Academy	3
Second Residency (2-day Face-to-Face)		
	Credits	**6**
Second Year		
Fall		
EDLC 6005	Quantitative Research Methods	3
EDLC 7021	Institutional Culture and Strategic Change Management in Higher Education	3
	Credits	**6**
Spring		
EDLC 6004	Qualitative Research Analysis through Applied Research	3
EDLC 7005	Leading Change in Social Justice and Diversity	3
	Credits	**6**
Summer		
Third Residency (2-day Face-to-Face)		
EDLC 7020	Perspectives on Higher Education Administration, Management and Leadership	3
Elective		3
	Credits	**6**
Third Year		
Fall		
EDLC 8000	Professional Portfolio Seminar	3
Elective		3
	Credits	**6**
Spring		
EDLC 8001	Advanced Research Methods	3
	Credits	**3**
Summer		
EDLC 8002	Dissertation I	3
Fourth Residency (2-day Face-to-Face)		
	Credits	**3**
Fourth Year		
Fall		
EDLC 8003	Dissertation II	3
	Credits	**3**
Spring		
EDLC 8004	Dissertation III	3
	Credits	**3**
	Total Credits	**54**

Dissertation

The Final Project of this Doctoral program is an applied dissertation which is:

- Research embedded in the student's professional context;
- Requires implementation process of an intervention or an action plan after conducting an extensive study of the topic using appropriate research designs;
- Designed to demonstrate the student's ability to use data/research to solve practical problems;
- Provides the opportunity to design new curricula, new policies, and/or new ways of introducing reform in their college or university; and

- Is an exercise whereby doctoral students demonstrate their ability to frame change as leaders and implement it using data to drive their professional efforts.

Students should be mindful of the six, non-course critical points of the program as described below and must successfully address the requirements at each point to progress.

Non-course Ed.D. Critical Points

Critical Point 1 - Year 1 Residencies
- First residency is held shortly after the start of the fall term and is a virtual meeting.
- Second residency is held shortly after the start of the summer term and is an in-person meeting.
- Attendance is required at both residencies.

Critical Point 2 - Year 2 Residency
- Third residency is held a few weeks after the start of the summer term.
- This is an in-person meeting and attendance is required.

Critical Point 3 - Professional Portfolio and IRB
- Need successful completion of EDLC 8000 and approval of Dissertation Prospectus & Portfolio form before enrolling in EDLC 8002
- FORM 1 = Dissertation Prospectus & Portfolio form - to be submitted after EDLC 8000.
- FORM 2 = Dissertation IRB Approval form - to be approved (if applicable) after EDLC 8000 with supervision of the Dissertation Chair.

Critical Point 4 - Dissertation Committee and Candidacy
- FORM 3 = Dissertation Committee form - to be approved at the beginning of EDLC 8001 as part of the course.
- FORM 4 = Dissertation Candidacy form - to be approved before enrolling in EDLC 8002.

Critical Point 5 - Final Residency
- Fourth residency is held a few weeks after the start of the summer term.
- This is an in-person meeting and attendance is required.

Critical Point 6 - Completion of Dissertation
- During last term of enrollment, student completes online application for graduation from the Ed.D. program.
- At the completion of EDLC 8004, student defends dissertation. Defense is an open event, typically two hours in length and may be held virtually or in-person.
- FORM 5 = Dissertation Completion form - to be approved if student passes defense.
- When all requirements are met as discussed with the doctoral committee, and any necessary revisions are addressed, student submits final dissertation for publication in library repository.[1]

Students should be in regular contact with their academic advisor and refer to the Ed.D. Student Handbook for guidance regarding the dissertation's specific policies and procedures. The handbook and all required forms can be found on MySUNYEmpire (https://my.sunyempire.edu) under the Graduate Student Center link.

[1] Graduation clearance also involves verification that the dissertation was submitted to and approved for publication in UMI/ProQuest.

Upon completion of this program, students will be able to:

- Effectively communicate in oral and written form to a variety of stakeholders (e.g. students, employees, accreditors, and scholars) in both professional and scholarly settings;
- Apply research and data analysis to make leadership decisions that guide an institution of higher education through the process of innovation and change;
- Translate theories and principles of higher education leadership, change management, and innovation to practice as a scholar-practitioner to make leadership decisions that guide an institution of higher education through the process of innovation and change;
- Overcome barriers to the implementation of strategic change in higher education institutions;
- Make ethical leadership and management decisions to complex problems, in ambiguous situations, with multiple stakeholders; and
- Lead an institution of higher education to become more socially just through policies and strategies.

Educational Technology and Learning Design, Master of Arts

The Master of Arts (M.A.) in Educational Technology and Learning Design is an interdisciplinary program that is designed for individuals from a variety of backgrounds, where faculty members and students engage in authentic learning activities using educational technologies. These technologies include tools that extend face-face or online learning experiences beyond the training or classroom environment with a matrix of tools that can make up personal and networked learning environments. These tools include means of networking and communication; interacting in immersive environments; engaging in simulations and games; sharing resources; consolidating images, audio and video content; and collaborating on projects.

This program is appropriate for current instructional designers or those interested in instructional design careers for the college, school or corporate or professional organization training environments. K-12 teachers seeking **professional certification** may also benefit from this program. Community College or other faculty interested in expanding their understanding of instructional technology and learning design engage in this program for increased specialization. There are also specialized options for artists and arts educators along with those interested in a Science, Math, Technology and Engineering focus. 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 educational technology tools.

Program Delivery and Tuition Rate

While most of this program is delivered online asynchronously, some courses may have a small number of synchronous (same-time) supplemental learning opportunities via webinars 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. This program is billed at the non-MBA tuition rate.

Admission

Admission to the M.A. in Educational Technology and Learning Design is selective. This program enrolls new students in the fall and spring terms only.

Application

Please see the Graduate Admissions (https://catalog.sunyempire.edu/graduate/admission/) page of this catalog for a complete listing of materials required to complete a graduate application.

The M.A. in Educational Technology and Learning Design program offers a 30-credit professional-focused curriculum. Students will be required to take five core courses (15 credits), four elective courses in their area of concentration (12 credits), and one capstone course (3 credits). Students can choose to embed a certificate program for the electives or individualize the electives to support the capstone study.

Program Curriculum

Code	Title	Credits
Core Courses (5)		
EDET 6005	Learning with Emerging Technologies: Theory & Practice	3
EDET 6010	Media Literacies in Emerging Technologies	3
EDET 6015	Instructional Design for Online Learning Environments	3
EDET 6020	Issues and Ethics in the Digital Age	3
EDET 6025	Assessing Learning in Digital Environments	3
Concentration Electives (4)		12
Capstone		
EDET 7020	Capstone Project	3
Total Credits		**30**

Electives

Students can choose individualized electives, or they may embed one of the certificate programs below into their degree plan to satisfy its electives component. Degree program planning should begin before you enroll in electives.

- Advanced Certificate in Instructional Design and Emerging Technologies (p. 596)
- Advanced Certificate in Teaching and Training with Technology (p. 601)
- Advanced Certificate in STEM Education and Emerging Technologies (p. 600)
- Advanced Certificate in Emerging Media and Technology for the Arts (p. 592)

Students must apply to a certificate program separately.

Course Enrollment Sequence

The suggested course enrollment sequence for a part-time student beginning their program in the fall term is below.

Course	Title	Credits
First Year		
Fall		
EDET 6005	Learning with Emerging Technologies: Theory & Practice	3
EDET 6015	Instructional Design for Online Learning Environments	3
	Credits	**6**
Spring		
EDET 6010	Media Literacies in Emerging Technologies	3
EDET 6020	Issues and Ethics in the Digital Age	3
	Credits	**6**
Summer		
EDET 6025	Assessing Learning in Digital Environments	3
Elective 1		3
	Credits	**6**
Second Year		
Fall		
Elective 2		3
Elective 3		3
	Credits	**6**
Spring		
Elective 4		3
EDET 7020	Capstone Project	3
	Credits	**6**
	Total Credits	**30**

Degree Program Planning

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/interests 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.

Capstone

The last term of the program offers an opportunity for students to work collaboratively or individually on their capstone project. The capstone allows students to design a specific project, a small program, or a creative endeavor that would meet a clear need in their educational, community, or work environments.

Capstone projects must be completed and demonstrated using the instructor-approved student's choice of online or emerging technology(ies), and must have a well-articulated statement of need, rationale, literature review and project design strategies (including a description of formative and summative evaluation techniques to be employed).

Upon completion, the Capstone documentation must include a written and video reflective statement on the design process and on the results of evaluation components. Capstone projects may be made accessible through a resource repository, at the student's discretion, for the benefit of future students, thereby advancing knowledge in the field. Using a Creative Commons license is suggested. At the conclusion of their capstone, students present their projects at the Virtual Showcase.

The three credit capstone course is typically offered in the spring and fall.

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.

Upon successful completion of this program, student should 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 learning design methods in these settings.
- Acquire the skills and capacity to identify, employ and evaluate technologically supported tools and learning design methodologies.
- Conduct original projects both individually and in collaborative faculty-student teams in order to expand knowledge in the field.

Finance, Master of Science

The 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 perspectives and a strong commitment to the high ethical standards required in the finance field. The program provides students with state-of-the-art skills and the knowledge necessary to compete in an increasingly challenging business environment. Additionally, as an affiliated university program[1] of the (http://www.cfainstitute.org)CFA Institute (CFA) (https://www.cfainstitute.org/en/programs/cfa/charter/)®, a significant portion of the core curriculum, with appropriate electives, covers the Institute's Candidate Body of Knowledge (CBOK)®.

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

- Commercial and retail banking
- Investment and insurance companies
- Security analysis, security trading and brokerage
- Corporate finance, venture capital, and private equity
- Corporate restructuring, merger and acquisition (M&A)
- Portfolio management and risk management
- Financial services and consulting
- Government financial auditors
- Financial information systems and data providers
- Financial data analysis

Program Design

This program is delivered through online instruction (asynchronous), 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 students may complete the program in 20 months if they enroll in 9 credits in the fall and spring terms and 3 to 6 credits during the summer terms. Part-time students may complete the program in 24-27 months.

Program Delivery and Tuition Rate

This master's program is delivered through online courses (asynchronous) and is billed at the non-MBA rate.

Course Materials Fee

The MS in Finance program requires access to online financial data. The School for Graduate Studies will provide access to this data via the London Stock Exchange Group (LSEG) Eikon web application for a fee, charged at the time of course registrations.

® The Candidate Body of Knowledge (CBOK) is a registered trademark owned by the Chartered Financial Analyst Institute (CFA).

[1] Completion of the MS in Finance program does not guarantee acceptance into or passage of any of CFA Institute's programs.

Admission

Admission to this program is selective. This program enrolls new students in the fall and spring terms. Applicants should possess a bachelor's degree in business or related field with the following prerequisites:

- 3 credits of financial accounting
- 3 – 6 credits of economics (micro or macro)
- 3 credits of statistics

Application

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

The MS in Finance program's curriculum consists of foundation courses, advanced core courses, electives, and the final capstone. Students must choose four elective courses to reflect their interests and to reinforce the individual focus of their degree, based on their chosen concentration (track). To satisfy this requirement, students may choose one of the three available concentrations below. Students can also incorporate advanced graduate certificates into their master's degree, without additional course work.[1]

Code	Title	Credits
FOUNDATION COURSES		
FSMA 6010	Quantitative Methods in Finance	3
FSMA 6015	Financial Economics	3
FSMA 6016	Financial Management	3
ADVANCED CORE COURSES		
FSMA 6020	Investment Analysis	3
FSMA 6025	Advanced Quantitative Methods in Finance	3
MGMT 6075	International Financial Management	3
FSMA 7015	Strategies of Financial Management	3
ELECTIVES		**12**
Corporate Finance track		
FSMA 6035	Financial Risk Management	
FSMA 6040	Mergers & Acquisitions	
FSMA 6045	Money Banking & Financial Institutions	
FSMA 6050	Financial Analysis & Control	
International Finance track		
FSMA 6080	International Accounting	
FSMA 6095	International Financial Law & Regulation	
MGMT 6065	Economics for Global Managers	
FSMA 6055	Financial Instruments & Derivatives	
General Finance track		
Choose four, 3-credit electives*		
CAPSTONE		
FSMA 7020	Global Financial Strategy	3
Total Credits		**36**

[1] Students wishing to receive a certificate must apply and be accepted into a certificate program.

electives*

Under the guidance of their academic advisor, students in the General Finance concentration may choose their electives (4) from the following course options:

Code	Title	Credits
FSMA 6035	Financial Risk Management	3
FSMA 6040	Mergers & Acquisitions	3
FSMA 6045	Money Banking & Financial Institutions	3
FSMA 6050	Financial Analysis & Control	3
FSMA 6055	Financial Instruments & Derivatives	3
FSMA 6080	International Accounting	3
FSMA 6095	International Financial Law & Regulation	3
MGMT 6065	Economics for Global Managers	3

Enrollment Sequence (part-time)

The following suggested enrollment sequence is based on a fall term start, half-time schedule.

Course	Title	Credits
First Year		
Fall		
FSMA 6010	Quantitative Methods in Finance	3
FSMA 6016	Financial Management	3
	Credits	**6**
Spring		
FSMA 6015	Financial Economics	3
MGMT 6075	International Financial Management	3
	Credits	**6**
Summer		
FSMA 7015	Strategies of Financial Management	3
	Credits	**3**
Second Year		
Fall		
FSMA 6025	Advanced Quantitative Methods in Finance	3
FSMA 6020	Investment Analysis	3
	Credits	**6**
Spring		
Elective 1		3
Elective 2		3
	Credits	**6**
Summer		
Elective 3		3
	Credits	**3**
Third Year		
Fall		
Elective 4		3
FSMA 7020	Global Financial Strategy	3
	Credits	**6**
	Total Credits	**36**

Enrollment Sequence (full-time)

The following suggested enrollment sequence is based on a fall term start, full-time schedule.

Course	Title	Credits
First Year		
Fall		
FSMA 6010	Quantitative Methods in Finance	3
FSMA 6016	Financial Management	3

FSMA 6020	Investment Analysis	3
	Credits	**9**
Spring		
FSMA 6015	Financial Economics	3
FSMA 6025	Advanced Quantitative Methods in Finance	3
MGMT 6075	International Financial Management	3
	Credits	**9**
Summer		
FSMA 7015	Strategies of Financial Management	3
Elective 1		3
	Credits	**6**
Second Year		
Fall		
Elective 2		3
Elective 3		3
	Credits	**6**
Spring		
Elective 4		3
FSMA 7020	Global Financial Strategy	3
	Credits	**6**
	Total Credits	**36**

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

- Disciplinary Knowledge: Students will be able to integrate core functional knowledge and quantitative methods in the areas of finance to facilitate sound financial decision-making processes;
- Critical Thinking and Problem Solving: Students will be able to integrate theory and practice to analyze financial problems through inference and evaluation;
- Strategic Thinking: Students will be able to demonstrate appropriate financial management skills to facilitate effective decision-making processes;
- Leadership: Students will be able to utilize the leadership capacity to be highly effective financial managers and leaders for financial decision-making;
- Ethical Reasoning: Students will be able to apply theory and tools necessary for sound ethical reasoning in finance;
- Global Understanding: Students will be able to understand the interdependencies in a fast-changing global financial environment;
- Managerial Communication: Students will be able to communicate effectively orally and in writing across a comprehensive range of financial contexts and with diverse stakeholders; and
- Teamwork: Students will be able to contribute collaboratively and effectively to the achievement of organizational financial goals in a team environment.

Healthcare Analytics, Master of Science

The Master of Science (M.S.) in Healthcare Analytics program is a 30-credit, online program that provides students with strategic approaches to healthcare decision-making within public and private institutions. These strategic approaches will be used to develop frameworks for solving analytical problems in the healthcare field. The tools and methods will also be used to make decisions on which data needs to be collected, what information systems can be effectively used to collect the data, and what analyses should be performed in order to inform healthcare decision-making.

PROGRAM DESIGN

The six core courses (18 credits) will enhance students' data analytics and technology skills. These core courses are supplemented by three specialized courses (9 credits), in which students will apply the knowledge and skills learned in the core courses to the healthcare industry. The experiential learning capstone course (3 credits) allows students to integrate their learning throughout the program and apply it in a real-world healthcare setting.

PROGRAM DELIVERY AND TUITION RATE

This 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. It is billed at the non-MBA rate.

ADMISSION

Admission to this program is selective. This program enrolls new students in the fall and spring terms. To be considered for admission candidates should possess a bachelors degree and the following prerequisites or the equivalent of:

- statistics
- information technology

A candidate who has not completed these prerequisites may be accepted into the program but acceptance will be contingent upon completing the courses within the first year.

APPLICATION

Please see the **Graduate Admission** section of this catalog for a complete listing of materials required to complete a graduate application.

Code	Title	Credits
INFT 6015	Database Design and Management	3
APAN 6015	Data Models and Structured Analysis	3
APAN 6010	Computer Aided Multivariate Analysis	3
APAN 6020	Data Mining & Machine Learning for AI	3
MGMT 6095	E-Commerce Marketing Strategies	3
MGMT 6185	Quantitative Methods for Decision Making	3
PPOL 6020	Research Methods	3
HCLM 6015	Health Information Management and Informatics	3
HCLM 6065	High Performance Leadership	3
HCAN 7010	Healthcare Analytics Capstone	3
Total Credits		**30**

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

- Leadership: Evaluate large stores of data as part of database design to discover patterns and trends that go beyond simple analysis to new and industry leading insights;
- Critical Thinking Problem Solving: Apply analytic tools such as machine learning and artificial intelligence to critically evaluate applied research;
- Disciplinary Knowledge: Analyze descriptive and inferential statistics and interpret the computer-generated statistical results with data visualization in healthcare applications using programming languages such as R and Python;
- Ethical Reasoning: Develop ethical decision-making competencies through statistical methods and the application of analytical tools such as Microsoft Power BI;
- Strategic Thinking: Strategize how the issues facing leaders and decision makers, in the healthcare field, can be resolved ethically;
- Managerial Communication: Analyze and present big data in order to make strategic decisions including resource allocation. Bridge the communication gap between technical and traditional healthcare managers; and
- Teamwork: Collaborate and contribute effectively to the achievement of organizational goals in a team environment.

Healthcare Leadership, Master of Business Administration

Today's challenging health care environment is intensifying the need for more effective leadership that combines strategic awareness, visionary prowess, operational expertise, and knowledge of health policy. The MBA in Healthcare Leadership (MBA-HCL) is a 42 credit online program, designed to enhance students' analytical, leadership, communication and problem solving skills while becoming proficient in the theory and practice of effective management of health care organizations. The program is ideal for:

- Healthcare executives and senior managers who seek hospital leadership positions
- Senior managers in health care fields, such as health insurance, pharmaceuticals, HMOs, and medical supply seeking to advance their knowledge and competencies
- Healthcare professionals and providers, for example, physicians, nurses, pharmacists, social workers, who aspire to leadership positions
- Allied health professionals, for example, rehabilitation therapists, imaging specialists, nutritionists, and public health specialists who seek leadership development
- Members of boards of directors seeking advanced knowledge of governance and core leadership competencies
- Professionals in such areas as legal, regulatory, marketing, HR, finance, IT, risk management, informatics, and patient relations who wish to contribute more fully to their organization's vision, learn about the relationship of health policy to their role, and gain skills for advancement

Assessment

Once admitted to the MBA program, you will have an opportunity to generate up to 9 credits through independent direct assessment (IDA)

exams. 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. Information regarding the topics covered in each IDA, along with suggestions about how to prepare for the IDA exams, are provided. Faculty members with subject matter expertise evaluate student performance on the IDAs. Students who wish to take these exams must take them in the first term of their program. Since the exams are only offered in the fall and spring terms, students starting their program in the summer term will not have an opportunity to take them until the following fall and should plan accordingly.

Transfer Credit

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Credit Request Form available through the Quicklinks box of the Graduate Student Center on MySUNYEmpire (https://my.sunyempire.edu).

Program Delivery and Tuition Rate

This master's program is delivered through online courses and is billed at the MBA rate.

Admission

Admission to this program is selective. This program enrolls new students in the fall, spring, and summer terms. Applicants should possess a bachelor's degree. The preferred professional background includes 2-4 years of experience in a managerial or clinical capacity in a health care environment or relevant experience in a related organizational setting.

PREREQUISITES

Any or all of the following prerequisites will be waived if the student has taken an undergraduate course in the area or has had professional experience in the area:

- accounting (3 credits)
- microeconomics (3 credits)
- statistics (3 credits)

Application

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

The MBA in Healthcare Leadership consists of six core courses (18 credits), six elective courses (18 credits) based on student interest and which reinforce the individualized focus of the degree, and two capstone courses (6 credits) culminating in a final project.

Code	Title	Credits
Core Courses		**18**
HCLM 6005	Mastering Leadership in Healthcare Organizations	
HCLM 6010	Analysis of Healthcare Markets & Health Policy	
HCLM 6015	Health Information Management and Informatics	
HCLM 6020	Healthcare Economics	
HCLM 6025	Healthcare Financial Management	
HCLM 6030	Quantitative Methods & Healthcare Operations Management	
Elective Courses (six)		**18**
Capstone Courses		**6**
HCLM 7010	Evidence-based Decision Making in Healthcare Organizations	
HCLM 7015	Strategic Executive Leadership for Healthcare Organizations	
Total Credits		**42**

Enrollment Sequence

Students have flexibility in pacing through the program. The following is a suggested enrollment sequence[1]:

Course	Title	Credits
First Year		
Fall		
HCLM 6005	Mastering Leadership in Healthcare Organizations	3
HCLM 6010	Analysis of Healthcare Markets & Health Policy	3
	Credits	**6**
Spring		
HCLM 6015	Health Information Management and Informatics	3
HCLM 6020	Healthcare Economics	3
	Credits	**6**
Summer		
HCLM 6025	Healthcare Financial Management	3
HCLM 6030	Quantitative Methods & Healthcare Operations Management	3
	Credits	**6**
Second Year		
Fall		
Elective 1		3
Elective 2		3
Elective 3		3
	Credits	**9**
Spring		
HCLM 7010	Evidence-based Decision Making in Healthcare Organizations	3
Elective 4		3
	Credits	**6**
Summer		
Elective 5		3
Elective 6		3
	Credits	**6**
Third Year		
Fall		
HCLM 7015	Strategic Executive Leadership for Healthcare Organizations	3
	Credits	**3**
	Total Credits	**42**

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:

Code	Title	Credits
HCLM 6023	Health Care Delivery & Reimbursement Systems	3
HCLM 6026	Comparative Health Care Systems	3

HCLM 6035	Healthcare Accounting	3
HCLM 6040	Competencies for Healthcare Ethics	3
HCLM 6045	Case Studies in Bioethics	3
HCLM 6050	Healthcare Legal & Regulatory Affairs	3
HCLM 6055	Healthcare Marketing Services	3
HCLM 6060	Healthcare Quality Control & Compliance Risk Management	3
HCLM 6065	High Performance Leadership	3
HCLM 6070	Human Resources Competencies in Healthcare	3
HCLM 6075	Managing Healthcare Systems	3
HCLM 6080	Health Policy & Management	3
HCLM 6085	Governance & Trusteeship	3
HCLM 7005	Healthcare Strategic Communication	3

[1] Students have the opportunity to assess out of 3 of the first courses of the program (HCLM-6015, HCLM-6020 and HCLM-6025) through independent direct assessment (IDA) exams. These exams must be taken in the first term of a student's program (fall or spring).

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

- Disciplinary Knowledge: Students will be able to integrate core functional knowledge to facilitate sound managerial decision-making;
- Critical Thinking and Problem Solving: Students will be able to integrate theory and practice to analyze business problems through inference and evaluation;
- Strategic Thinking: Students will be able to use evidence-based practices to facilitate effective strategic decision-making processes;
- Leadership: Students will be able to manage organizational processes and transformational change effectively;
- Ethical Reasoning: Students will be able to apply theory and tools necessary for sound ethical reasoning;
- Understanding the Healthcare Ecosystem: Students will be able to integrate the needs of stakeholders, perspectives, trends, and developments that influence the direction of the industry;
- Managerial Communication: Students will be able to communicate effectively orally and in writing across managerial healthcare contexts and with diverse stakeholders; and
- Teamwork: Students will be able to contribute effectively to the achievement of organizational goals in a team environment.

Higher Education, Master of Arts

The Master of Arts (M.A.) in Higher Education is a 30-credit degree program designed to enhance students' and professionals' contributions to higher education, preparing them for a broad range of administrative roles in this growth area as well as to conduct research related to their work. Many of our students are working professionals in higher education, faculty in community colleges looking for advancement, and others are exploring student success.

This program is flexible, offering part-time study in five semesters. This program provides contemporary perspectives on careers, policies, administration, history, organization, social justice and educational equality, data-based decision making and teaching in post-secondary education. The final project is an opportunity for either a practicum or a professional project directly related to participant's area of interest.

Prior Learning Assessment
For students with more extensive applied experience or study in an area related to adult learning, the program allows for up to 12 credits of evaluated learning through prior learning assessment and/or transfer credit. The American Council of Education has evaluated some credit sources from organizational or military learning at the graduate level that, when applicable, can be used in a student's program. In addition, in consultation with program faculty, students can submit learning essays to be considered for graduate level prior learning assessment and credit toward their degree.

PROGRAM DELIVERY AND TUITION RATE
While most of this program is delivered online asynchronously, some courses may have a small number of synchronous supplemental learning opportunities via webinars 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. This program is billed at the non-MBA rate.

ADMISSION

Admission to this program is selective. This program enrolls new students in the fall, spring, and summer terms. Applicants should possess a bachelor's degree.

APPLICATION

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

PROGRAM CURRICULUM

M.A. in Higher Education Curriculum

Code	Title	Credits
ADLC 6020	Approaches to Critical Inquiry & Research	3
EDHE 6031	Administration and Leadership in Higher Education	3
EDHE 6032	Economics and Finance in Higher Education	3
EDHE 6034	History and Philosophy of Higher Education	3
EDHE 6080	Fostering Student Success and Equity in Higher Education	3
Select two of the following courses:		**6**
ADLC 6005	Rethinking Experience & Learning in Adulthood	
or ADLC 6010	Learning & Development in Contemporary Adulthood	
or ADLC 6015	Strategies for Effective Adult Learning	
Higher Education Electives (select two):		**6**
EDHE 6030	Issues in Contemporary Higher Education	
or EDHE 6036	Student Affairs Theory and Practice	
or EDHE 6037	Identity, Intersectionality and College Student Development	
or ADLC 6055	Organizational Development and Change	
or ADLC 6070	Adult Learners in the Community College	
or ADLC 6105	Career Skills Management: Training and Development	
or EDHE 6085	Comparative & International Education	
or EDLC 7014	Immigration and Higher Education	
or EDLC 7013	Data Informed Decision Making in Higher Education	
ADLC 7015	Final Project	3
Total Credits		**30**

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

- Engage in the public discourse of adult and higher education 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;
- Demonstrate 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, habits of intentional and ethical practice, awareness of themselves as social actors in their capacities of learners and educators;
- Describe skills in designing, developing, and deploying effective and innovative learning environments and learner supports for adult and higher education audiences with attention to learner needs, respect for the diversity of social and personal experience, and effective program administration;
- 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
- Demonstrate 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 education, including both academic and field-based practices.

Information Technology, Master of Science

The Master of Science (M.S.) in Information Technology program is 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 cybersecurity, as well as social, legal, and managerial issues in the field.

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
- Cybersecurity

Program Delivery and Tuition Rate

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. The program is billed at the non-MBA rate.

Admission

Admission to this program is selective. This program enrolls new students in the fall, spring, and summer terms. Applicants should possess a bachelor's degree with foundational knowledge or experience in computer programming and computer networks. A candidate who is found to be lacking the proper foundational knowledge may be accepted into the program, but will be required to take the additional 3-credit MSIT foundation course:

Code	Title	Credits
INFT 6122	Essentials of Information Technology	3

Application

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

The MSIT program has seven core courses which emphasize fundamental information technology skills in computer security and web technology, two electives and a project based capstone that includes hands-on, real-world practices in the student's field of interest.

Code	Title	Credits
Foundation Course		
INFT 6122	Essentials of Information Technology [1]	3
Core Courses		
INFT 6127	Information Technology in Organizations	3
INFT 6132	Network Administration	3
INFT 6137	Enterprise Systems Architecture	3
INFT 6142	Computer Systems Security	3
INFT 6045	IT Security Policies & Procedure	3
INFT 6015	Database Design and Management	3
INFT 6040	Advanced Internet Application Development	3
Elective 1		3
Elective 2		3
INFT 7010	Information Integration Strategies	3
Total Credits 30-33 [1]		

[1] Applicants to the MSIT program who cannot demonstrate foundation knowledge in computer programming and computer networks will be required to take the additional 3-credit course INFT 6122 Essentials of Information Technology. This will result in a 33-credit degree.

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

- 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; and
- 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.

Liberal Studies, Master of Arts

The distinctive feature of the 30-credit Master of Arts (M.A.) in Liberal Studies is that students have the freedom to design a highly individualized, interdisciplinary program in their own focused area of interest. Students 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* – Students may have a large project in mind and already have some professional experience in a particular creative field. Students 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 students achieve their goal. Students will 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* – Students may have a topic of special interest. Students 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, students can take electives on the psychology, history, art, biology, philosophy or politics of their theme. The final project for the program can be an in-depth look at some aspect of the theme. Students may not have a definite idea for a final project when they 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., M.B.A., M.S.W.). The M.A. in Liberal Studies is different; it allows you to view a field from a broad social and historical perspective, to explore alternative perspectives, and to draw upon a variety of disciplines to enrich 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.

Program Delivery and Tuition Rate

This master's program is delivered through online courses and synchronous, virtual/online meetings, known as residencies, which are attached to specific courses and are a fundamental part of the program. The program is billed at the non-MBA rate.

Prior to graduation, M.A. Liberal Studies students may be considered for the National Honors Society of the Association of Graduate Liberal Studies Programs (http://www.aglsp.org/national-honor-society/). Contact the Liberal Studies program coordinator or advisor for more information.

Admission

Admission to this program is selective. This program enrolls new students in the fall and spring terms. Applicants should possess a bachelor's degree.

Application

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

The M.A. in Liberal Studies program offers four core courses (12 credits), five electives (15 credits), and one capstone (3 credits).

Code	Title	Credits
FOUNDATION AND CORE COURSES		
LACS 6005	Foundations of Liberal Studies [1]	3
LACS 6010	Interdisciplinary Learning Design [1]	3
LACS 6015	Exploring your Field: The Academic Literature Review	3
Models of Critical Inquiry (choose one): [1]		3
LACS 6020	Models of Critical Inquiry: Art Aesthetics & the Body	
LACS 6025	Models of Critical Inquiry: Landscapes of Learning	
LACS 6027	Models of Critical Inquiry: How We Know	
LACS 6030	Models of Critical Inquiry: Relationships to the Past - History & Culture	
LACS 6035	Models of Critical Inquiry: Science & Society	
ELECTIVE COURSES (5)		15
CAPSTONE		
LACS 7025	Capstone Project	3
Total Credits		**30**

[1] This course requires the attendance of a synchronous, virtual/online residency.

Electives

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

Individualized electives are those in which students work one-to-one with a faculty member in their field. These electives are designed during the process of planning the degree program in Perspectives on Interdisciplinary Study and 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 from 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 the Cross Registration Policy located in the Policies and Procedures section of this catalog.)

Degree Program Planning

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

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

Degree Program Plan Content Requirements

In making the final selection of the courses that will comprise their degree program, students 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 students have completed a final version of their degree program, they 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.

If students are considering doctoral study, they should investigate the requirements of programs that interest them so that they can incorporate the requirements into the M.A. in Liberal Studies degree.

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

Rationale Essay and Literature Review

Designing Your Degree: 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 literature review in Exploring Your Field: The Academic Literature Review. The process and the document complement the design activities in Designing Your Degree: 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, the rationale essay should meet the following objectives.

- It must set a comprehensive framework for the degree program. What is the focus of the area of study? What is its context? Why is it important?
- It should explain the interdisciplinary nature of the program and show how these various courses fit together as an integrative whole.
- It should show where and how the historical and theoretical dimensions of the field of study are incorporated into the program.
- It should contain the reflections upon the contribution of the four required courses to the 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 the student for their final project. This discussion is required for courses that may have transferred from other institutions as well as for those proposed to cross register for or enroll in at the college. Students 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.
- Students should follow appropriate academic conventions in bibliography, documentation and citations.

Degree Plan Mechanics Requirements

- it must include a cover page, list all course titles and number of credits for the degree. The cover page is available through the Graduate Student Center found on the MySUNYEmpire (https://my.sunyempire.edu) portal;
- 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 Student Portal on MySUNYEmpire (https://my.sunyempire.edu) portal, signed by the academic advisor and submitted to the chair of liberal studies. Once the chair has reviewed the 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.

Students will be notified, in writing, of the committee's decision within two weeks of their meeting.

Changing a Degree Program

If students want to make changes in their degree program after it has been formally approved, students must immediately consult with their academic advisor. After agreement upon the proposed changes, students should prepare a short letter explaining the changes and send it to their academic advisor for their approval and signature. Then the 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, students should provide a brief and clear description of what they want to change and why. If students are making major changes in your program, however, they must submit a more detailed explanation of the proposed changes. Students may even be asked to rewrite the degree program plan and rationale essay and to submit it again for review and approval.

Research Methods

The research methods needed to successfully complete electives and write the final project will depend very much on the topic and on the various disciplines used. There are a number of scheduled electives that focus on a variety of research methods in the humanities and the social sciences. Whether the student includes one of these scheduled electives in the degree program or works with their academic advisor to create an individualized research elective, this study should be completed one or more terms before the final term in which the final project is completed.

The final project proposal, which should be completed and approved a semester before registering for the final project, is one of the outcomes of such an elective.

Final Project Guidelines

No matter the approach a student takes to designing their M.A. in Liberal Studies program, a final project is required as the culminating activity of the degree. Because of the individualized nature of the degree, the sequencing and approval process for the design of the final project has been developed into a set of guidelines for students to follow with the support of their academic advisor. The M.A. in Liberal Studies Final Project Guidelines have been published for student reference in the online Graduate Student Center section of the MySUNYEmpire (https://my.sunyempire.edu) portal. It is recommended that students familiarize themselves with the guidance provided in this document early on, so that a successful, individualized, degree plan can be developed and followed with the support of their advisor.

Upon successful completion of the program, students should demonstrate adequate skills of analysis, critical thinking and/or application of concepts related to each of the following program learning goals:

- Think critically and communicate ideas clearly to individuals and groups.
- Demonstrate skills of close/critical reading of academic literature across appropriate disciplines.
- 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.
- Apply concepts of paradigms and paradigm shifts.
- Identify and evaluate theory(ies) relevant to own scholarly inquiry and work.
- 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.
- Craft a review of literature and identify your potential contribution to the scholarly conversation.
- Identify key thinkers, debates and theoretical frames in one's field.
- Position and articulate one's own scholarly or creative voice clearly within the broader intellectual 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.

Marketing Analytics, Master of Science

The Master of Science (M.S.) in Marketing Analytics is a 30-credit, online program providing students with strategic approaches to marketing decision-making within public and private institutions. These strategic approaches to marketing will be used to develop frameworks for solving analytical problems, decisions on which data needs to be collected, what information systems can be effectively used to collect the data, and what analyses should be performed in order to inform institutional decision-making.

PROGRAM DESIGN

The six core courses (18 credits) will enhance students' data analytics and technology skills. These core courses are supplemented by three specialized courses (9 credits) in decision making and management, in which students will apply the knowledge and skills learned in the core courses to the marketing industry. The experiential learning capstone course (3 credits) allows students to integrate their learning throughout the program and apply it in a real-world marketing setting.

PROGRAM DELIVERY AND TUITION RATE

This 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. It is billed at the non-MBA rate.

ADMISSION

Admission to this program is selective. This program enrolls new students in the fall and spring terms. To be considered for admission candidates should possess a bachelors degree and the following prerequisites or the equivalent of:

- statistics
- information technology

A candidate who has not completed these prerequisites may be accepted into the program but acceptance will be contingent upon completing the courses within the first year.

APPLICATION

Please see the **Graduate Admission** section of this catalog for a complete listing of materials required to complete a graduate application.

Code	Title	Credits
INFT 6015	Database Design and Management	3
APAN 6015	Data Models and Structured Analysis	3
APAN 6010	Computer Aided Multivariate Analysis	3
APAN 6020	Data Mining & Machine Learning for AI	3
MGMT 6095	E-Commerce Marketing Strategies	3
MGMT 6185	Quantitative Methods for Decision Making	3
MGMT 6155	Strategies for Marketing Research	3
MGMT 7005	Global Marketing Strategies	3
MGMT 7030	Marketing Analytics & Brand Management	3
MKAN 7010	Marketing Analytics Capstone	3
Total Credits		**30**

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

- Leadership: Evaluate large stores of data as part of database design to discover patterns and trends that go beyond simple analysis to new and industry leading insights;
- Problem Solving Critical Thinking: Apply analytic tools such as machine learning and artificial intelligence to critically evaluate applied research, and develop meaningful insights;
- Disciplinary Knowledge: Analyze descriptive and inferential statistics and interpret the computer-generated statistical results with data visualization in marketing applications using programming languages such as R and Python;
- Ethical Reasoning: Develop ethical decision-making competencies through statistical methods and the application of analytical tools such as Microsoft Power BI;
- Strategic Thinking: Strategize how the issues facing leaders and decision makers, in the marketing field, can be resolved ethically;
- Managerial Communication: Analyze and present big data in order to make strategic decisions including resource allocation. Bridge the communication gap between technical and traditional marketing managers; and
- Teamwork: Collaborate and contribute effectively to the achievement of organizational goals in a team environment.

Nursing Administration, Master of Science

Admission Requirements

M.S. in Nursing Administration program requires:

- A bachelor's degree in nursing (BSN) from a regionally accredited institution with a GPA of 3.0 or above.
- Possession of an active, unencumbered RN license with expiration date.
- A resume showing clear demonstration of clinical practice as a registered nurse (minimum 1 year).
- Applicant meets the M.S. in nursing application requirements (https://www.sunyempire.edu/admissions/nursing-admissions/nursing-application-checklist/).

Program Requirements

The M.S. in Nursing Administration program requires a total of 33 credits, including six core courses, four courses within the nursing administration specialty, and one graduate-level elective course. All courses are 3 credits each.

Code	Title	Credits
Core		
NURS 6005	Theoretical Foundations of Nursing Practice	3
NURS 6010	Professional Role Development & Ethics	3
NURS 6015	Nursing Research & Evidence Based Practice	3
NURS 6020	Contemporary Issues in Health Care	3
NURS 6025	Informatics & Healthcare Technology	3
NURS 6030	Population Health, Human Diversity, & Social Issues	3
Nursing Administration Specialty Courses		
NURS 6065	Healthcare Finance and Budgeting	3
NURS 6070	Organizational Theory & Human Resource Management	3

NURS 6075	Innovative Leadership in Healthcare Organizations	3
NURS 7010	Nursing Administration Capstone	3
Graduate-level Elective Requirement		**3**
Total Credits		**33**

By the end of the program, graduates will be able to:

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

Nursing Education, Master of Science

Admission Requirements

M.S. in Nursing Education program requires:

- A bachelor's degree in nursing (BSN) from a regionally accredited institution with a GPA of 3.0 or above.
- Possession of an active, unencumbered RN license with expiration date.
- A resume showing clear demonstration of clinical practice as a registered nurse (minimum 1 year).
- Applicant meets the M.S. in nursing application requirements (https://www.sunyempire.edu/admissions/nursing-admissions/nursing-application-checklist/).

Program Requirements

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

Code	Title	Credits
Core		
NURS 6005	Theoretical Foundations of Nursing Practice	3
NURS 6010	Professional Role Development & Ethics	3
NURS 6015	Nursing Research & Evidence Based Practice	3
NURS 6020	Contemporary Issues in Health Care	3
NURS 6025	Informatics & Healthcare Technology	3
NURS 6030	Population Health, Human Diversity, & Social Issues	3
Additional Graduate-Level Courses		
NURS 6080	Advanced Pathophysiology, Health and Physical Assessment, and Pharmacology	3
Nursing Education Specialty Courses		
NURS 6050	Curriculum & Program Development	3
NURS 6055	Instructional Design & Teaching with Technology	3
NURS 6060	Measurement Assessment & Evaluation of Learners & Programs	3
Graduate-level Elective Requirement		**3**
NURS 7005	Nursing Education Capstone	3
Total Credits		**36**

By the end of the program, graduates will be able to:

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

Public Adminstration, Master of Public Administration

The Master of Public Administration (M.P.A.) in Public Administration at Empire State University is designed for civil servants and others who aspire to career advancement in public service or the not-for-profit service sector. Providing students with advanced skill sets that are necessary for supervisory and managerial positions, the M.P.A. will introduce students to the historical development of the field, as well as to recent trends in Public Administration. Through understanding the interplay of governmental interventions, political factors, and ethical implications, students will be able to analyze, evaluate, and formulate policies. Graduates of the program qualify for director, coordinator and management and leadership roles in public and not-for-profit organizations.

Program Delivery and Tuition Rate

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

The Master of Public Administration program is selective. Students may enroll in the fall and spring terms.

Application

Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

Curriculum Requirements and Course Sequencing

Curriculum Requirements

Code	Title	Credits
PPOL 6007	Policy Process	3
PPOL 6010	History and Social Context of American Policy	3
PPOL 6015	Policy Implementation	3
PPOL 6020	Research Methods	3
PPOL 6030	Public Policy Analysis	3
PADM 6085	Public Administration	3
PADM 6170	Public Finance	3
PADM 6175	Public Sector Decision-making	3
PADM 6180	State & Local Government	3
PADM 7020	Final Project: Professional Project in Public Administration	3
Total Credits		**30**

Transfer Credit

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Request Form available through the Quicklinks box of the Graduate Student Center on the MySUNYEmpire (https://my.sunyempire.edu) portal.

Typically, 9 credits are acceptable for transfer subject to the Transfer Credit Policy (located elsewhere in this catalog).

Final Project

The final project represents the capstone experience in the MPA program. This shall take the form of a Policy Memorandum written by an administrator to a governing board or a government oversight authority. This culminating exercise is designed to support the personal and professional goals and objectives of students. Final project proposals are submitted to the course instructor for consultation and approval.

This assignment is a culminating requirement, which draws on and brings together the skills and concepts learned through the MPA program. It requires identification of an administrative issue or proposal facing a director, coordinator, or CEO. The assignment may be designed to simulate the working environment of public or not-for-profit administrators. The exercise draws on current public policy issues facing administrators, 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 MPA 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. The purpose is to reinforce the knowledge and skills required to analyze policy issues, develop defensible positions on policy issues, and clearly communicate a position taken by an administrative leader 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 facing the organization, 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 administrative issue;
- 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 tightly-constructed prose, of a well-reasoned defensible approach to the issue that draws on relevant concepts from previously completed coursework.

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. 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.

Upon successful completion of this program, students should be able to:

- Demonstrate knowledge of the historical development of the field and recent trends in public administration.
- Characterize leading theorists and their contributions to the field.
- Differentiate between the structures and functions of bureaucracy.
- Exhibit an understanding of government intervention in the economy.
- Characterize and differentiate taxation, government expenditures, revenue models, program reporting, and budgetary processes.
- Demonstrate a comprehension of federalism and intergovernmental relations.
- Characterize how policy programs create binding relationships between levels of government administration.
- Characterize and differentiate administrative decision-making models: Rational Choice, Incremental, Bargaining, Participative.
- Analyze policy and programs using analytical methods and tools used by administrators.
- Perform cost-benefit/cost effectiveness analysis on government of not-for-profit program.
- Explain political factors in policy formulation and implementation: lobbying, interest group politics, ideology, political pluralism, and elite model.
- Characterize the role and behavior of bureaucrats and end-users in policy implementation.
- Explain ethical implications and approaches to social and public policy issues.
- Articulate views and perspectives based on evidence and data.
- Create sound social science-based study projects. They will be able to articulate clear, concise, persuasive research methods with ethical considerations observed.
- Differentiate between policy formulation and implementation and categorize the range of actors from political appointees to top level administrative decision makes and to civil servants.
- Integrate theories and concepts studied over the course of the program by producing a summative project in the form of a policy memorandum by a program administrator to a governmental oversight committee.

Public History, Master of Arts

Public history is an interdisciplinary pursuit that unites members of the field in "an interest and commitment to making history relevant and useful in the public sphere."[1] Students of public history must learn to use and organize archives, to conceive and erect museum exhibitions, to use historical artifacts and texts as teaching tools within historical organizations, to conduct oral histories and thus co-create historical documents, and to work with various community and historical groups. The Master of Arts (M.A.) in Public History is designed to serve the needs of historical consultants, museum professionals, government historians, archivists, oral historians, cultural resource managers, curators, film and media producers, historical interpreters, historic preservationists, policy advisers, local historians, community activists, and teachers of both history and social studies.

Program Delivery and Tuition Rate

This degree program is delivered through online courses and a required internship and is billed at the non-MBA rate.

[1] "What is Public History? (http://ncph.org/cms/what-is-public-history/)" National Council on Public History

Admission

Admission to this program is selective. This program enrolls new students in the fall and spring terms. Applicants should possess a bachelor's degree.

Application

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

Curriculum

This 33-credit program is comprised of 21 credits of required courses, 6 credits of electives reflecting a student's area of focus, and 6 credits of capstone course work which includes an internship. Below is a listing of the program's required courses as well as examples of some available elective courses.

Program Courses

Code	Title	Credits
Required Courses		
PBHS 6040	Museums and Public History: Theory & Practices	3
PBHS 6025	Public History, Ethics & Professionalism	3
PBHS 6325	Archival Theory & Practice	3
PBHS 6105	Exhibition: Planning & Interpretation	3
PBHS 6215	Oral History: Theory & Methods	3
PBHS 6245	Preservation Material & History	3
PBHS 6240	Preservation Policy & Law	3
Electives (two)		**6**
Capstone Courses		
PBHS 7005	Public History Internship	3
PBHS 7030	Public History Final Project	3
Total Credits		**33**

Electives

To satisfy the 6-credit focus area requirement of the degree, students may choose from a wide variety of elective courses found in the Graduate Course Catalog, or unique courses developed in consultation with their advisor in the form of independent studies. Just two examples of focus areas and the catalog electives that might be chosen, are listed below. Students are not restricted to these examples and should work with their advisor to determine the area they will focus on and the appropriate electives.

Code	Title	Credits
Possible Electives in American History		
LACS 6122	19th Century US Culture & Society	3
LACS 6130	Gender Race & Nation	3
LACS 6160	Literature of New York	3
LACS 6190	American Modernism	3
Possible Electives in Material/Visual Culture		
LACS 6075	Cultural and Visual Studies	3
LACS 6185	American Material Culture	3
LACS 6145	Language & Culture	3

Final Project

Students in the Public History program will complete their degree with a final project. The specific design and focus of your final project will be developed in close consultation with your advisor. There are two main types of final project in the public history program; the traditional Thesis, and the Practice-based project.

Thesis

The thesis is a sustained piece of research-based analytic writing that examines an issue or topic related to your interest in public history. You could use this to expand your topical knowledge and expertise in a particular historical issue or topic. Students have written on such diverse topics as Italian immigration; gender in animated films; specific strikes or labor actions; and the history of particular places such as monuments, parks, or homes. You could also write a thesis that critically evaluates particular practices or issues in museum representation, the politics of particular monuments, or other public history practices. The thesis option is a particularly good option for students considering moving onto PhD work.

Practice-based Project

This approach varies widely depending on your interest and experience in hands-on public history. You might consider options like writing an historical play and staging a performance; mounting an exhibit; organizing a community history project; or creating a public online archive. The approach is very open and you will need to work closely with you advisor to plan and execute the project. As a final part of the project, you will be expected to write a concluding reflective essay that analyzes the practice-based project in terms of the methods, ethics, and best practices of public history that you have been studying over the course of your program. This practice-based approach works particularly well for students who are looking to work in public history directly after graduation from the program or are working to advance a current public history career.

There might be other kinds of final projects, but the key to all final projects is to develop them in close consultation with your advisor and work closely with your advisor as you complete them. What is important

to your successful completion is that you design a final project that is right for you. The final project is a significant piece of scholarship and public history work and one that should have personal meaning and provide a deep sense of accomplishment.

Upon completion of the M.A. in Public History program, students will be able to:

- Define and work within the field of public history;
- Differentiate between the various components of public history and demonstrate an ability to work within several of those areas;
- Assess various public history activities for their completeness and appropriateness;
- Identify public historians and public history institutions within their region, analyze the work those groups have done, and propose new local public history endeavors; and
- Discuss, in analytical and reflective terms, their work within a public history institution.

Social and Public Policy, Master of Arts

The Master of Arts (M.A.) in Social and Public Policy program draws students who are committed to social change who want to address some of the most pressing issues of our time. The program helps prepare graduates for advanced careers within government and nongovernmental settings, including the not-for-profit sector, involving public policy, advocacy, health care, human services, philanthropy, policy research and analysis, policy implementation, and community work.

Students can specialize in any of the following areas which include but are not limited to: human services, health care policy, poverty alleviation, education, restorative justice, child welfare, or aging.

Program Delivery and Tuition Rate

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

Admission

Admission to this program is selective. This program enrolls new students in the fall and spring terms. Applicants must possess a bachelor's degree.

Application

Please see the Graduate Admissions (p. 616) pages of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

Students in the M.A. in Social and Public Policy program must take 5 core courses, 4 electives, and a capstone course. The required courses are as follows:

Code	Title	Credits
Core Courses		
PPOL 6007	Policy Process	3
PPOL 6010	History and Social Context of American Policy	3
PPOL 6015	Policy Implementation	3
CHOOSE:		
PPOL 6021	Methods for Policy Research (preferred course)	3
OR		
PPOL 6020	Research Methods (if you intend to pursue doctoral studies)	
PPOL 6030	Public Policy Analysis	3
Electives, 3cr (4)		*12*
Capstone Course		
PPOL 7010	Final Project - Professional Project: Social and Public Policy	3
Total Credits		**30**

Electives

Students must complete 12 credits of electives. Examples of electives include but are not limited to:

Code	Title	Credits
PPOL 6070	Race Class & Gender in US Public Policy	3
PPOL 6075	Family Policy	3
PPOL 6055	Human Services Policy	3
PPOL 6035	Advocacy in State & Community-level Government	3

Transfer Credit

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Credit Request Form available through the Quicklinks box of the Graduate Student Center on MySUNYEmpire (https://www.sunyempire.edu/mysunyempire/).

Typically, 9 credits are acceptable for transfer subject to the Transfer Credit Policy (located in the policy section of this catalog).

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. The purpose 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 tightly-constructed prose, of a well-reasoned defensible approach to the issue that draws on relevant concepts from previously completed coursework.

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. 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.

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

- Understand the policy process from formation to implementation.
- Create a paradigm for analyzing public policy.
- Intensively engage with specific policy issues.
- Engage in sustained, disciplined research effort.
- Develop competencies that they are likely to need as professionals in the public policy arena.

Work and Labor Policy, Master of Arts

The Master of Arts (M.A.) Work and Labor Policy program is designed for unionists, human resource professionals, arbitrators, educators, journalists, political activists, lawyers, individuals involved in government or private industry, and anyone in the world of work and labor in the 21st century. While the program provides students 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 effectiveness in present positions or prepare students for new positions that deal in labor, government, industrial relations or human resources.

Students are encouraged to use elective courses and produce a final project to develop an area of specialty. Faculty will help students choose elective courses, as well as a final project focused on a policy memorandum.

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

Admission
Admission to this program is selective. This program enrolls new students in the fall and spring terms. Applicants must possess a bachelor's degree.

Application
Please see the Graduate Admission (p. 616) section of this catalog for a complete listing of materials required to complete a graduate application.

Program Curriculum

In order to complete this 30-credit program, students must take 4 core courses, 5 concentration courses, and the capstone course.

Code	Title	Credits
CORE COURSES		**12**
PPOL 6007	Policy Process	
LABR 6010	Work and Labor Studies	
LABR 6015	Labor Policy in America	
CHOOSE:		
PPOL 6021	Methods for Policy Research (preferred course)	
OR		
PPOL 6020	Research Methods (if you intend to pursue doctoral studies)	
CONCENTRATION COURSES		**15**

Students select one of two concentrations: Workforce Development or the General Concentration. Each concentration requires completion of 5, 3-credit courses. The General concentration allows a student to take scheduled or individualized electives to reflect their interests and to reinforce the individual focus of their degree.

For the General Concentration:

Choose 5 Electives (3cr each)		

For the Workforce Development Concentration:

CAED 6010	Principles of Community & Economic Development	
CAED 6070	Workforce Development Policy	
LABR 6030	Sociology of Work: Human Resources	
ADLC 6040	Learning & Education in the Workplace	
Choose 1 Elective (3cr)		
CAPSTONE		
LABR 7010	Final Project - Professional Project: Work and Labor Policy	3
Total Credits		**30**

Electives

Students are urged to use their electives to build a concentration in such areas as trade union administration, collective bargaining and dispute resolution, or human resource management. Examples of some electives include but are not limited to:

Code	Title	Credits
LABR 6050	Government, Work, & Labor	3
LABR 6070	Theories of the Labor Movement	3

Transfer Credit

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Credit Request Form available through the Quicklinks box of the Graduate Student Center on MySUNYEmpire (https://www.sunyempire.edu/mysunyempire/).

Typically, 9 credits are acceptable for transfer subject to the Transfer Credit Policy (located in the policy section of this catalog).

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. The purpose 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 tightly-constructed prose, of a well-reasoned defensible approach to the issue that draws on relevant concepts from previously completed coursework.

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. 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.

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

- Understand the policy process from formation to implementation.
- Create a paradigm for analyzing public policy.
- Intensively engage with specific policy issues.
- Engage in sustained, disciplined research effort.
- Develop competencies that they are likely to need as professionals in the public policy arena.

ADVANCED CERTIFICATES AND MICROCREDENTIALS

American Studies, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

Students may begin this 12-credit certificate in the fall, spring or summer terms. The required courses (LACS 6050 and LACS 6055) and some suggested electives, are listed in the table below. Students should work with their advisor to determine the appropriate electives and enrollment sequencing.

Code	Title	Credits
LACS 6050	Seminar in American Studies	3
LACS 6055	American Studies: Theories & Methods	3
One elective in American culture, arts and history such as:		3
LACS 6180	American History Culture & the Arts	
LACS 6190	American Modernism	
LACS 6090	Culture of the Jazz Age	
Plus one elective in American racial and ethnic diversity or American gender and sexuality such as:		3
LACS 6270	Race and Gender in US History since the Civil War	
LACS 6100	Diagnosing Desire: Gender & Medicine in US History	
LACS 6330	Women & Humor	
LACS 6195	American Women Writers	
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Articulate the theories and methods of American Studies as a discipline over time.
- Examine questions of American identity.
- Articulate issues of racial and ethnic diversity, class difference, and issues of gender and sexuality.
- Broaden cultural literacy in areas of popular culture, material and visual culture, the arts, media, literature, and history.
- Demonstrate graduate level research, writing and analytic abilities.

Child and Family Advocacy, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
PPOL 6055	Human Services Policy	3
PPOL 6075	Family Policy	3
PPOL 6045	Advocacy for Children	3
PPOL 6035	Advocacy in State & Community-level Government	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Recognize and analyze elements of community and institutional organizations
- Recognize and analyze cultural, historical, and individual differences in human development
- Recognize and analyze differences in power relations, and justice and ethical positions
- Employ critical thinking skills in comparative social analysis
- Apply policy reform concepts in a "service learning" environment

Community Advocacy, Advanced Certificate

This advanced 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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
PPOL 6055	Human Services Policy	3
PPOL 6070	Race Class & Gender in US Public Policy	3
PPOL 6100	Health, Aging and Social Policy	3
PPOL 6035	Advocacy in State & Community-level Government	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Recognize and analyze elements of community and institutional organizations
- Recognize and analyze cultural, historical, and individual differences in human development
- Recognize and analyze differences in power relations, and justice and ethical positions
- Employ critical thinking skills in comparative social analysis
- Apply policy reform concepts in a "service learning" environment

Cybersecurity, Advanced Certificate

The 12-credit Advanced Certificate in Cybersecurity introduces students to specialized knowledge important in information systems security. It is designed to serve the needs of individuals within the fields of information science and cybersecurity who are planning to advance their career opportunities in those fields. This certificate will give students the advanced skills needed to learn how to protect networks, secure electronic assets, prevent attacks, ensure the privacy of their customers, and build secure infrastructures.

Program Delivery and tuition rate

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

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

Suggested Enrollment Sequence

This suggested enrollment sequence is based on a typical, fall term start, part-time schedule. Student should work with their advisor to plan alternate enrollment.

Fall		Credits
INFT 6147	Enterprise Information Security Management	3
INFT 6157	Data and Application Security	3
	Credits	**6**
Spring		
INFT 6045	IT Security Policies & Procedure	3
INFT 6055	Digital Forensics	3
	Credits	**6**
	Total Credits	**12**

Upon successful completion of this program, students should be able to:

- Apply cybersecurity principles, method and frameworks for the business enterprise and the relevant technology.
- Implement cybersecurity solutions in compliance with security policies, standards, and regulations within the organization.
- Classify cybersecurity risks, policies, and audit results to be able to implement a cybersecurity policy in the organization.
- Implement cybersecurity solutions considering the limitations of the computer operating systems, networks, application software, and packages available.
- Discuss relevant laws, regulations, and frameworks as they apply to cybersecurity operations.
- Evaluate relevant technical and business solution from vairous requirements sources.

Emerging Media and Technology for the Arts, Advanced Certificate

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.

Program Delivery and Tuition Rate

This certificate program is delivered through online courses and is billed at the Non-MBA rate. This certificate accepts students for fall and spring terms only.

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

Code	Title	Credits
EDET 6055	Digital Media Arts & Technologies	3
EDET 6065	Emerging Media & the Arts: Theory & Practice	3
Elective		3
Choose 1 (3 credits):		3
EDET 6040	Performance Theory	
OR		
EDET 6045	Digital Games Simulations & Learning	
OR		
EDET 6130	Facilitating Learning with Emerging Technologies in Blended & Online Environments	
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Understand performance theory, media arts, educational gaming technologies and the socio-cultural contexts in which performance or events and installations are designed and delivered.
- Integrate emerging technologies for computer mediated communication.
- Apply interface design within a controlled, yet organic and improvisational creative or digital immersive practice.
- Utilize digital tools that address needs of diverse learners, especially those with disabilities.

Financial Management and Analysis, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
FSMA 6010	Quantitative Methods in Finance	3
MGMT 6016	Financial Management	3
FSMA 6020	Investment Analysis	3
FSMA 7015	Strategies of Financial Management	3
Total Credits		**12**

Course Materials Fee

Graduate Studies will provide access to required financial data for the Quantitative Methods in Finance course via the London Stock Exchange Group (LSEG) Eikon web application for a fee, charged at the time of course registrations.

Upon successful completion of this program, students should be able to:

- Analyze an organization's financial statements, and assess their value by making an adequate projection of its future earnings or expenses.
- Assess the performance of investments in both tangible and financial assets.
- Evaluate risk in portfolio decisions, project potential losses, and determine how to limit potential losses and volatility using diversification, hedging, and other investment decisions.
- Develop financial management mechanisms that minimize financial risk.
- Understand how new regulations, policies, and political and economic trends may impact the investments they are monitoring.
- Perform budget, cost, and credit analysis.
- Formulate strategic and long-term business plans.
- Understand and consider the ethical implications of financial decision making processes.

Global Brand Marketing, Advanced Certificate

This graduate certificate is designed to provide marketing professionals and managers 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. Students may begin this 12-credit certificate in the fall, spring or summer terms.

The certificate is intended for professionals with management responsibilities in the following areas:

- Advertising and promotions
- Marketing
- Sales
- Public relations

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
MGMT 6040	High Performance Management	3
MGMT 6080	Consumer Behavior: A Global Marketing Perspective	3
MGMT 6155	Strategies for Marketing Research	3
MGMT 7005	Global Marketing Strategies	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Research, evaluate, disseminate market data findings
- Assess the internal and external factors that affect consumer behavior in the global business environment

- Utilize analytical marketing tools in the development of detailed global elements of a product
- Design and plan communications in relation to company's strategic policies and, in particular, its branding strategy

Global Finance and Investment, Advanced Certificate

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 multi-currency 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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
FSMA 6080	International Accounting	3
MGMT 6065	Economics for Global Managers	3
MGMT 6075	International Financial Management	3
FSMA 6095	International Financial Law & Regulation	3
FSMA 7020	Global Financial Strategy	3
Total Credits		**15**

Upon successful completion of this program, students should be able to:

- Evaluate risk and funding strategies in international monetary relationships.
- Apply advanced international finance techniques relative to short- and long-term financing and investments.
- Assess the value of securities and methods for managing investment portfolios.
- Evaluate the forces of a global market on international investing.

Healthcare Management, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
MGMT 6040	High Performance Management	3
HCLM 6075	Managing Healthcare Systems	3
HCLM 6080	Health Policy & Management	3
HCLM 7005	Healthcare Strategic Communication	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Formulate healthcare system goals and key components of a well-functioning health system.
- Understand the allocation of healthcare resources and their relationship to the delivery of care.
- Identify critical abilities, knowledge areas, and skills required for successful healthcare leadership.
- Apply strategies and methods to inform decisions about the efficiency and allocation of resources to improve healthcare delivery.
- Identify concepts and practices of professional accountability, patients' rights, and code of conduct and relate these concepts to ethical challenges faced by HCOs.
- Identify key trends with significant impact on healthcare industry that may influence the management and outcomes of HCOs.
- Consider the roles and relationships among various functions in HCOs.
- Apply business skills through the translation of strategic goals into operational plans for effective management of HCOs.
- Display critical thinking that requires decision making and problem-solving communication.
- Identify effective communication practices that help improve the patient experience and overall quality of care.
- Promote interprofessional collaboration that improves patient and system outcomes.
- Recognize the significance of provider-patient communication to patient satisfaction scores, willingness to recommend, hospital ratings, and value-based reimbursement.

Heritage Preservation, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
PBHS 6040	Museums and Public History: Theory & Practices	3
PBHS 6245	Preservation Material & History	3
PBHS 6240	Preservation Policy & Law	3
PBHS 7005	Public History Internship	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Have awareness of cultural, technological, economic, geographic and political factors that shape the built environment; of building traditions of cultural groups and historic periods that define the Northeast and the Greater United States.
- Understand heritage preservation terms, concepts, theoretical and methodological foundations; of legal, regulatory, and economic concepts impacting preservation; of treatment standards for historic properties; of cultural resource management business and ethical principles.
- Conduct research using primary and secondary information resources; to survey, document, and communicate cultural artifacts, buildings, sites, districts, and cultural landscapes according to professional (Secretary of Interior) standards5; to interpret the meaning of built environments to a larger audience.

Human Resource Management, Advanced Certificate

Empire State University's Advanced Certificate in Human Resource Management will provide human resource professionals and managers with a strong foundation to advance within the evolving HR profession. Coursework encompasses staffing issues, selection issues, developing internal talent, succession planning, integrating staffing activities with diversity and equal employment opportunity initiatives, total rewards systems, compensation structure and systems, benefit programs, and compensation and benefits legislation. The graduate certificate is in complete alignment with the professional competencies outlined by the Society for Human Resources Management (SHRM). The SHRM competency model is globally accepted as the highest professional standard for the practice of human resources.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
MGMT 6040	High Performance Management	3
MGMT 6125	Managing Human Capital	3
MGMT 6135	Performance Management & Total Rewards	3
MGMT 7045	Strategic Human Resource Management	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Apply principles and strategies for managing and leveraging a diverse workforce for organizational success.
- Utilize positive leadership characteristics and strategies when facilitating change.
- Effectively communicate in a variety of formats including presentations, public speaking, technology, and written.
- Detect behaviors associated with conflict and identify ways in which to manage those situations in an organizational setting as to act as an agent of change.
- Understand the legal and ethical implications of rewarding individuals and teams.
- Understand how current laws and regulations affect businesses and their employees and be able to relay this information to employees and employers alike.
- Develop and implement strategic human resource and change management plans.
- Detect cultural differences and issues that may surround these differences.
- Initiate appropriate team building activities.

Information Technology Management, Advanced Certificate

This graduate certificate is designed to expose 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; and
- 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 Delivery and Tuition Rate

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

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

Code	Title	Credits
MGMT 6030	Management Information Systems & Data Visualization	3
MGMT 6165	System Design & Information Management	3
MGMT 6095	E-Commerce Marketing Strategies	3
MGMT 7050	Strategic Information Technology Management	3
Total Credits		**12**

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 will be reviewed for relevant coursework to determine eligibility prior to admission.

Upon successful completion of this program, students should be able 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 the 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.

Innovation Management and Entrepreneurship, Advanced Certificate

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 cultivate their innovations in the commercial context. This certificate meets the needs of individuals who have a STEM (Science Technology, Engineering and Mathematics) background and who want to assume an entrepreneurial role in a start-up or established business. The focus of this certificate is on the management of innovation and applications in organizations.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
MGMT 6050	Operations and Supply Chain Management	3
MGMT 6110	Legal Aspects of Entrepreneurship	3
MGMT 6100	Innovation & Global Commercialization	3
MGMT 7035	Strategic Application of Innovation & Planning	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Critical Thinking and Problem Solving: Integrate theory and practice to analyze business problems through inference and evaluation.
- Strategic Thinking: Demonstrate knowledge of theory and application of qualitative and quantitative methods to facilitate problem solving.
- Leadership: Manage organizational processes and transformational change effectively.
- Ethical Reasoning: Apply theory and tools necessary for sound ethical reasoning.
- Managerial Communication: Communicate effectively orally and in writing across managerial contexts and with diverse stakeholders.

Instructional Design and Emerging Technologies, Advanced Certificate

This certificate prepares students for collaborative leadership positions in industry and education where instructional design expertise is needed. Students will develop project management and problem-solving skills, apply learning theory to their projects, integrate media and technology tools with online platforms, and ensure accessible content while reinforcing their abilities to communicate clearly and work productively in teams.

Program Delivery and Tuition Rate

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

The certificate is comprised of 5 courses, each worth 3 credits, and can be completed in one to two academic terms. Students may begin this 15-credit certificate in the fall or spring terms. The required courses and suggested sequence are as follows:

Code	Title	Credits
EDET 6015	Instructional Design for Online Learning Environments	3
EDET 6035	Advanced Instructional Design with Multimedia	3
EDET 6075	Accessible Design and Assistive Technologies	3
EDET 6080	Evaluation Assessment and Data Driven Learning Design	3
EDET 6135	Practicum in Learning & Emerging Technology	3
Total Credits		**15**

Upon successful completion of this program, students should be able to:

- Plan, design and evaluate effective learning opportunities in online and blended environments.
- Demonstrate leadership and collaborative management skills for developing instructional design projects.
- Apply instructional design principles to the design and implementation of online and blended projects in workplace settings of all sizes.
- Incorporate tools and processes that support and improve all individuals' ability to access learning opportunities in digital environments.
- Use data-driven decision-making in course design and revision, technology integration and implementation.
- Create instructional environments that apply contemporary theories of learning and design methods.

- Integrate the use of various appropriate emerging technologies to needs in online and blended environments.

Labor Studies, Advanced Certificate

The Advanced Certificate in Labor Studies is intended for people interested in learning about work and labor in historical and contemporary contexts. The program will encompass a range of work and labor topics including the development of free market capital in the United States and how it has shaped work and labor, the role of the state in forming work and labor policy, the role of workers movements, and work and labor issues in historical and contemporary perspectives. The certificate may be of particular interest to those with experience or career goals in the labor movement, labor relations, public advocacy, social justice, or non-profits.

Program Delivery and Tuition Rate

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

The certificate is comprised of 4 courses, each worth 3 credits, and can be completed in one to two academic terms. Students may begin this 12-credit certificate in the fall, spring or summer terms. The required courses and suggested sequence are as follows:

Code	Title	Credits
LABR 6010	Work and Labor Studies	3
LABR 6020	Working in America	3
LABR 6034	American Capitalism	3
LABR 6075	Global Work	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Understand and critically analyze the historical context of key issues in labor in the United States.\\n\\n\\n\\n
- Describe current and emerging labor issues in the United States.
- Situate and compare historical and contemporary labor issues within an international context.
- Critically analyze the role of free market capitalism in shaping labor in the United States.

Marketing Analytics and Brand Management, Advanced Certificate

The Advanced Certificate in Marketing Analytics and Brand Management is designed to provide marketing professionals and business leaders big data analytical skills for making strategic marketing decisions. The certificate is comprised of a 12-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 four courses focus on skills in information management, decision-making frameworks, applied statistics, marketing analytics and advanced marketing strategies. The first three 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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
MGMT 6185	Quantitative Methods for Decision Making	3
MGMT 6155	Strategies for Marketing Research	3
MGMT 6035	Global E-Commerce Strategies	3
MGMT 7030	Marketing Analytics & Brand Management	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Identify and apply decision making frameworks
- Apply quantitative analysis using big data for marketing decisions and brand management
- Apply concepts in system development life cycle, database technology, design of web-based business presence
- Integrate information systems into business processes and understand the organizational implications of said systems
- Make strategic marketing decisions for global markets

Nonprofit Management, Advanced Certificate

This 12-credit graduate certificate addresses knowledge and skills needed by professionals in the nonprofit and public sectors which have been challenged by rapid change and increasing complexity, the growing need for accountability, financial constraints and an aging workforce. In addition, because of an increasing societal commitment to corporate social responsibility and collaborative arrangements among the three sectors, for-profit sector employees increasingly need to understand the nonprofit and public sectors.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
MGMT 6040	High Performance Management	3
MGMT 6105	Leadership in Public & Nonprofit Organizations	3
MGMT 6160	Strategic Planning for Public & Nonprofit Organizations	3
MGMT 7055	Strategic Marketing for Nonprofit Organizations	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Apply a variety of leadership and management concepts to real situations

- Assess strategic plans, their ethical issues, and their proper implementation
- Evaluate ethical dilemmas and develop plans for managing these challenges in their own work
- Analyze and respond to a range of external factors that impact not for profit organizations
- Develop marketing and strategic plans in which they integrate the concepts, principles and issues companies face in the current business climate
- Identify organizations that demonstrate corporate responsibility
- Recognize issues and trends that nonprofit and governmental management face
- Demonstrate an understanding of an organization's vision, mission and underlying objectives and create a long-term direction for the organization

Nursing Administration, Certificate of Advanced Study

The Certificate of Advanced Study in Nursing Administration is for nurses holding master's degrees in another specialty field of nursing, such as education who are interested in taking on the role of nurse administrator. A series of four online courses totaling 12 credits will focus on graduate level nursing knowledge to prepare nurses for administrative and/or leadership positions in academic or clinical settings.

Admissions Requirements

1. A completed admission application.
2. An active New York State or state of residence Registered Nurse license.
3. A graduate degree in nursing from a regionally accredited institution.
4. Cumulative GPA of 3.0 or higher.

The Advanced Certificate in Nursing Administration is comprised of courses that are currently in our Master of Science Nursing Administration degree program. The 12-credit certificate contains four, three-credit courses and can be completed in two terms.

Code	Title	Credits
NURS 6065	Healthcare Finance and Budgeting	3
NURS 6070	Organizational Theory & Human Resource Management	3
NURS 6075	Innovative Leadership in Healthcare Organizations	3
NURS 7010	Nursing Administration Capstone	3

Upon successful completion of this program, students should be able to:

- Evaluate the concepts of quality and accountability within the constraints of healthcare finances.
- Analyze data related to fiscal planning and management of human and physical resources.
- Integrate organizational frameworks and perspectives to guide nursing administrative practices.
- Appraise the impact of challenges in designing innovative and sustainable healthcare organizations.
- Use evidence-based practices that promote effective communication and collaboration.

- Assume a leadership role on interprofessional healthcare teams in complex environments.

Nursing Education, Certificate of Advanced Study

The Certificate of Advanced Study in nursing education is for nurses holding master's degrees in nursing who are interested in taking on the role of nurse educator. A series of four online courses totaling 12 credits will focus on graduate level nursing knowledge to prepare nurse educators specifically for teaching positions in academia or practice settings.

This will serve nurses who have completed a master of science in nursing within another specialty who wish to pursue their goal of becoming a nurse educator. These nurses' specialties include but are not limited to nurse practitioners, administrators, informaticists, and midwives. Their previous educational preparation along with the advanced certificate will prepare registered nurses to assume nurse educator roles as instructors in academic and clinical practice settings. Nurse educators are prepared to assume roles as clinical preceptors, staff development educators, and faculty in technical, associate, baccalaureate, and allied health programs.

Admissions Requirements

1. Complete an admission application.
2. Hold a New York State or state of residence unencumbered license as a registered nurse and any other advanced practice license.
3. Submit official transcript(s) from a regionally accredited institution of higher education.
4. Have earned a graduate degree (masters) in nursing with a cumulative GPA of 3.0 or higher.
5. Submit evidence of completing graduate level content for advanced health assessment, pathophysiology and pharmacology.

Program Requirements

The Advanced Certificate of Nursing Education is comprised of the track concentration courses that are currently in the master of science in Nursing Education degree program. The 12-credit certificate contains four, three-credit courses and can be completed in two terms.

Code	Title	Credits
NURS 6050	Curriculum & Program Development	3
NURS 6055	Instructional Design & Teaching with Technology	3
NURS 6060	Measurement Assessment & Evaluation of Learners & Programs	3
NURS 7005	Nursing Education Capstone	3
Total Credits		**12**

Upon successful completion of the certificate, the student will be able to:

- Integrate knowledge of curriculum development by creating: the identification of program goals and outcomes, writing learning objectives, and selecting appropriate learning activities and evaluation strategies.
- Demonstrate comprehensive knowledge of the instructional design process, including analysis, design, assessment and evaluation.
- Apply concepts and principles relevant to assessment, measurement and evaluation.

- Engage in learning activities that further the professional development role as a nurse educator.

The Advanced Certificate of Nursing Education is comprised of the track concentration courses that are currently in the master of science in Nursing Education degree program. The 12-credit certificate contains four, three-credit courses and can be completed in two terms.

Optometry Business Management, Advanced Certificate

This graduate certificate is jointly offered by SUNY College of Optometry and Empire State University, 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.

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 courses are delivered online and billed at the MBA rate.

Students may begin this 18-credit certificate in the fall, spring or summer terms. The required courses and suggested enrollment sequence are as follows:

Code	Title	Credits
SUNY College of Optometry Courses		
Optometric Practice in a Changing Health Care Environment		3
Public Health I: Public Health Practice		1.5
Public Health II: Health Care Policy		1.5
SUNY Empire Courses		
MGMT 6040	High Performance Management	3
HCLM 6030	Quantitative Methods & Healthcare Operations Management	3
HCLM 6025	Healthcare Financial Management	3
HCLM 7005	Healthcare Strategic Communication	3
Total Credits		**18**

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

- Understand the allocation of healthcare resources based on principles of economics and healthcare financial management.
- Identify critical abilities, knowledge areas, and skills required for successful leadership in a healthcare organization.
- Apply strategies and methods to inform decisions about the efficiency and allocation of resources to improve service delivery.
- Identify concepts and practices of professional accountability, patients' rights, and code of conduct and relate these concepts to ethical challenges.
- Identify key trends with significant impact on healthcare industry that may influence organizational decision-making.
- Apply business skills through the translation of strategic goals into operational plans for effective organizational management.

- Display critical thinking that requires decision making and problem-solving communication.
- Identify effective communication practices that help improve the patient experience and overall quality of care.
- Promote interprofessional collaboration that improves patient and system outcomes.
- Recognize the significance of provider-patient communication to patient satisfaction scores, willingness to recommend, and value-based reimbursement.

Project Management, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
MGMT 6030	Management Information Systems & Data Visualization	3
MGMT 6115	Tools & Processes in Project Management	3
MGMT 6120	Managerial Perspectives of Project Management	3
MGMT 7070	Strategy & Tactics in Project Management	3
Total Credits		**12**

Several courses of this program require access to Microsoft Project software. Empire State University currently provides temporary licensing of this product. This software can only be accessed using a Microsoft Operating System.

Upon successful completion of this program, students should be able to:

- Discuss the roles and functions of the Project Manager in organizations including, but not limited to, behavior knowledge and Project Manager leadership techniques
- Utilize project management tools and systems such as MS Office, MS Project, and web-based applications specific to project management leadership
- Create case study reviews related to core project management knowledge areas and the five process groups
- Apply strategies and techniques of project portfolio planning and integration
- Understand the role and function of information systems and computer business applications in project management practice
- Identify ethical and professional challenges faced by project managers across a variety of projects and develop plans for resolving these challenges

- Display critical thinking skills and employ effective communications within project teams and with key stakeholders
- Articulate principles of strategical and tactical planning processes
- Analyze and discuss the impact of integrated project management strategies to manage multiple projects

Public Administration, Advanced Certificate

The 15-credit advanced certificate in Public Administration prepares students 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. Similarly, business policy, labor policy, and students interested in private sector employment who expect to interact with government agencies and public sector bureaucracies and funding streams will enhance their potential employ-ability with expertise in public administration. Increasingly, the boundaries between the public sector, not-for-profit, and private sectors are diminishing as the reach and authority of the federal government expands. The Certificate in Public Administration prepares students and future administrators for new intergovernmental relationships that are emerging.

Program Delivery and Tuition Rate

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

Students may begin this 15-credit certificate in the fall, spring or summer terms. The certificate offers two 3-credit opening courses, two 3-credit functional courses, and a 3-credit capstone course as shown in the suggested enrollment sequence below.

Code	Title	Credits
PADM 6085	Public Administration	3
PADM 6170	Public Finance	3
PADM 6175	Public Sector Decision-making	3
PADM 6180	State & Local Government	3
PPOL 6030	Public Policy Analysis (Capstone)	3
Total Credits		**15**

Upon successful completion of this program, students should be able to:

- Identify relevant historical developments in the field as they affect current practice.
- Articulate prominent theories in the field and relate theory to practice.
- Demonstrate facility with public finance and budgeting methods and techniques.
- Demonstrated ability to analyze and evaluate public finance and budgeting.
- Apply decision-making strategies for government agencies.
- Demonstrate facility with the structures and functions of New York State and local governmental institutions; students from other states

will have the opportunity to apply concepts to their state instead of New York.

Public History, Advanced Certificate

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.

Program Delivery and Tuition Rate

This certificate program is delivered through online courses and a required internship and is billed at the non-MBA rate. Additional forms must be submitted before activity in the final course, Public History Internship can begin. Contact your advisor for details.

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

Code	Title	Credits
PBHS 6040	Museums and Public History: Theory & Practices	3
PBHS 6105	Exhibition: Planning & Interpretation	3
PBHS 6215	Oral History: Theory & Methods	3
PBHS 6325	Archival Theory & Practice	3
PBHS 7005	Public History Internship	3
Total Credits		**15**

Upon successful completion of this program, students should be able to:

- Demonstrate their understanding and critical appraisal of a broad range of accounts of public history, especially through the interpretation of museums and related exhibitions in multiple presentational forms
- Identify and analyze different interests, the political contexts, and the economic regimes within which public history has been created over an extended period of Western society, and how the concepts of public history and heritage have spread through a globalized world
- Understand and apply accepted practices of creating archives, maintaining them, and making them publicly available all while considering appropriate provisions for outreach and scholarship and observing ethical and legal considerations
- Communicate the purposes, processes, and ethical requirements of doing oral histories and be able to design and carry out such histories with suitable documentation and evaluation of the results
- Appraise and understand the mission and public education strategies of museums and other entities through public exhibition
- Conceptualize and design new exhibits for these settings
- Research, propose, organize, install, maintain, and interpret an exhibition including an evaluation of the public's responses to it

STEM Education and Emerging Technologies, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
EDET 6005	Learning with Emerging Technologies: Theory & Practice	3
EDET 6125	Developing an Integrated Immersive STEM Learning Environment	3
EDET 6150	STEM Tools Devices & Simulations	3
Choose One (3 credits):		3
EDET 6025	Assessing Learning in Digital Environments	
OR		
EDET 6080	Evaluation Assessment and Data Driven Learning Design	
Total Credits		**12**

Upon completion of this program, students should be able to:

- Have an enhanced understanding of and integration among the many emerging and existing technologies and devices that can acquire data, information, images, ideas, and interactions and can present an increased ability to share this knowledge and information with learners, employees, students, clients, patients, museum visitors, other STEM developers and professional networks.
- Produce a conceptual, educational and psychological framework for learning, particularly when STEM topics are integrated with 21st century skills, technologies and collaborations.
- Understand the ways to assess the learning of individual "students" (students, clients, etc. of the participant) to improve their understanding within a technology-facilitated STEM learning environment and of the analytics and evidence necessary to evaluate program performance within the larger instructional framework.
- Enhance the knowledge-base within this emerging field of study and to develop professional relationships that can continue beyond the certificate courses.
- Identify and incorporate digital tools that address needs of diverse learners, especially those with disabilities.

Teaching and Training with Technology, Advanced Certificate

This 15-credit graduate certificate (formerly Teaching and Learning with Emerging Technologies) 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.

Note: This certificate is not a New York State teaching certificate.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
EDET 6005	Learning with Emerging Technologies: Theory & Practice	3
EDET 6015	Instructional Design for Online Learning Environments	3
EDET 6025	Assessing Learning in Digital Environments	3
EDET 6130	Facilitating Learning with Emerging Technologies in Blended & Online Environments	3
Choose one (3 credits):		3
EDET 6010	Media Literacies in Emerging Technologies	
OR		
EDET 6045	Digital Games Simulations & Learning	
OR		
EDET 6035	Advanced Instructional Design with Multimedia	
Total Credits		**15**

Upon successful completion of this program, students should be able to:

- 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.
- Compare different paradigms of knowledge, authority and control, and how they are manifested in different learning environments.
- Critique/evaluate existing technology and digital tool use.
- Design, disseminate and study the usability of technology tools that will be used by learners in one's own work environment.
- Identify and incorporate digital tools that address needs of diverse learners, especially those with disabilities.
- Demonstrate understanding of issues of copyright, intellectual property rights, and creating work in online environments and open educational resource repositories.

TESOL, Advanced Certificates

The Post-baccalaureate Advanced Certificate and the Post-masters Certificate of Advanced Study (CAS) in Teaching English to Speakers of Other Languages (TESOL) are fully online programs that prepare teachers who hold a valid Initial, Professional or Permanent New York State classroom teaching certificate in another area to gain an Initial or Initial/Professional certificate in TESOL. The programs are grounded in evidence-based practices in the areas of language acquisition and instruction and are situated within a social justice framework that aims to assist limited English proficient students in gaining the necessary skills

to increase their prospects of academic success in English-dominant school settings.

Admission Requirements

Admission to the programs require the applicant to hold a valid Initial, Professional, or Permanent NYS Teacher Certification, 12 credits in a language other than English, 3 credits in Literacy Skills, a 3.0 undergraduate GPA, and submit an official transcript of his or her bachelors and master's degree (if completed) along with a complete application. Visit the Admission (p. 616) page of this catalog for a full list of requirements for admission.

Please Note: The TESOL programs will be accepting students for the Fall and Summer terms only.

Program Delivery and Tuition Rate

These certificate programs are delivered through online courses and are billed at the Non-MBA rate.

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (https://sunyempire.edu/online-compliance/licensure/).

Students may begin this 15-credit program in the fall or summer terms. The required courses of these programs and the suggested enrollment sequences are as follows for Fall and Summer.

FALL TERM START

Code	Title	Credits
Fall Term		
EDUC 6080	Second Language Acquisition	3
EDUC 6082	Research-Based Methods for Teaching English Language Learners	3
Spring Term		
EDUC 6081	Linguistics and Grammar for English Teaching	3
EDUC 6083	Teaching English Language Learners in the Content Areas	3
Summer Term		
EDUC 6084	P-12 English as a Second Language Practicum	3
Total Credits		**15**

SUMMER TERM START

Code	Title	Credits
Summer Term		
EDUC 6081	Linguistics and Grammar for English Teaching	3
Fall Term		
EDUC 6080	Second Language Acquisition	3

EDUC 6082	Research-Based Methods for Teaching English Language Learners	3
Spring Term		
EDUC 6083	Teaching English Language Learners in the Content Areas	3
EDUC 6084	P-12 English as a Second Language Practicum	3
Total Credits		**15**

Upon successful completion of these programs, students should be able to:

- Develop instructional and assessment strategies for supporting ELLs in their learning across the content areas.
- Construct meaningful learning opportunities that combine academic language development with lessons that affirm cultural and linguistic diversity.
- Evaluate divergent theories of second language acquisition while connecting them with practices.
- Evaluate how language, as a system of sounds with the purpose of making meaning, connects with disciplines of psychology, sociology, and anthropology.
- Apply the theories, principles, and practices of teaching English to speakers of other languages in the P-12 classroom.

Women's and Gender Studies, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
LACS 6095	Seminar in Women's & Gender Studies	3
LACS 6115	Feminist Theory	3
Two electives (3 cr. each) in topics in women's and gender studies such as:		6
LACS 6130	Gender Race & Nation	
LACS 6230	Modern Gender & Sexuality Through Science Fiction Literature	
LACS 6100	Diagnosing Desire: Gender & Medicine in US History	
LACS 6330	Women & Humor	

LACS 6195	American Women Writers	
LACS 6060	British Women Writers	
LACS 6135	Global Feminist Movements	
LACS 6270	Race and Gender in US History since the Civil War	
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Understand Women's and Gender Studies as a discipline over time
- Demonstrate knowledge of Feminist Theory, past and present
- Examine gender and sexuality as social constructs/objects in cultural analysis
- Engage in dialogue on current issues of diversity of race, ethnicity, class, and gender
- Apply theory to practice, and engage in social action

Workforce Development, Advanced Certificate

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.

Program Delivery and Tuition Rate

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

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

Code	Title	Credits
CAED 6010	Principles of Community & Economic Development	3
CAED 6070	Workforce Development Policy	3
LABR 6030	Sociology of Work: Human Resources	3
LABR 6015	Labor Policy in America	3
Total Credits		**12**

Upon successful completion of this program, students should be able to:

- Communicate key theoretical concepts in the workforce development field.
- Identify and interpret public policies that pertain to workforce development.
- Emphasize the role politives in workforce development.
- Identify and understand the role of various stakeholder groups involved in the workforce development process.
- Communicate the role of training and education in workforce development.

- Identify and interpret statistics and other data that relate to work employment.
- Identify and understand workforce development issues that particularly pertain to New York state and the north-eastern United States, while also placing these issues within a broader global context.

COMBINED DEGREE PATHWAYS AND PROGRAMS

Adolescent Education, Combined Degree Pathways

Enrollment in a combined pathway allows highly qualified, Empire State University students to work on the **Master of Arts in Teaching** while completing their 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.

The Pathways

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

ADMISSION

Admission into the combined programs is highly selective. To be considered for admission into a combined pathway, applicants must complete an undergraduate application and meet the following requirements:

- Minimum 3.2 GPA (recalculation of up to the last 60 credits earned); and
- Transferring no more than 92 credits at the time of application

In addition to the above, to be offered official admission[1] candidates must have completed 60 or more undergraduate credits including 30 credits in content area requirements with a C or better.

Please see the **Undergraduate Admission page** for a complete listing of materials required to complete an undergraduate application.

[1] Candidates who have less than 60 undergraduate credits and/or still need to complete any of the content requirements can be accepted conditionally. To become officially admitted, conditional admits must maintain a minimum 3.2 GPA and complete all of the content requirements by 108 credits at the latest. Candidates who do not meet the requirements will be dismissed from the combined pathway and allowed to complete the bachelor's portion.

Curriculum

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

- successful completion of 30 credits in the designated content area (for example: English Language Arts)

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 University. Advising templates (http://www.sunyempire.edu/MATCombinedCert/) can be found on the School for Graduate Studies (https://www.sunyempire.edu/grad/) website. The teaching content area and the state's requirements for general education are incorporated into the undergraduate degree program based on the certification area that the student intends to seek. The student and the primary mentor should consult with the director of teacher education in planning an undergraduate degree program so that these requirements are met in undergraduate study and that the 12 credits of master's courses from MAT program also are included in the degree plan. Students must meet the graduate requirements for academic progress and minimum grade point average in their master's level courses to remain in the combined program.

The four graduate courses that will be taken during undergraduate study are:

Code	Title	Credits
EDUC 6010	Middle Childhood & Adolescent Development	3
EDUC 6005	US Schools in Social Context	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
Teaching & Learning (choose one):		*3*
EDUC 6020	Teaching & Learning: English	
EDUC 6025	Teaching & Learning: LOTE	
EDUC 6030	Teaching & Learning: Math	
EDUC 6035	Teaching & Learning: Science	
EDUC 6040	Teaching & Learning: Social Studies	
Total Credits		**12**

The remaining required courses of the graduate degree can be found on the MAT in Adolescent Education (p. 538) pages of this catalog.

Adolescent Special Education, Combined Degree Pathways

The School for Graduate Studies currently offers two combined degree pathways to the M.A.T. in Adolescent Special Education.

The Pathways

FOR EMPIRE STATE UNIVERSITY UNDERGRADUATE STUDENTS:
- B.A. or B.S. in Educational Studies to M.A.T. in Adolescent Special Education

Enrollment in the 157-credit combined program allows SUNY Empire undergraduate students to work on the Master of Arts in Teaching Adolescent Special Education 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.

FOR UNDERGRADUATES OF SUNY COBLESKILL:
- B.S. in Applied Psychology (through SUNY Cobleskill) to M.A.T. in Adolescent Special Education

Enrollment in this combined pathway allows highly qualified, current SUNY Cobleskill students to work on a master's degree while completing their bachelor's degree. Up to 12 credits of designated graduate courses are incorporated into the undergraduate degree program and will count toward both the bachelor's degree and the master's degree.

ADMISSION for SUNY Empire Students

Admission into the combined programs is highly selective. To be considered for admission into a combined pathway, applicants must complete an undergraduate application and meet the following requirements:

- Minimum 3.2 GPA (recalculation of up to the last 60 credits earned); and
- Transferring no more than 92 credits at the time of application

In addition, to the above, to be offered official admission[1] candidates must have completed 60 or more undergraduate credits, including 24 credits in content area requirements with a C or better.

Please see the Undergraduate Admission page for a complete listing of materials required to complete an undergraduate application.

ADMISSION FOR SUNY COBLESKILL UNDERGRADUATES

Admission into the combined programs is highly selective. Matriculated SUNY Cobleskill undergraduate students may apply to a combined program through the School for Graduate Studies and will complete the graduate application[2] for the MAT in Adolescent Special Education.

The applicant must have a minimum recalculated GPA of 3.2 (most recent 60 credits earned) and have completed 24 credits in Liberal arts and Sciences for State certification with a B or better.

Please see the **Graduate Admission** section of this catalog for a complete listing of materials required to complete a graduate application.

[1] Candidates who have less than 60 undergraduate credits and/or still need to complete any of the content requirements can be accepted conditionally. To become officially admitted, conditional admits must maintain a 3.2 GPA and complete all of the content requirements by 108 credits at the latest. Candidates who do not meet the requirements will be dismissed from the combined pathway and allowed to complete the bachelor's portion.

[2] SUNY Cobleskill applicants are not required to submit the application essay and may request a waiver code of the application fee at gradpartners@sunyempire.edu.

Curriculum

The combined pathways require 157 credits total, of which 45 are master's credits leading to the M.A.T. in Adolescent Special Education. Students must meet all college, A.O.S. and relevant concentration guidelines as well as the liberal arts and sciences general education requirements (different than and in addition to the SUNY General Education Requirement) within the undergraduate credits as follows:

Successful completion of a total 60 undergraduate credits:

- Of these 60 credits, 24 credits should be in liberal arts and sciences
- Successful completion of 6 credits in additional undergraduate coursework

With 60 credits in requirements, the program requires careful planning that should begin in the first term of student's undergraduate career. Please utilize the degree planning guidelines templates provided on the certification and content area requirements (https://www.sunyempire.edu/graduate-studies/combined-programs/mat-adolescent-special-ed/certification/) page. The student and their 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 the MAT program are also 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.

The four graduate courses that will be taken during undergraduate study are:

Code	Title	Credits
SPED 6005	Introduction to History of Special Education Law	3
EDUC 6010	Middle Childhood & Adolescent Development	3
SPED 6025	Teaching & Learning Across the Contents: Methods I	3
EDUC 6015	Exceptionalities: Individualizing Learning	3

The remaining required courses of the graduate degree can be found on the MAT in Adolescent Special Education (p. 542) pages of this catalog.

Business Management, Combined Degree Pathways

Enrollment in a combined pathway allows highly qualified, undergraduate 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.

Empire State University currently offers combined pathways to its own undergraduates as well as highly qualified undergraduates of SUNY Canton, SUNY Cobleskill and SUNY Morrisville.

The Pathways

Undergraduate students of **Empire State University** may seek the following combined degree pathways:

- B.A. or B.S. or B.P.S. in Business, Management and Economics to MBA in Business Management
- B.B.A in Business Administration to MBA in Business Management
- B.S. in Business Administration, or Business Management, or Human Resources to MBA in Business Management
- B.S. in Allied Health to MBA in Business Management

SUNY Canton undergraduates may seek the following combined degree pathways to the MBA in Business Management:

- B.B.A. (through SUNY Canton) to MBA in Business Management
- B.S. in Healthcare Management (through SUNY Canton) to MBA in Business Management

SUNY Cobleskill undergraduates may seek the following combined degree pathways to the MBA in Business Management:

- B.B.A. (through SUNY Cobleskill) to MBA in Business Management
- B.S. in Applied Psychology (through SUNY Cobleskill) to MBA in Business Management (Human Resource Management concentration)

SUNY Morrisville undergraduates may seek the following combined degree pathways to the MBA in Business Management:

- B.B.A. (through SUNY Morrisville) to the MBA in Business Management

ADMISSION for SUNY Empire Students

Admission into the combined programs is highly selective. To be considered for admission into a combined pathway, applicants must complete an undergraduate application and meet the following requirements:

- Minimum 3.2 GPA (recalculation of up to the last 60 credits earned); and
- Transferring no more than 92 credits at the time of application.

In addition to the above, candidates must have completed 60 or more undergraduate credits and the following academic prerequisites or their equivalent with a C or better, to be offered official admission[1]:

- Statistics (3 credits);
- Macroeconomics (3 credits);
- Microeconomics (3 credits); and
- Accounting (3 credits).

Please see the **Undergraduate Admission page** for a complete listing of materials required to complete an undergraduate application.

ADMISSION for SUNY CANTON, SUNY Cobleskill & SUNY Morrisville Undergraduates

Admission into the combined programs is highly selective. Matriculated SUNY Canton, SUNY Cobleskill and SUNY Morrisville undergraduate students may apply to a combined program through the School for Graduate Studies and will complete the graduate application[1] for the MBA in Business Management.

The applicant must have a minimum recalculated GPA of 3.2 (most recent 60 credits earned) and have three to five years of managerial or professional experience. In addition to completing the graduate application[2], candidates must have completed the following academic prerequisites or their equivalent with a B or better, to be considered for admission:

- Statistics (3 credits);
- Macroeconomics (3 credits);
- Microeconomics (3 credits); and
- Accounting (3 credits)

Please see the **Graduate Admission** section of this catalog for a complete listing of materials required to complete a graduate application.

[1] Candidates who have less than 60 undergraduate credits and/or still need to complete any of the prerequisites can be accepted conditionally. To become officially admitted, conditional admits must maintain a minimum 3.2 GPA, and complete all of the prerequisites by 108 credits at the latest. Candidates who do not meet the requirements will be dismissed from the combined pathway and allowed to complete the bachelor's portion.

[2] SUNY Canton, SUNY Cobleskill & SUNY Morrisville applicants are not required to submit the application essay and may request a waiver code of the application fee at gradpartners@sunyempire.edu.

Curriculum

The combined pathways leading to an MBA in Business Management require 148 credits total, of which 36 are master's credits leading to the MBA in Business Management. Students must meet all college, Area Of Study (AOS), and relevant concentration guidelines.

These programs require careful planning that should begin in the first term of a student's undergraduate career. The student and their 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 the 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 a combined program.

Combined Pathway Courses

Each pathway has 4 specific courses (12 credits) that may be included in an approved undergraduate degree plan.

Empire State University Undergraduates

Students accepted to a combined degree pathway will include the following 4 courses (12 credits) in their undergraduate degree plans. Special requests to substitute these courses will be considered by the Business, Management & Leadership chair.

- MGMT 6020 Leadership & Executive Development (3 cr.)
- MGMT 6025 Strategic Perspectives of Global Management (3 cr.)
- MGMT 6030 Management Information Systems & Data Visualization (3 cr.)
- MGMT 6040 High Performance Management (3 cr.)

SUNY CANTON B.B.A. UNDERGRADUATES

The four graduate courses that may be taken during SUNY Canton B.B.A. undergraduate study are outlined below.[1] The choice of courses varies and is determined by the concentration chosen.

Code	Title	Credits
Choose 4 courses from within your area of concentration: General Business; Business Analytics; Finance; Healthcare Management; Human Resource Management; Project Management; or Nonprofit Management.		**12**
MGMT 6016	Financial Management	3
MGMT 6020	Leadership & Executive Development	3
MGMT 6025	Strategic Perspectives of Global Management	3
MGMT 6030	Management Information Systems & Data Visualization	3
MGMT 6035	Global E-Commerce Strategies	3
MGMT 6040	High Performance Management	3
MGMT 6050	Operations and Supply Chain Management	3
MGMT 6065	Economics for Global Managers	3
MGMT 6075	International Financial Management	3
FSMA 6010	Quantitative Methods in Finance	3

SUNY CANTON B.S. UNDERGRADUATES

The four graduate courses that may be taken during SUNY Canton B.S. in Healthcare Management undergraduate study are outlined below.[1]

Code	Title	Credits
Choose 4		*12*
MGMT 6020	Leadership & Executive Development	3
MGMT 6025	Strategic Perspectives of Global Management	3
HCLM 6075	Managing Healthcare Systems	3
HCLM 6080	Health Policy & Management	3
HCLM 7005	Healthcare Strategic Communication	3

SUNY COBLESKILL B.B.A. UNDERGRADUATES

The four graduate courses that may be taken during SUNY Cobleskill B.B.A. undergraduate study are outlined below.[1]

Code	Title	Credits
MGMT 6020	Leadership & Executive Development	3
MGMT 6025	Strategic Perspectives of Global Management	3
MGMT 6050	Operations and Supply Chain Management	3
AND (Choose 1):		*3*
MGMT 6030	Management Information Systems & Data Visualization	
MGMT 6035	Global E-Commerce Strategies	
Total Credits		**12**

SUNY COBLESKILL B.S. UNDERGRADUATES

The four graduate courses that may be taken during SUNY Cobleskill B.S. in Applied Psychology undergraduate study are outlined below.[1]

Code	Title	Credits
MGMT 6020	Leadership & Executive Development	3
MGMT 6025	Strategic Perspectives of Global Management	3
MGMT 6030	Management Information Systems & Data Visualization	3
MGMT 6040	High Performance Management	3
Total Credits		**12**

SUNY MORRISVILLE B.B.A. UNDERGRADUATES

The four graduate courses that may be taken during SUNY Morrisville B.B.A. undergraduate study are outlined below.[1] The choice of courses varies and is determined by the concentration chosen.

Code	Title	Credits
Choose 4 courses from within your area of concentration: General Business; Business Analytics; Finance; Healthcare Management; Human Resource Management; Project Management; or Nonprofit Management.		*12*
MGMT 6016	Financial Management	3
MGMT 6020	Leadership & Executive Development	3
MGMT 6025	Strategic Perspectives of Global Management	3
MGMT 6030	Management Information Systems & Data Visualization	3
MGMT 6035	Global E-Commerce Strategies	3
MGMT 6040	High Performance Management	3
MGMT 6045	Global Leadership Competencies	3
MGMT 6050	Operations and Supply Chain Management	3
MGMT 6060	Managerial Economics	3
MGMT 6075	International Financial Management	3

Remaining required courses of the MBA degree can be found on the MBA in Business Management (p. 557) page of this catalog.

[1] SUNY Canton, SUNY Cobleskill and SUNY Morrisville students interested in an Empire State University MBA pathway should seek guidance from their undergraduate academic advisor as admission and program requirements may differ.

Dual Degree Program BS/MBA CPA 150 and 150 E Registered Licensure Qualifying Program

Enrollment in this 152-credit dual award program allows highly qualified, Empire State University students to work on the MBA in Business Management (Management or International Business track) while completing the BS in Accounting degree. Up to 9 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. Successful completion of this program qualifies graduates to pursue CPA-150 or CPA-150E licensure. The dual award program is listed among the licensure-qualifying programs by **the NYS Education Department's Inventory of Registered Programs CPA 150** and (https://www2.nysed.gov/heds/IRPSL1.html)**CPA 150E (https://www2.nysed.gov/heds/IRPSL1.html).** There is no requirement for an undergraduate concurred degree plan. Upon meeting the program's admission requirements, students may apply directly to the graduate program.

Pathway Options to the CPA Educational Requirements: Qualified SUNY Empire undergraduates may pursue the following dual award degree programs:

- **Dual Program Registered NYS Licensure Qualifying Degree Program:** B.S. in Accounting (p. 17) **to** MBA in Business Management (p. 557).
- **Combined Degree Program**: B.S./B.P.S. In BME Concentration in Accounting Practices (https://catalog.esc.edu/undergraduate/areas-study-degrees-certificates/areas-study-concentration-guidelines/business-management-economics/#Practices) **to** MBA in Business Management (https://www.sunyempire.edu/graduate-studies/combined-programs/mba-business-management/).
- Undergraduate Enrollment in Graduate Courses (https://www.sunyempire.edu/registrar/forms-services/undergrad-enrollment-grad-courses/): To complete the educational requirements for the CPA License. (https://www.op.nysed.gov/professions/certified-public-accountants/initial-license-requirements/)

ADMISSION

New applicants to the University's B.S. in Accounting program or matriculated students in the B.S. in Accounting program will be considered for this dual degree program. Whether new to the University or matriculated, students must apply for the dual degree program. The application process includes a review of all coursework completed, one recommendation, and one application essay. The following are required for unconditional acceptance:

GPA: A GPA of 3.2 is required on the last 60 applicable college credits for unconditional acceptance. Admission is conditional until the student has earned 60 college credits applicable to the dual degree with a minimum 3.2 GPA.

Prerequisite Courses: Applicants to the dual program must include the following undergraduate level or their equivalent in their degree plan: statistics (3 credits), macroeconomics (3 credits), microeconomics (3 credits), and accounting (3 credits). Applicants who do not have the courses completed at the time of application to the dual program may be accepted into the combined pending completion of the courses.

Application

Please see the **Graduate Admission** section of this catalog for a complete list of materials required to complete a graduate application including the **Undergraduate application**.

[1] Candidates who have less than 60 undergraduate credits and/or still need to complete any of the prerequisites can be accepted conditionally. To become officially admitted, conditional admits must maintain a minimum 3.2 GPA, and complete all of the prerequisites by 108 credits the latest. Candidates who do not maintain the requirements will be dismissed from the dual degree and allowed to complete the bachelors portion.

Curriculum

The dual award BS/MBA CPA 150 and CPA 150E program requires 152 total credits of which 36 are master's credits leading to the MBA in Business Management. Students complete up to 9 credits of graduate coursework as undergraduate students that count toward both degrees. Once the undergraduate degree has been awarded, the student may begin the remaining 27 credits required for the MBA. 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. Students may directly apply to the program, when eligible, based on the admission requirements. (p. 608)

DUAL Award DEGREE Program Courses

Before they have completed their undergraduate degrees, students in the Dual Program take the following "combined" graduate courses (9 credits) which count toward both the bachelor's and MBA (General Business Concentration) degrees:

Code	Title	Credits
General Business Concentration		
MGMT 6016	Financial Management	3
or MGMT 6075	International Financial Management	
MGMT 6020	Leadership & Executive Development	3
MGMT 6025	Strategic Perspectives of Global Management	3

MBA (General Business Concentration) Courses

After the completion of their undergraduate degree, students take the following courses (27 credits) required to complete the MBA in Business Management (General Business Concentration). Please note that this dual program does not allow electives and the three courses indicated below take the place of the electives allowed in the stand-alone MBA program.

Code	Title	Credits
APAN 6025	Applied Management Analytics (Takes the place of elective in stand-alone MBA)	3
MGMT 6030	Management Information Systems & Data Visualization	3
MGMT 6040	High Performance Management	3
MGMT 6050	Operations and Supply Chain Management	3
MGMT 6060	Managerial Economics	3
or MGMT 6065	Economics for Global Managers	
MGMT 6122	Corporate Communication and Marketing Strategy	3
or MGMT 7005	Global Marketing Strategies	

FSMA 6060	Strategic Cost Analysis (Takes the place of elective in stand-alone MBA)	3
FSMA 6080	International Accounting (Takes the place of elective in stand-alone MBA)	3
MGMT 7080	Strategic Business Applications	3

For the required undergraduate courses portion of the program (116 credits), please visit the BS in Accounting Combined Program (p. 18) page of the Undergraduate Catalog.

Community and Economic Development, Combined Degree Pathways

Please Note: As of Fall 2024, SUNY Empire is no longer accepting applications to these combined pathways.

Enrollment in a combined pathway allows highly qualified, current Empire State University 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.

The Pathways

- B.A. or B.S. or B.P.S. in Business, Management and Economics to M.A. in Community and Economic Development, or
- B.A. or B.S. or B.P.S. in Public Affairs to M.A. in Community and Economic Development

ADMISSION

Please Note: As of Fall 2024, SUNY Empire is no longer accepting applications to these combined pathways.

Admission into the combined programs is highly selective. To be considered for admission into a combined pathway, applicants must complete an undergraduate application and meet the following requirements:

- Minimum 3.2 GPA (recalculation of up to the last 60 credits earned); and
- Transferring no more than 92 credits at the time of application.

In addition to the above, to be offered official admission[1] candidates must have completed 60 or more undergraduate credits.

Please see the **Undergraduate Admission page** for a complete listing of materials required to complete an undergraduate application.

[1] Candidates who have less than 60 undergraduate credits can be accepted conditionally. To become officially admitted, conditional admits must maintain a minimum 3.2 GPA until they have 60 credits. Candidates who do not meet the requirements will be dismissed from the combined pathway and allowed to complete the bachelor's portion.

Curriculum

Please Note: As of Fall 2024, SUNY Empire is no longer accepting applications to these combined pathways.

The combined degree pathway requires 142 credits total, of which 30 are master's credits leading to the M.A. in Community and Economic Development. Students must meet all college, AOS and relevant concentration guidelines.

In the combined degree pathway, the student may use up to 12 graduate credits (specified below under "Combined Pathway Courses") to complete the 124 credits required for the undergraduate degree. This degree must meet all requirements established by the university, as well as the student's area of study. Once the undergraduate degree has been awarded, the student may begin the remaining 18 credits required for the graduate M.A. in Community and Economic Development degree. The combined degree, culminating in the completion of the master's degree, requires a total of 142 credits. 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 Courses

These four graduate courses (12 credits) may be taken as an undergraduate student. The remaining six graduate courses (18 credits) would be taken once matriculated as a graduate student. See the MA in Community and Economic Development (p. 561) program page of this catalog for the remaining graduate course list.

Code	Title	Credits
PPOL 6007	Policy Process	3
PPOL 6030	Public Policy Analysis	3
CAED 6010	Principles of Community & Economic Development	3
CAED 6040	Stakeholder-Sensitive Business Models	3
Total Credits		**12**

Finance, Combined Degree Pathway

Empire State University currently offers a combined degree pathway to the Master of Science (M.S.) in Finance to undergraduate students of SUNY Cobleskill. Enrollment in a combined pathway allows highly qualified, current SUNY Cobleskill students to work on a master's degree while completing their bachelor's degree. Up to 12 credits of designated graduate courses are incorporated into the undergraduate degree program and will count toward both the bachelor's degree and the master's degree.

The Pathway

Undergraduate students of **SUNY Cobleskill** may seek the following combined degree pathway:

- B.B.A. in Financial Services (through SUNY Cobleskill) to M.S. in Finance

Admission

Admission into the M.S. in Finance combined degree pathway is highly selective. Matriculated SUNY Cobleskill undergraduate students may apply to the combined program through the School for Graduate Studies and will complete all of the application requirements for the master's degree program. The applicant must have a minimum recalculated GPA of 3.2 (most recent 60 credit earned).

In addition to completing the graduate application[1], candidates must have completed the following academic prerequisites or their equivalent, with a B or better, to be considered for admission:

- Statistics (3 credits); and
- Financial Accounting (3 credits)

Please see the **Graduate Admission** section of this catalog for a complete listing of materials required to complete a graduate application.

[1] SUNY Cobleskill applicants are not required to submit the application essay and may request a waiver code of the application fee at gradpartners@sunyempire.edu

Curriculum

Students accepted to a combined program will include the following 4 courses (12 credits) in their approved undergraduate degree plans. Special requests to substitute these courses will be considered by the program chairs in consultation with the student's SUNY Cobleskill advisor.

These programs require careful planning that should begin in the first term of a student's undergraduate career. The student and their undergraduate advisor 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 the MS in Finance 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 a combined program.

Combined Pathway Courses

Code	Title	Credits
FSMA 6016	Financial Management	3
FSMA 6010	Quantitative Methods in Finance	3

Choose 2 from the following courses:

FSMA 6050	Financial Analysis & Control	3
MGMT 6065	Economics for Global Managers	3
MGMT 6075	International Financial Management	3

Remaining required courses of the M.S. in Finance degree can be found on the M.S. in Finance (p. 570) degree page of this catalog.

Healthcare Leadership, Combined Degree Pathways

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

Empire State University currently offers combined pathways to the MBA in Healthcare Leadership to its own undergraduates as well as qualified undergraduates of SUNY Canton.

The Pathways

Undergraduate students of **Empire State University** may seek the following combined degree pathway:

- B.S. in Allied Health to MBA in Healthcare Leadership

Undergraduate students of **SUNY Canton** may seek the following combined degree pathway:

- B.S. in Healthcare Management (through SUNY Canton) to M.B.A. in Healthcare Leadership

ADMISSION for SUNY Empire Students

Admission into the combined programs is highly selective. To be considered for admission into a combined pathway, applicants must complete an undergraduate application and meet the following requirements:

- Minimum 3.2 GPA (recalculation of up to the last 60 credits earned); and
- Transferring no more than 92 credits at the time of application.

In addition to the above, candidates must have completed 60 or more undergraduate credits and the following academic prerequisites or their equivalent with a C or better, to be offered official admission[1]:

- Statistics (3 credits);
- Microeconomics (3 credits); and
- Accounting (3 credits).

Please see the **Undergraduate Admission page** for a complete listing of materials required to complete an undergraduate application.

ADMISSION for SUNY CANTON Undergraduates

Admission into the combined programs is highly selective. Matriculated SUNY Canton undergraduate students may apply to a combined program

through the School for Graduate Studies and will complete the graduate application[1] for the MBA in Healthcare Leadership.

The applicant must have a minimum recalculated GPA of 3.2 (most recent 60 credits earned) and have three to five years of managerial or professional experience. In addition to completing the graduate application[2], candidates must have completed the following academic prerequisites or their equivalent with a B or better, to be considered for admission:

- Statistics (3 credits);
- Macroeconomics (3 credits);
- Microeconomics (3 credits); and
- Accounting (3 credits)

Please see the **Graduate Admission** section of this catalog for a complete listing of materials required to complete a graduate application.

[1] Candidates who have less than 60 undergraduate credits and/or still need to complete any of the prerequisites can be accepted conditionally. To become officially admitted, conditional admits must maintain a minimum 3.2 GPA, and complete all of the prerequisites by 108 credits at the latest. Candidates who do not meet the requirements will be dismissed from the combined pathway and allowed to complete the bachelor's portion.

[2] SUNY Canton applicants are not required to submit the application essay and may request a waiver code of the application for at gradpartners@sunyempire.edu.

Curriculum

The combined program leading to a MBA in Healthcare Leadership, require 152 credits total, of which 42 are master's credits leading to the MBA in Healthcare Leadership. Students must meet all college and academic program guidelines.

The combined program requires careful planning. It is recommended that this should begin in the first term of a student's undergraduate career. The student and the primary mentor will consult in the planning of the undergraduate degree program so that both the undergraduate degree requirements and the 12 graduate-level credits from the MBA in Healthcare Leadership 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 pathway program.

Combined Pathway Courses

The four graduate courses that must be taken during undergraduate study are below. Students accepted to the combined pathway will include these courses in their undergraduate degree plan.

Code	Title	Credits
HCLM 6005	Mastering Leadership in Healthcare Organizations	3
HCLM 6010	Analysis of Healthcare Markets & Health Policy	3
HCLM 6015	Health Information Management and Informatics	3
HCLM Elective		3

Remaining required graduate courses can be found on the MBA in Healthcare Leadership (p. 572) pages of this catalog.

Information Technology, Combined Degree Pathways

Empire State University currently offers a combined degree pathway to the M.S. in Information Technology to undergraduate students of SUNY Cobleskill. Enrollment in a combined pathway allows highly qualified, current SUNY Cobleskill students to work on a master's degree while completing their bachelor's degree. Up to 12 credits of designated graduate courses are incorporated into the undergraduate degree program and will count toward both the bachelor's degree and the master's degree.

The Pathway

Undergraduate students of **SUNY Cobleskill** may seek the following combined degree pathway:

- Bachelor of Technology in Information Technology (through SUNY Cobleskill) to Master of Science (MS) in Information Technology

Admission

Admission into this combined degree pathway is highly selective. Matriculated SUNY Cobleskill undergraduate students may apply to the combined program through the School for Graduate Studies and will complete all of the application requirements for the master's degree program. The applicant must have a minimum recalculated GPA of 3.2 (most recent 60 credit earned).

In addition to completing the graduate application[1], candidates must have foundational knowledge in computer programming and computer networks. Please see the **Graduate Admission** section of this catalog for a complete listing of materials required to complete a graduate application.

[1] SUNY Cobleskill applicants are not required to submit the application essay and may request a waiver code of the application fee at gradpartners@sunyempire.edu.

Curriculum

Students accepted to this combined program will include the following 4 courses (12 credits) in their approved undergraduate degree plans. Special requests to substitute these courses will be considered by the program coordinator in consultation with the student's SUNY Cobleskill advisor.

These programs require careful planning that should begin in the first term of a student's undergraduate career. The student and their undergraduate advisor 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 the M.S. in Information Technology 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 a combined program.

Combined Pathway Courses

Code	Title	Credits
INFT 6127	Information Technology in Organizations	3
INFT 6132	Network Administration	3
INFT 6137	Enterprise Systems Architecture	3
INFT 6142	Computer Systems Security	3

Remaining required courses of the M.S. in Information Technology degree can be found on the MS in Information Technology (p. 575) degree page of this catalog.

Liberal Studies, Combined Degree Pathways

Enrollment in a combined program allows highly qualified, Empire State University 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.

The Pathways

Qualified SUNY Empire undergraduates may pursue the following combined degree pathways:

- B.A. or B.S. in Historical Studies to M.A. in Liberal Studies
- B.A. or B.S. in Cultural Studies to M.A. in Liberal Studies
- B.A. or B.S. in The Arts to M.A. in Liberal Studies

ADMISSION

Admission into the combined programs is highly selective. To be considered for admission into a combined pathway, applicants must complete an undergraduate application and meet the following requirements:

- Minimum 3.2 GPA (recalculation of up to the last 60 credits earned); and
- Transferring no more than 92 credits at the time of application.

In addition to the above, to be offered for official admission[1] candidates must have completed 60 or more undergraduate credits.

Please see the **Undergraduate Admission page** for a complete listing of materials required to complete an undergraduate application.

[1] Candidates who have less than 60 undergraduate credits can be accepted conditionally. To become officially admitted, conditional admits must maintain a minimum 3.2 GPA until they have 60 credits. Candidates who do not meet the requirements will be dismissed from the combined pathway and allowed to complete the bachelor's portion.

Curriculum

The combined pathway requires 142 total credits of which 30 are master's credits leading to the M.A. in Liberal Studies. Students complete 12 credits of graduate coursework as undergraduate students that count toward both the 124 credits required for the B.A./B.S. degree and the 30 credits required for the M.A. degree. Students must meet all college, AOS and relevant concentration guidelines. Once the undergraduate degree has been awarded, the student may begin the remaining 18 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 Courses

The four graduate courses that will be taken during undergraduate study are listed below. Short 2-3 day virtual residencies are also required during graduate liberal studies. The remaining courses required to complete the graduate degree, can be found on the MA in Liberal Studies (p. 577) page of this catalog, under the Program Requirements tab.

Code	Title	Credits
LACS 6005	Foundations of Liberal Studies	3
LACS 6010	Interdisciplinary Learning Design	3
LACS 6015	Exploring your Field: The Academic Literature Review	3
Models of Critical Inquiry (Choose one):		*3*
LACS 6020	Models of Critical Inquiry: Art Aesthetics & the Body	
LACS 6025	Models of Critical Inquiry: Landscapes of Learning	
LACS 6027	Models of Critical Inquiry: How We Know	
LACS 6030	Models of Critical Inquiry: Relationships to the Past - History & Culture	
LACS 6035	Models of Critical Inquiry: Science & Society	
Total Credits		**12**

Nursing, Combined Degree Pathways

The Empire State University School of Nursing and Allied Health offers a multi-award BS in Nursing and MS in Nursing degree to prepare graduates for practice in complex and evolving healthcare environments. The academic content of the program focuses on achieving core competencies identified by the American Association of Colleges of Nursing (2021) and National Academy of Medicine (2021) for nurses to reduce health disparities, achieve health equity, and promote well-being.

In this program, students earn both a Bachelor of Science degree in Nursing and a Master of Science degree in Nursing Education or Nursing Administration. This flexible, comprehensive, and evidence-based program is designed for part-time study and can be completed in three to four years depending on specialization. SUNY Empire has an established infrastructure for distance education which supports this fully on-line program. Students complete their clinical practicum experiences in their local communities.

Admission

To be considered for admission to the RN to MS in Nursing program, (http://suny-empire.esc.edu/degrees-programs/associate-bachelors/rn-to-b.s.-in-nursing/) students must:

- Have an associate degree from an accredited nursing program with a minimum 3.0 GPA.
- Possess an active, unencumbered NY state registered nurse license.
- One year working experience as a registered nurse.
- Be able to pursue college-level work (as evidenced by essay).
- Demonstrate capacity to develop graduate level academic skills.

The nursing program gives preference in the admission decision to candidates residing within New York state.

Application Requirements

To apply for the RN to MS in Nursing degree program, you must submit:

- An online application (https://apply.sunyempire.edu) and a 500-word essay. Guidelines are provided in the online application.
- An official transcript sent directly from the institution where you earned your A.A.S degree or diploma.
- One letter of recommendation from current supervisor.
- Copy of an active, unencumbered NY state registered nurse license.
- Show completion of an associate degree in nursing with a minimum 3.2 GPA.

Curriculum

The combined RN-MS in Nursing degree program is designed for working registered nurses who wish to earn their BSN and MSN degree at the same time. For part-time students, the program can be completed within four years. Students progress through the program by completing 4-8 credits per term. Students must have an overall GPA of 3.2 and must successfully complete 140-143 credits for the RN to MS in Nursing Education or Nursing Administration degree program. Students will be awarded the B.S.N. and the M.S. in Nursing degree at the completion all degree requirements.

Please visit the B.S. in Nursing (p. 101) catalog pages and the M.S. in Nursing Education (p. 582) or M.S. in Nursing Administration (p. 580) catalog pages for more information about each program.

Work and Labor Policy, Combined Degree Pathways

Empire State University currently offers a combined degree pathway to the M.A. in Work and Labor Policy to undergraduate students of SUNY Cobleskill. Enrollment in a combined pathway allows highly qualified, current SUNY Cobleskill students to work on a master's degree while completing their bachelor's degree. Up to 12 credits of designated graduate courses are incorporated into the undergraduate degree program and will count toward both the bachelor's degree and the master's degree.

The Pathway

Undergraduate students of **SUNY Cobleskill** may seek the following combined degree pathway:

- B.S. in Applied Psychology (through SUNY Cobleskill) to M.A. in Work and Labor Policy

ADMISSION

Admission into the M.A. in Work and Labor Policy combined degree pathway is highly selective. Matriculated SUNY Cobleskill undergraduate students may apply to the combined program through the School for Graduate Studies and will complete all of the application requirements[1] for the master's degree program. The applicant must have a minimum recalculated GPA of 3.2 (most recent 60 credit earned).

APPLICATION

Please see the **Graduate Admission** section of this catalog for a complete listing of materials required to complete a graduate application.

[1] SUNY Cobleskill applicants are not required to submit the application essay and may request a waiver code of the application fee at grad@sunyempire.edu.

Curriculum

Students accepted to this 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 program coordinator in consultation with the student's SUNY Cobleskill advisor.

These programs require careful planning that should begin in the first term of a student's undergraduate career. The student and their undergraduate advisor 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 the M.A. in Work and Labor Policy program also are included in the degree plan. Those courses are listed below. Students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in a combined program.

Combined Pathway Courses

Code	Title	Credits
LABR 6015	Labor Policy in America	3
LABR 6020	Working in America	3
PPOL 6020	Research Methods	3
or PPOL 6021	Methods for Policy Research	
LABR 6025	Labor & Employment Relations	3
Total Credits		**12**

Remaining required courses of the M.A. in Work and Labor Policy degree can be found on the MA in Work and Labor Policy (p. 589) section of this catalog, under Program Requirements.

Graduate Admission

For application deadlines, please refer to The School for Graduate Studies' Admission *(*https://www.sunyempire.edu/admissions/graduate/*) website page.*

School for Graduate Studies Admissions

Admissions Review for a Master's Program

An application is reviewed when it is complete. A complete application may include:

- Standard biographical information;
- Official transcripts of undergraduate and graduate study from a regionally accredited institution;
- A record of previous experience in employment and/or education (a CV/resume);
- A personal essay describing academic and professional goals;
- An analytical essay (for select programs);
- A copy of active teaching license (for select programs);
- Recommendations from appropriately qualified persons who can attest to the applicant's ability to pursue graduate study (personal references are not appropriate), for select programs; and
- A $50 orientation fee (nonrefundable).

Applications are reviewed regularly throughout the year but only after all required documents have been received (requirements vary by program). You should submit all documents immediately upon applying. It is important to note that the MAT programs, M.Ed in Adolescent Special Education, M.S. in Applied Behavior Analysis only start new students in the fall term.

Transcripts, letters of recommendation, the personal essay, the analytical essay, and employment experience (resume/CV) are all considered in the admission decision. For select programs, applicants may be invited for an interview. (Please see the Graduate Admission Policy located in the Policies and Procedures (p. 710) section of this catalog.)

PROGRAM PREREQUISITES
The M.A.T. programs, M.S. in Finance, M.S. in Information Technology, M.S. in Cybersecurity, M.S. in Applied Analytics, M.S. in Healthcare Analytics, M.S. in Marketing Analytics, and M.B.A. programs have prerequisite requirements. Please refer to the respective program's page for details of the prerequisite requirements.

ENTRANCE EXAMS
Entrance exams (GRE, GMAT) are not required for application to any of the master's programs.

Admissions Review for the Doctoral Program

An application for the Ed.D. in Educational Leadership and Change is reviewed when it is complete. A complete application includes:

- Standard biographical information;
- A record of previous experience in employment and/or education (a CV/resume);
- A personal essay describing academic and professional goals;
- A program research essay;
- Official transcripts of undergraduate and graduate study from a regionally accredited institution;
- 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 for fall term admission only.

Transcripts, letters of recommendation, personal essay, program research essay, and experience (resume/CV) are all considered in the admission decision. An interview is required for candidates. (Please see the Admission Policy located in the Policies and Procedures section of this catalog.)

Program Prerequisites
The Ed.D. in Educational Leadership and Change has prerequisite requirements. Please refer to the Ed.D program's Admission section (p. 565) for a detailing of the prerequisite requirements.

ENTRANCE EXAMS
Entrance exams (GRE, GMAT) are not required for entrance to the Ed.D. in Educational Leadership and Change.

Admissions Review for an Advanced Certificate

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

- Standard biographical information;
- A record of previous experience in employment and/or education (a CV/resume);
- A copy of active teaching license (for select programs);
- Official transcripts of undergraduate study from a regionally accredited institution; and
- A $50 orientation fee (nonrefundable).

PROGRAM PREREQUISITES
Advanced Certificates in Financial Management and Analysis, Global Finance and Investment, Information Technology Management, Marketing Analytics and Brand Management, and Teaching English to Speakers of Other Languages have prerequisite requirements. Please refer to the respective program's page for details of the prerequisite requirements.

Admissions Review for a Certificate of Advanced Study

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

- Standard biographical information;
- A record of previous experience in employment and/or education (a CV/resume);
- A copy of active teaching license;
- Official transcripts of undergraduate and graduate study from a regionally accredited institution; and
- A $50 orientation fee (nonrefundable).

PROGRAM PREREQUISITES
The Certificate of Advanced Study in Teaching English to Speakers of Other Languages has prerequisite requirements. Please refer to the respective program's page for a detailing of the prerequisite requirements.

School of Nursing and Allied Health Graduate Admissions

Both the **M.S. in Nursing Administration** and the **M.S. in Nursing Education** programs require the following when applying:

- A bachelor's degree in nursing (BSN) from a regionally accredited institution with a GPA of 3.0 or above;
- Possess an active, unencumbered RN license with expiration date;
- Resume showing clear demonstration of clinical practice as a registered nurse (minimum 1 year); and
- Must meet the M.S. in nursing application requirements (https://www.sunyempire.edu/admissions/nursing-admissions/nursing-application-checklist/).

The **Certificate in Advanced Study in Nursing Education** has the following admission requirements:

- A complete admission application;
- A New York State or state of residence unencumbered license as a registered nurse and any other advanced practice license;
- Official transcript(s) from a regionally accredited institution of higher education;
- A graduate degree (masters) in nursing with a cumulative GPA of 3.0 or higher; and
- Evidence of completing graduate level content for advanced health assessment, pathophysiology and pharmacology.

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 University. Evaluation reports must be submitted directly from the evaluation service to the university or GradCAS.

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), or 6.5-7 on the IELTS to be considered for admission to the Empire State University 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 university 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 University. See above;
- proof of financial ability to pay for tuition; and
- 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 United States. 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 university.

Canadian border commuter students accepted to the university are entered into the federal Student and Exchange Visitor Information System (SEVIS) (http://www.Ice.gov/sevis/i901/), 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. Please visit the SEVIS (http://www.Ice.gov/sevis/i901/) website for more information on the SEVIS fee and how to pay it. Students are required to present receipt of this payment when they cross into the United States. 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, university-sponsored scholarships or employment while studying with Empire State University. 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 Admissions toll free at 800-847-3000.

Please visit the International Students (http://www.sunyempire.edu/ISS/) webpage 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
Empire State University
111 West 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 doctoral degree, master's degree, advanced certificate, or certificate of advanced study program.

State Authorization for 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 University is working to comply with each state's regulations and to maintain the necessary authorizations to continue providing our online degree programs. As a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), Empire State University is authorized to offer its online degree programs to residents of all other NC-SARA participating states. A complete list of states that are participants of NC-SARA can be found on **their website**.

If a state or U.S. territory is not participating in NC-SARA, please visit our **State Authorization for the Provision of Online Education web page** to check on the status of Empire State University'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 University, 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 university's student problem resolution process prior to filing a complaint with a state agency. Please visit Empire State University's Student Problem Resolution Non-New York Residents (https://www.sunyempire.edu/student-affairs/contact-for-support/student-problem-resolution/non-new-york-residents/) webpage for more information.

Tuition and Fees (Graduate)

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. Each term also contains two overlapping 8-week express terms. Please see the University Calendar section (p. 154) or the Office of the Registrar's web page (https://www.sunyempire.edu/registrar/) for academic calendar details. Although you may enroll in terms that overlap, you may not receive financial aid for any term that begins during your enrollment in a previous term. Please see the section on financial aid (p. 178) for more information.

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 university. It permits you to begin study at Empire State University 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. The Last Date for Payment for each term can be found on the Payment Due Date web page (https://www.sunyempire.edu/student-accounts/billing-payment/how-you-are-billed/payment-due-dates/). If you register after the payment due date, your payment is due immediately.

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 MySUNYEmpire (https://my.sunyempire.edu) portal of the university's website under Student Accounts (https://my.sunyempire.edu/studentaccounts/). You should review your Student Account Statement on MySUNYEmpire after registering. If you have any financial aid awards that do not show as pending, you are not eligible for them based on your current enrollment. You are considered enrolled unless you are officially withdrawn. Failure to engage in studies does not relieve you from your financial responsibility.

New York State Residents

NYS Resident Graduate (Non-MBA & edd) Program Tuition and Fee Cost per Credit [1,2]

Tuition and fees are subject to change without prior notice by action of the SUNY Board of Trustees.

Credits	Tuition	College Fee	Student Activity Fee	Health and Wellness Fee	Technology Fee	Total
1	$471	$1.70	$8.75	$15.00	$185.00	$681.45
2	$942	$3.40	$17.50	$15.00	$185.00	$1,162.90
3	$1,413	$5.10	$26.25	$15.00	$185.00	$1,644.35
4	$1,884	$6.80	$35.00	$15.00	$185.00	$2,125.80
5	$2,355	$8.50	$35.00	$15.00	$185.00	$2,598.50
6	$2,826	$10.20	$35.00	$15.00	$185.00	$3,071.20
7	$3,297	$11.90	$35.00	$15.00	$185.00	$3,543.90
8	$3,768	$13.60	$35.00	$15.00	$185.00	$4,016.60
9	$4,239	$15.30	$35.00	$15.00	$185.00	$4,489.30
10	$4,710	$17.00	$35.00	$15.00	$185.00	$4,962.00
11	$5,181	$18.70	$35.00	$15.00	$185.00	$5,434.70
12[3]	$5,655	$25.00	$35.00	$35.00	$185.00	$5,935.00

NYS Resident Graduate MBA Program Tuition and Fee Cost per Credit [1,2]

Credits	Tuition	College Fee	Student Activity Fee	Health and Wellness Fee	Technology Fee	Total
1	$635	$1.70	$8.75	$15.00	$185.00	$845.45
2	$1,270	$3.40	$17.50	$15.00	$185.00	$1,490.90
3	$1,905	$5.10	$26.25	$15.00	$185.00	$2,136.35
4	$2,540	$6.80	$35.00	$15.00	$185.00	$2,781.80
5	$3,175	$8.50	$35.00	$15.00	$185.00	$3,418.50
6	$3,810	$10.20	$35.00	$15.00	$185.00	$4,055.20

7	$4,445	$11.90	$35.00	$15.00	$185.00	$4,691.90
8	$5,800	$13.60	$35.00	$15.00	$185.00	$5,348.60
9	$5,715	$15.30	$35.00	$15.00	$185.00	$5,965.30
10	$6,350	$17.00	$35.00	$15.00	$185.00	$6,602.00
11	$6985	$18.70	$35.00	$15.00	$185.00	$7,238.70
12[3]	$7,615	$25.00	$35.00	$35.00	$185.00	$7,895.00

Out-of-State Residents

Out-of-State Graduate (Non-MBA & Edd) Program Tuition and Fee Cost per Credit [1,2,4]

Effective Fall 2023

Credits	Tuition	Less Empire Grant	Net Tuition	College Fee	Student Activity Fee	Health and Wellness Fee	Technology Fee	Total
1	$991	$426	$565	$1.70	$8.75	$15.00	$185.00	$775.45
2	$1,982	$852	$1,130	$3.40	$17.50	$15.00	$185.00	$1,350.90
3	$2,973	$1,278	$1,695	$5.10	$26.25	$15.00	$185.00	$1,926.35
4	$3,964	$1,704	$2,260	$6.80	$35.00	$15.00	$185.00	$2,501.80
5	$4,955	$2,130	$2,825	$8.50	$35.00	$15.00	$185.00	$3,068.50
6	$5,946	$2,556	$3,390	$10.20	$35.00	$15.00	$185.00	$3,635.20
7	$6,937	$2,982	$3,955	$11.90	$35.00	$15.00	$185.00	$4,201.90
8	$7,928	$3,408	$4,520	$13.60	$35.00	$15.00	$185.00	$4,768.60
9	$8,919	$3,834	$5,085	$15.30	$35.00	$15.00	$185.00	$5,335.30
10	$9,910	$4,260	$5,650	$17.00	$35.00	$15.00	$185.00	$5,902.00
11	$10,901	$4,686	$6,215	$18.70	$35.00	$15.00	$185.00	$6,468.70
12[3]	$11,895	$5,110	$6,785	$25.00	$35.00	$35.00	$185.00	$7,065.00

Out-of-State Graduate MBA Program Tuition and Fee Cost per Credit [1,2,4]

Credits	Tuition	Less Empire Grant	Net Tuition	College Fee	Student Activity Fee	Health and Wellness Fee	Technology Fee	Total
1	$1,047	$285	$750	$1.70	$8.75	$15.00	$185.00	$960.45
2	$2,094	$570	$1,500	$3.40	$17.50	$15.00	$185.00	$1,720.90
3	$3,141	$855	$2,250	$5.10	$26.25	$15.00	$185.00	$2,481.35
4	$4,188	$1,140	$3,000	$6.80	$35.00	$15.00	$185.00	$3,241.80
5	$5,235	$1,425	$3,750	$8.50	$35.00	$15.00	$185.00	$3,993.50
6	$6,282	$1,710	$4,500	$10.20	$35.00	$15.00	$185.00	$4,745.20
7	$7,329	$1,995	$5,250	$11.90	$35.00	$15.00	$185.00	$5,496.90
8	$8,376	$2,280	$6,000	$13.60	$35.00	$15.00	$185.00	$6,248.60
9	$9,423	$2,565	$6,750	$15.30	$35.00	$15.00	$185.00	$7,000.30
10	$10,470	$2,850	$7,500	$17.00	$35.00	$15.00	$185.00	$7,752.00
11	$11,517	$3,135	$8,250	$18.70	$35.00	$15.00	$185.00	$8,503.70
12[3]	$12,560	$3,420	$9,000	$25.00	$35.00	$35.00	$185.00	$9,280.00

Online Out-of-State Residents

Online Out-of-State Graduate (Non-MBA & Edd) program Tuition and Fee Cost per Credit [1,2]

Credits	Tuition	College Fee	Student Activity Fee	Health and Wellness Fee	Technology Fee	Total
1	$565	$1.70	$8.75	$15.00	$185.00	$775.45
2	$1,130	$3.40	$17.50	$15.00	$185.00	$1,350.90
3	$1,695	$5.10	$26.25	$15.00	$185.00	$1,926.35
4	$2,260	$6.80	$35.00	$15.00	$185.00	$2,501.80
5	$2,825	$8.50	$35.00	$15.00	$185.00	$3,068.50
6	$3,390	$10.20	$35.00	$15.00	$185.00	$3,635.20
7	$3,955	$11.90	$35.00	$15.00	$185.00	$4,201.90

8	$4,520	$13.60	$35.00	$15.00	$185.00	$4,768.60
9	$5,085	$15.30	$35.00	$15.00	$185.00	$5,335.30
10	$5,650	$17.00	$35.00	$15.00	$185.00	$5,902.00
11	$6,215	$18.70	$35.00	$15.00	$185.00	$6,468.70
12[3]	$6,785	$25.00	$35.00	$35.00	$185.00	$7,065.00

Online Out-of-State Graduate MBA Tuition and Fee Cost per Credit [1,2]

Credits	Tuition	College Fee	Student Activity Fee	Health and Wellness Fee	Technology Fee	Total
1	$762	$1.70	$8.75	$15.00	$185.00	$972.45
2	$1,524	$3.40	$17.50	$15.00	$185.00	$1,744.90
3	$2,286	$5.10	$26.25	$15.00	$185.00	$2,517.35
4	$3,048	$6.80	$35.00	$15.00	$185.00	$3,289.80
5	$3,810	$8.50	$35.00	$15.00	$185.00	$4,053.50
6	$4,572	$10.20	$35.00	$15.00	$185.00	$4,817.20
7	$5,334	$11.90	$35.00	$15.00	$185.00	$5,580.90
8	$6,096	$13.60	$35.00	$15.00	$185.00	$6,344.60
9	$6,858	$15.30	$35.00	$15.00	$185.00	$7,108.30
10	$7,620	$17.00	$35.00	$15.00	$185.00	$7,872.00
11	$8,382	$18.70	$35.00	$15.00	$185.00	$8,635.70
12	$9,140	$25.00	$35.00	$35.00	$185.00	$9,420.00

Tuition and fees are subject to change without prior notice by action of the SUNY Board of Trustees.

[1] Please contact the School for Graduate Studies for updated information about costs. Tuition is charged by the credit.

[2] 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.

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

[4] All nonresident students attending Empire are automatically eligible for an Empire State University nonresident tuition grant to offset their educational costs.

For further information about NYS residency status qualifications, please refer to the Policy on New York State Residency (http://www.sunyempire.edu/NYSresidency/) webpage.

Fee	Description
Mandatory fees per term	
College fee	$1.70 per credit up to $25.00 maximum for 12+ credits
Student activity fee	$8.75 per credit up to $35 maximum
Technology fee	$185 per term
Health and wellness fee	$15 per term for enrollments less than 12 credits
	$35 per term for enrollments of 12 or more credits
Other related fees	
Orientation fee	$50 per application to the university
Residency and Executive Retreat fee	Varies. Certain courses require an additional fee for residency activities.
Service related fees	
Time Payment Plan	$25 nonrefundable application fee per term
Time Payment Plan late payment fee	$30 for each late Time Payment Plan payment
Late registration fee	$50 (each term) if initial registration for a term is submitted once the term begins
Returned Check/Charge	$20
Academic Transcript	$10 per transcript

Additional Fees and Expenses information

Books and Supplies

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

Course Materials Fees

The M.S. in Finance program requires access to online financial data for some of its required courses. The School for Graduate Studies will provide access to this data via Thomson Reuters Eikon web application each term, for a fee. The fee to access this database is listed in the fees tab of the course description. The fee is assessed at the time a student registers for a course that requires it. This is not a one-time fee. It will be assessed once each term, if a student has registered for a course that requires it *in that term*. Students may request reimbursement of the fee if they attain access to the database outside of the Empire State University platform.

Residency and Executive Retreat Fee

There is a fee for each face-to-face residency or executive retreat attended. Depending on the course and the location associated with the residency, the fee may range from $100 to $350. Please refer to the residency-based course posted in the Term Guide (https://banner.sunyempire.edu/StudentRegistrationSsb/ssb/registration/) for the actual fee charged at time of registration.

Transportation, meals, which are not part of the residency, and lodging are not included in this fee. There is no fee for virtual residencies.

University Billing Policy

The university requires that tuition and all mandatory fees be paid or that a Time Payment Plan be established no later than the payment due date for the enrollment term. Your payment is due by the term payment due date. You will not receive a paper bill and may instead view your student account statement in MySUNYEmpire. If you fail to pay, make Time Payment Plan arrangements or have approved financial aid by the last date for payment, your registration may be cancelled and you may lose your place in an online course or study group. If your registration is cancelled and you re-register any time after the payment due date, you will be charged a $50 late registration fee.

Payment Due Dates for 2024-2025*

Term	Payment Due Dates
Fall 2024 and Express Term One	August 30, 2024
Fall 2024 Express Term Two	October 18, 2024
Spring 2025 and Express Term One	January 10, 2025
Spring 2025 Express Term Two	February 28, 2025
Summer 2025 and Express Term One	May 9, 2025
Summer 2025 Express Term Two	June 13, 2025

*   Dates are subject to change. Please visit the Payment Due Dates (http://www.sunyempire.edu/paymentduedates/) web page for the most up-to-date information.

Late Registration Fee

A Late Registration Fee of $50 will be assessed for registrations made once the term begins.

Late Registration Fee Schedule

Term	Add/Drop Period	Late Registration Fee Assessed
Fall 2024 and Express Term One	September 3 - 9	September 3
Fall 2024 Express Term Two	October 21 - 27	October 21
Spring 2025 and Express Term One	January 13 - 19	January 13
Spring 2025 Express Term Two	March 3 - 9	March 3
Summer 2025 and Express Term One	May 12 - 18	May 12
Summer 2025 Express Term Two	June 16 - 22	June 16

Please visit the Student Accounts (http://my.sunyempire.edu/StudentAccounts/) website for additional tuition and fee information.

Payment Procedures

The preferred method of payment is online through MySUNYEmpire (https://my.sunyempire.edu), with a debit or credit card (Discover, MasterCard, VISA or American Express) or by check (credit card checks cannot be processed as e-payments).

You also may pay your bill with a check or money order (do not send cash) made payable to Empire State University. To mail your payment, print your Student Account Statement or include the payment stub from your Student Account Statement and mail it along with your payment to:

Empire State University
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.

NYS RESIDENCY FOR TUITION BILLING PURPOSES

A student's initial residency status is determined at the time of entry into the university and monitored thereafter according to SUNY policy. Students must live in and be a domiciled resident of New York state for a period of 12 months prior to the start of a term in order to receive NYS resident tuition rates for that term. You are considered a NYS resident for tuition purposes if you meet the following requirements:

1. If you attest that you are a New York state resident on your admissions (matriculated or nonmatriculated) application
2. You have lived in the state of New York for at least the full prior year and are considered a domiciled resident.

Definition of Domicile: A fixed, permanent home, for legal purposes, to which a person returns after a period of absence.

Please note that living in the state of New York alone does not meet the residency requirements for tuition purposes. If you do not meet the above requirements, you will be considered a nonresident for tuition purposes and charged nonresident tuition rates.

Exceptions to the domicile rule:

1. If you attended an approved New York state high school for two or more years, graduated from an approved New York state high school and applied for admission to the State University of New York within five years of receiving a New York state high school diploma; or
2. If you attended an approved New York state program for a general equivalency diploma exam preparation, received a GED and applied for admission to the State University of New York within five years of receiving the GED.

If you are charged nonresident tuition rates and believe you meet the criteria for NYS residency for tuition purposes, you must apply for a change in residency status using the New York State Residency application form at MySUNYEmpire's Forms and Publications page (http://www.sunyempire.edu/Forms/). You must include at least three documents demonstrating an established domicile in New York state. All documents must be dated one year or prior to the start date of the semester for which you are applying for residency. The burden of proof is upon the applicant to provide documentation that he/she has established a domicile in New York state or meets the eligibility requirements for an exception to the domicile rule. For more information, visit the State University of New York policy titled "Residency, Establishment of for Tuition Purposes (http://www.suny.edu/sunypp/documents.cfm?doc_id=402)."

Completed residency applications must be submitted by the last date of add/drop period for the term in which tuition is due. Applications received after the last date for drop/add will be reviewed and will become effective for the next term, if approved.

Time Payment Plan

Empire State University offers an interest-free, low-cost payment plan, through TouchNet, to pay your charges in convenient installments. The time payment plan has a nonrefundable application fee of $25 per term. There is a $30 late payment fee for each Time Payment Plan payment if it is made after the due date. The minimum amount of eligible charges to enroll in the Time Payment Plan is $100.

To enroll in the plan you must agree to the terms and conditions of the payment plan and also make your first payment by the due date specified in your payment plan agreement. You may get detailed information on the Time Payment Plan on the Time Payment Plan Terms and Conditions web page (https://www.sunyempire.edu/student-accounts/billing-payment/how-to-pay/time-payment-plan-terms/) or call 800-847-3000, ext. 2285. You must enroll in the Time Payment Plan each term you wish to use this as your method of payment. The university reserves the right to deny future payment plan privileges when a student's payments have not been made as indicated in their payment plan agreement.

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 authorization from their sponsor to studentaccounts@sunyempire.edu, fax 518-580-4790 or mail to:

Empire State University
Student Accounts
111 West Ave.
Saratoga Springs, NY 12866-6069

The university will review and if approved, the amount will show as estimated aid on the student's account statement. The university only accepts payment authorizations that are a guarantee of payment to Empire State University. We cannot accept authorizations that are outcome dependent.   For more information, visit the third-party sponsorship web page (http://www.sunyempire.edu/thirdparty/) or contact the 1Stop Student Services at 800-847-3000, ext. 2285.

If a third-party sponsorship is not paid for any reason, or a voucher is not finalized, the student is responsible for any outstanding balance. A credit balance created as the result of a student's withdrawal from any or all courses will be returned in accordance with the terms and conditions of the sponsorship.

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 university, including registration and 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 university 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 MySUNYEmpire (https://my.sunyempire.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 on the Withdrawal Form and Instructions web page (https://www.sunyempire.edu/registrar/forms-services/withdrawal/) 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 RegistrarsOffice@sunyempire.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:

Effective date of withdrawal	Liability percent
Prior to Term Start	**0 percent** (100% Tuition refund)
Calendar Day 1-7	**0 percent** (100% Tuition Refund)
Calendar Day 8-14	**30 percent** (70% Tuition Refund)
Calendar Day 15-21	**50 percent** (50% Tuition Refund)
Calendar Day 22-28	**70 percent** (30% Tuition Refund)
Calendar Day 29 and After	**100 percent** (0% Tuition Refund)

The first date of the term is Day 1. A liability table for terms other than 15 weeks in length can be found on the Withdrawal Form and Instructions web page, under Student Account.

Additional information about withdrawals:

• Prorated liability applies only for official student withdrawals and are calculated according to the effective date of the student's withdrawal. The liability chart does not apply to Administrative Withdrawals (ZWs) which incur 100 percent tuition liability.

• If a withdrawal creates a credit on a student's account, a refund will be issued within 28 days. Refunds are issued according to the method of payment.

• Withdrawals and Administrative Withdrawals may impact current and future financial aid eligibility. If you receive financial aid and are withdrawing from one or more courses, federal and state aid eligibility may be affected. Please see the sections on eligibility under Federal and New York State Financial Aid in this catalog.

• If you are forced to withdraw from your studies due to unforeseen and extenuating circumstances, you may request an exception to the university's written withdrawal policy from the Office of Administration through Student Accounts. Contact Student Accounts (http://www.sunyempire.edu/AskSA/) for more information.

For complete information about withdrawals, visit the Withdrawal Form and Instructions web page (https://www.sunyempire.edu/registrar/forms-services/withdrawal/).

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 (https://studentaid.gov/)). All financial aid applications as well as detailed descriptions of financial aid are available on Empire State University's Financial Aid website (https://www.sunyempire.edu/financial-aid/). 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 University:

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
- Aug. 2 for new students beginning in the fall
- Dec. 20 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 Office of Financial Aid 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 Office of Financial Aid. 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 available for the summer term. Students who already have a financial aid package will automatically see their package adjusted to include summer financial aid approximately 3 to 4 business days after registering. 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 that students 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 University Pursuit of Program Table[1]

Number of full-time terms in which NYS financial aid has been received (e.g., through TAP)[2]	Must receive a passing or failing letter grade, P, NP or IN[3] for:
1, 2	50 percent of minimum full-time requirement (6 credit hours)
3, 4	75 percent of minimum full-time requirement (9 credit hours)
5 or more	100 percent of minimum full-time requirement (12 credit hours)

[1] 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.

[2] 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 University.

[3] 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 University is assumed to meet the minimum GPA requirement. The university uses only Empire State University 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.

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 university 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 university. 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 University 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 re-positioned 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 Financial Aid office. If approved academically by the dean, the request is then reviewed by the Mitigating Circumstance Committee to determine eligibility for state aid. In certain instances, a student may regain academic eligibility but continue to be ineligible for state aid.

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

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

Repeat of Courses With Credit Awarded
A repeat of any course for which credit has been awarded and that the university 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 university 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 Office of Financial Aid notifies students regarding their ineligibility for further NYS financial aid. Students may obtain information on their financial aid status by contacting the Office of Financial Aid.

Please visit the state's financial aid website (http://www.hesc.ny.gov) for more information.

ELIGIBILITY FOR FEDERAL FINANCIAL AID
Award programs affected by the federal standards include:

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

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

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

Students who do not accumulate the number of credits specified on the graduate SAP table may still receive federal aid. However, if a student does not accumulate the minimum number of credits within the next 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. If the GPA falls below 2.0 and the student can restore the GPA within the next term of enrollment, the student is eligible to receive federal financial aid. If the student cannot, or does not, restore the GPA to 2.0 after the next term of enrollment, 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 university 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.

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@sunyempire.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 university 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, 2023. The enrollment period is 103 days. The student withdraws from all coursework on Oct. 21, 2023 – 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, 2023, 100 percent of the aid would be earned and no return calculation is required (Nov. 11, 2023, 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 university 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 Office of Financial Aid at FinancialAid@sunyempire.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 Office of Financial Aid. If approved academically by the dean, then the request is reviewed by the Mitigating Circumstance Committee to determine eligibility for financial aid. In certain instances, a student may regain academic eligibility but not financial aid eligibility.
2. The Mitigating Circumstance Committee determines if the request meets federal requirements for continued eligibility for federal financial aid.

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

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

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

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

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

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

Notification of Ineligibility for Federal Financial Aid
The Office of Financial Aid notifies students regarding their ineligibility for further federal financial aid. Students may obtain information on their financial aid status by contacting FinancialAid@sunyempire.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. Please visit NYSED's Vocational Rehabilitation website (http://www.acces.nysed.gov/vr/)

for more information about this service and a complete list of regional locations.

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 Empire State University's Financial Aid website (https://www.sunyempire.edu/financial-aid/) or contact the Financial Aid office at FinancialAid@sunyempire.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 University may be eligible for educational benefits provided they have entitlement remaining with the Veterans Administration. A non-matriculated student may receive benefits for a maximum of two terms.

Veterans applying to the university should file their VA paperwork directly with the Office of the Registrar. The appropriate form may be printed from the Veterans Administration website (http://www.gibill.va.gov). Once the form is completed, it should be returned to Office of the Registrar, Empire State University, 111 West Ave., Saratoga Springs, NY 12866-4390.

Empire State University Foundation Funds
The Empire State University 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 university to initiate and support programs that would not otherwise be funded. As part of its function, the foundation supports students at the university by providing interest-free loans, grants, fellowships, scholarships and other financial aid programs.

Empire State University 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 University Foundation Scholarships and Grants
Scholarships may be awarded to students who have financial need, have earned at least 8 credits at Empire State University and who are in good academic standing. To be considered, students must first submit the Free Application for Federal Student Aid (FAFSA) (http://www.fafsa.ed.gov) for the upcoming year. 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 University Foundation or the Office of Financial Aid 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 University Foundation scholarship, students must log in to the application portal (http://www.sunyempire.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 2024-2025 year. Contact Scholarships@sunyempire.edu with any questions on the application process.

TO FIND OUT MORE

Our 1Stop Student Services 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 1Stop Student Services at 800-847-3000, ext. 2285 or email the Office of Financial Aid at FinancialAid@sunyempire.edu, or visit the Financial Aid website (http://www.sunyempire.edu/FinancialAid/). Our address is Empire State University, 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 SUNY Empire's Financial Aid website (http://www.sunyempire.edu/FinancialAid/) for this information.

Getting Started and Registration

As a student of any Empire State University 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).

Click on a shortcut link below or scroll through this section to find the subject you are referencing.

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 as a program advisor. You and your academic advisor will discuss your program plans and progress toward degree and/or advanced certificate completion. 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.

MySUNYEmpire

MySUNYEmpire (https://www.sunyempire.edu/mysunyempire/) is your portal to information and services for students at the university. You will need a user ID and login to access this portal. Through MySUNYEmpire, you can receive announcements and updates (i.e., weather-related notifications, technology upgrades/outages). You can also access all of the services that a student needs such as updating your contact information, registration, financial aid, viewing your account/making a payment, your degree audit, library, academic support, etc.

Graduate Student Center

Information specifically for School for Graduate Studies students is located in the Graduate Student Center on MySUNYEmpire. 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 information or School for Graduate Studies contact information, this is the page you will need. You can access this page by clicking on the Menu found on the upper left-hand side of the MySUNYEmpire 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 degree programs (master's and doctorate) and advanced certificate programs. If a student is in more than one program, 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 through MySUNYEmpire (https://my.SUNYEmpire.edu). Frequently asked questions regarding Degree Works can be found on SUNY Empire's Degree Works FAQs (https://www.sunyempire.edu/registrar/general-information/degreeworks-faq/) webpage.

Registration

To find the courses that you need, review your audit in Degree Works and the enrollment sequence for your program(s), located in the Graduate Programs section of this catalog and the Program Handbook for master's and doctoral programs. If you have any questions, contact your academic advisor. Students register online through MySUNYEmpire (http://my.sunyempire.edu) by clicking on the Registration and Course Offerings icon. 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 dropdown list. This will eliminate all undergraduate courses from your search. The course numbers for graduate-level courses currently range from 6000 to 8999.

The School for Graduate Studies uses wait lists to manage course section demand. If all of the sections for a course you want are full, add yourself to a course section waitlist. Instructions for how to get on the waitlist are in the student Registration Quick Guide, located on MySUNYEmpire (http://my.sunyempire.edu). Waitlisted students receive an email when they can register.

If you find that you need a course that is not offered through the Term Guide in the term in which you are enrolling, you have other options. With the support of your academic advisor, you may be able to register for a Just In Time Section, an independent study (Totally Independent Study), or a cross registration section. Guided by the definitions of each option below, please reach out to your academic advisor to decide which will work best for your situation.

- **JITS - Just In Time Section** -- This is a course that is listed in the course catalog but is not listed in the Term Guide of the term in which you are registering.
- **TIS - Totally Individualized Study** -- A unique study created for you based upon your particular interests, goals, and learning needs. A TIS may be created if no other course in the course catalog matches your goals or needs and if the appropriate resources are available.
- **Cross Registration Section** -- This is a "placeholder" section for a course being completed at another college/university so that you can also register here at the university.

It is important to note that the above cannot be created without your academic advisor. If approval is granted, your academic advisor will submit the request to create one of these alternate course options to the Registrar's Office. Once the course section is created, you and your academic advisor will receive an email from the Registrar's Office with a unique course registration number (CRN). You must then register for the section using this CRN. Instructions for registering with a CRN will be provided in the email.

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 university. It permits you to begin study at the university and obligates you to pay tuition and all applicable fees. Payment 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 on the Payment Due Dates (http://www.sunyempire.edu/PaymentDueDate/) page of the Student Accounts website. 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

Students may modify an existing registration for a particular term through the first week of the term. A student may drop one or more of their courses during this period and receive a 100 percent refund in tuition as per the current withdrawal policy. Please note, the university 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 university 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 MySUNYEmpire (http://my.sunyempire.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 university. 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 maintaining good academic standing. The student should contact the School for Graduate Studies at 800-847-3000, ext. 2429.
- **Immunization hold** -- indicates that the student may need one or more required immunizations or waiver information. The student should contact Immunizations@sunyempire.edu or 1 Stop Student Services at 800-847-3000, ext. 2285.

Financial Aid

If you use 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 canceled. 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 Financial Aid section that is located elsewhere in this catalog.

Registration Cancellation
Nonpayment

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

Academic and Administrative Requirements

The university reviews certain academic and administrative requirements after a student has registered. These include accounts receivable holds, immunization holds, and academic holds (academic standing, etc.). The university 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 university will notify the student if their registration has been canceled.

Registration Information for Non-degree-Seeking (Non-matriculated) Students

People who wish to engage in graduate-level study with no immediate plan to earn a degree/advanced certificate are classified as nonmatriculated students. They may want to take courses at the university 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 Empire State University (https://www.sunyempire.edu) website 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 an undergraduate nonmatriculated student. Not all graduate-level courses are open to nonmatriculated students. 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 Liberal Studies (MALS) and Ed.D. in Educational Leadership and Change programs. The MALS residency activities are held in the fall and spring through synchronous, virtual/online meetings. Ed.D residencies are synchronous, virtual/online meetings in the fall term and face-to-face in the summer term. Residency activities may include, but are not limited to, watching and discussing films, analyzing common readings, participating in simulations, listening to lectures, working in small groups, examining cases, and Ed.D dissertation work. 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 residency fee is added to your account at the time of course registration when you enroll in a residency-based course with a face-to-face residency component. 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 university's costs in offering residency-based courses that are not supported by New York state appropriations or tuition. Transportation, meals (not part of the residency), and lodging are not included in this fee. There is no fee for virtual/online residencies. Residency meetings will be held on a date announced during registration periods.

Residency Attendance Procedure
Expectations

Participation in the residency is an academic requirement that is integral to these programs and the designated course(s).

Students enrolled in a course with a residency 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 the financial aid satisfactory academic progress determination. An appeal from this grade is made in accordance with the Student Academic Appeals Policy and Procedure, found elsewhere in this catalog.

Exceptions

Exceptions are rarely made to the residency requirement. One reason for an exception is for religious observance. (Please refer to the religious observance policy located elsewhere in this catalog.) 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.

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 academic coordinator.
3. The academic coordinator will consult with the course instructor(s), issue a decision, and inform the student, course instructor(s), and Grad.Services:

    - If the student is granted an exception, Grad.Services will have the fee removed and will inform the residency 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.
    - If the student is not granted an exception, then the student must drop the residency 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 or designee. The student sends the exception request and any supporting documentation to Graduate_Deans.Office@sunyempire.edu. When exceptions for late requests are made, the same expectations for making up learning and engagement missed will apply (see 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 in place of 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 University undergraduate students have the opportunity to incorporate a graduate course(s) into their bachelor's degree program. This is an opportunity 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 university's graduate programs to which the course(s) will apply, the course(s) can then be used in that 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 or be in a structured degree program.

Complete information is available on the Undergraduate Enrollment in Graduate Courses (https://www.sunyempire.edu/registrar/forms-services/undergrad-enrollment-grad-courses/) webpage.

Graduate Course Inventory

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ADLC: Adult Learning (Graduate)

ADLC 6005 Rethinking Experience & Learning in Adulthood (3 Credits)
Course readings and assignments bring students' experiential learning and professional practice into dialogue with academic and scholarly approaches to adult learning. Students engage with theories of experiential learning, explore the multiple social locations within which adult education is practiced, and analyze debates concerning the relationship between experiential and formal learning. Students read broadly in the field, hone graduate level skills of academic and digital literacy, and work via cohort learning and e-portfolios. This course was previously ADL-680100.

ADLC 6010 Learning & Development in Contemporary Adulthood (3 Credits)
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 will also search the library and develop an empirical research proposal that, if implemented, tests a hypothesis about adult learning and development. This course was previously ADL-680101.

ADLC 6015 Strategies for Effective Adult Learning (3 Credits)
Grounded in theoretical underpinnings of learning and development, students acquire an understanding of the principles and theories of effective design, pedagogy, and curriculum for face-to-face, technology mediated and blended learning environments. Student's projects within the course are based on individual goals and will focus on various pedagogical approaches and learning design methodologies, with multiple opportunities to investigate a range of information and communication technologies.

ADLC 6020 Approaches to Critical Inquiry & Research (3 Credits)
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, and write up results. Students identify topics for research, conduct literature reviews, and 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 identifies their elective studies. This course will help to ground ideas for the final project.

ADLC 6025 Activist Learning & Social Movements in Adult Education (3 Credits)
This course will explore the field's relationship to emancipatory education and social movements. The course will also 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 will also 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 was previously ADL-680115.

ADLC 6040 Learning & Education in the Workplace (3 Credits)
The changing nature of work has created the need for lifelong learning in the workplace at all levels of the organization. Workforce development needs range across issues such as literacy, management development, the cultural diversity of the workplace, internationalism and the changes brought about by technological changes. Students explore learning at the workplace from several vantage points: human resource management, work satisfactions and personal development, and public policy, and economic competitiveness. The course also takes a critical historical view of the relationship between knowledge, power, and workplace organization. Following general readings and assignments in which a variety of perspectives are brought into dialogue, students have the opportunity to focus on the needs for education and training in their own workplace. This course was previously ADL-680107.

ADLC 6045 Learning as Transformation (3 Credits)
The goal of this elective is to learn about and critically examine various ideas and arguments about "learning as transformation," that is, about one powerful educational outcome: change. The study will have three basic components. The first will focus on theories of transformational learning as set out in the work of educators such as Mezirow, Freire and Hooks. The second will critically examine various efforts to apply these theories to an array of sites of educational practice. And in the third component, students will be asked to use what they have learned about the possibilities, challenges and drawbacks to learning-as-transformation to explore a topic/question/problem relevant to their ongoing work. At the heart of this elective will be a basic question: What are the ripple effects of suggesting that adult learning is intimately tied to change?

ADLC 6050 Learning Theory & Practice in Adult Education (3 Credits)
This course explores established and emergent theories about learning in greater depth. This will include analysis of learning theories and critiques and also applications of theory to practices in teaching or learner support services. This course will examine learning theory as applied in face to face or technology mediated environments. There will be several synchronous sessions which will be recorded.

ADLC 6055 Organizational Development and Change (3 Credits)
This course examines the specific body of knowledge that relates to organization development and change such as an historical perspective, theoretical foundations, models and areas of practice (application), its purpose and specific issues or challenges related to the function of those practicing in the field, with an emphasis on the role of adult learning. Specifically, students will study an overview of organization development and change; process of organization development; human process, techno-structural and human resource management interventions; and the future direction of organization development. This course was previously ADL-680104.

ADLC 6060 Philosophical Foundations of Adult Learning (3 Credits)
This course will reflect on the ways in which practitioners think about their practice as being part of a larger philosophy. Students will look at 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 also 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 students understanding the different philosophical schools of adult learning and find their place within them. By the end of this course, students should be able to differentiate among various philosophical schools of thought which underline current adult education practice, and begin to formulate a personal philosophy of adult education. Students should also begin to connect adult education philosophies to broader intellectual movements (and situate themselves within those). Students should also begin making connections between various course content and their philosophical underpinnings. This course was previously ADL-680109.

ADLC 6065 Racialized Narrative and Adult Education (3 Credits)
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 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 researcher 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. This course was previously ADL-680120.

ADLC 6070 Adult Learners in the Community College (3 Credits)
This course explores the unique role of the community college in serving adult learners. Students examine these complex institutions, their role and contributions in the community and in serving adult learners. Students consider the resources required to serve the wide range of students who enroll in community college. The course will consider issues of administration, faculty, instruction and student services-including information technology support. This course was previously ADL-680112.

ADLC 6075 Adult Literacy & Social Change (3 Credits)
In this course, students will be introduced to the field of adult literacy and explore some of the current themes and issues within the field. 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 was previously ADL-680105.

ADLC 6090 Critical Approaches to Adult Learning (3 Credits)
Critical Approaches to Adult Learning is designed to familiarize students with a wide range of contemporary theories of adult learning. Moving beyond the conventional theories that have characterized the field of adult learning, the course focuses on the following topics: the relevance for adult learning of theorists such as Jurgen Habermas and Michel Foucault; feminist approaches to experience and knowledge; and the critique of neoliberalism in adult learning. This course will be of value to students who wish to deepen their theoretical understanding of adult learning and who wish to explore the relevance of contemporary theory to the field. Following a series of discussions and papers on each of the above topics, students will have the opportunity to do further research on a specific topic of their choice. This course was previously ADL-680114.

ADLC 6095 Human Resource Development (3 Credits)
Human Resource Development (HRD) is comprised of planned, structured, institutionally sponsored initiatives designed to facilitate individual, group and organizational learning and growth. These initiatives include skills training, career development, leadership development, and organizational development. Students will learn about each one of these aspects of HRD, and they will learn how these aspects interrelate to form an HRD strategy. This course takes both a practical stance, as well as a critical stance. This means that students will come away from the course with the ability to article 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 was previously ADL-680113.

ADLC 6105 Career Skills Management: Training and Development (3 Credits)
There is a growing understanding of the necessity to embed career competencies, individual skills management, and lifelong learning into the design of educational and workforce development programs. The course goal is to guide the student through the development and implementation of a career self-management project aimed at identifying, benchmarking, evaluating, peer-reviewing, documenting, presenting, and improving job-related skills. Throughout the course, students will learn how to use contemporary learning theories and marketing tools and techniques for effective skill-building, self-development, and self-promotion. Besides career builders, this course will also be beneficial for career coaches, advisors, managers, and policy makers, as it is research-based and can provide insights into recent trends in workforce development in a global context in the post-pandemic world.

ADLC 6122 Mentoring Adult Learners (3 Credits)
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.

ADLC 6125 Practicum in Adult Learning (3 Credits)
Students have the opportunity to work with advisors to set-up a practicum in a work setting of his or her choice, including areas such as college teaching assistants, student services, training and development areas, adult basic education settings. Planning must begin at least one term in advance with the advisor.

ADLC 6996 Special Topics in ADLC (3 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

ADLC 6998 Individualized Studies in Adult Learning (ADLC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Adult Learning (ADLC). Please contact your mentor/advisor for more details.

ADLC 7010 Project Design (3 Credits)
This course is designed to guide you through the development of a capstone project. The final project is completed over a period of two terms, with the final project capstone proposal developed in one term and the development of the activity in the second. This course deals with the development of a final project capstone proposal for capstone project, which could be a professional project, practicum or a position paper. It assumes ability to identify and locate literature in the field, along with familiarity with research methods and theoretical approaches to inquiry.

ADLC 7015 Final Project (3 Credits)
This is the capstone course in the MA Adult Education program. It is designed to guide you through the capstone project that was developed in Project Design. 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. Final Project cannot be taken concurrently with Project Design. Prerequisites: ADLC 6005, ADLC 6010 and ADLC 6015 with a grade of C or better ADLC 6020 and ADLC 7010 with a grade of B or better.

ADLC 7998 Individualized Studies in Adult Learning (ADLC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Adult Learning (ADLC). Please contact your mentor/advisor for more details.

APAN: Applied Analytics (Graduate)

APAN 6010 Computer Aided Multivariate Analysis (3 Credits)
The course was designed to continue statistical application for big data analysis. The analysis of big data provides a challenge for how to best analyze large amounts of data that will aid in decision making. This course will look at how to use regression analysis to test hypothesis and how to select the best type of regression analysis for the decision maker.

APAN 6015 Data Models and Structured Analysis (3 Credits)
This course will look at how to best manage data and will cover topics relating to project management such as: Representation of a real-world situation about which data is to be collected and stored in a database. A data model depicts the dataflow and logical interrelationships among different data elements. The course is designed to provide the business or IT professional with a practical working knowledge of data modeling and structured analysis concepts and best practices, and how to apply these principles in using CA ERwin Data Modeler. Students will build CA ERwin data models, mastering features of CA ERwin Data Modeler. In addition, students will learn to create validation rules and standards. Course Materials: There is free software required for this course: erwin DM for students. The link can be found at: https://www.erwin.com/register/129709/. Please note, this software is designed to run on Microsoft operating systems.

APAN 6020 Data Mining & Machine Learning for AI (3 Credits)
Data mining is the practice of automatically searching large stores of data to discover patterns and trends that go beyond simple analysis. Data mining uses sophisticated mathematical algorithms to segment the data and evaluate the probability of future events. The fundamental algorithms in data mining and analysis are the basis for business intelligence and analytics as well as automated methods to analyze patterns and models for all kinds of data. Data mining is also known as Knowledge Discovery in Data (KDD). The course is designed to provide the business or IT professional with a practical working knowledge of data mining algorithms, concepts, and best practices. Students will use technology to work on real-life data mining tasks, mastering features of technology.

APAN 6025 Applied Management Analytics (3 Credits)
This course was designed to provide an overview of the tools used to make strategic management decisions about the best way to leverage an organization's core competencies for its long-term growth potential. 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 management and resource allocation decisions. The course does not substitute for a basic course in leadership but focuses more on quantitative data analysis and its impact on the viability of the organization. Students apply advanced statistics such as regression analysis and data mining using big, using R software. Case study method and discussions will be used to evaluate an organization's performance. This course is the capstone course in the general management concentration for the MS in Applied Analytics degree.

APAN 7010 Applied Analytics Capstone (3 Credits)
The course was designed as an experiential component centered around at least one capstone project, potentially developed with an employer, supervised collaboratively by faculty, and evaluated by faculty. This capstone practicum integrates the practical application of data analytics and professional knowledge to lead to sound management decisions based on big data analysis. The experiential component may include a structured internship either at the student's current place of employment or a self-directed project based on the selected track of the degree. The final project will include both an oral and written report on the findings and recommendations from a collection of data, analyzed using any contemporary analytics tools & methods.

APPL: Applied Behavior (Graduate)

APPL 6005 Applied Behavior Analysis I (3 Credits)
This course is intended to provide students with an introduction to the concepts of applied behavior analysis (ABA) and the science of human behavior with a focus on the application of behavior analysis for individuals diagnosed with autism spectrum disorder (ASD). Students will gain a strong foundation in the basic principles of ABA and how to apply these principles in school, home, and community settings, including identifying these principles in everyday situations. Students will learn how to identify setting and casual events that may lead to maladaptive behaviors as well as successful learning. Students will also learn evidenced based practices to decrease problem behaviors, identify and teach new behaviors, improve performance, and generalized improved performance to other settings. Topics include selecting, defining and measuring behavior, reinforcement contingencies, functional behavior assessment, social validity, treatment integrity, single subject experimental design, antecedent interventions, shaping, and promoting generalization. Multicultural competency in the application of behavior analysis will be discussed. Students will complete an applied project in which a problem behavior is identified and operationally defined, baseline data are collected, and an intervention designed and implemented. This course will be held as a distance education course involving asynchronous activities.

APPL 6010 Applied Behavior Analysis II (3 Credits)
This course is intended to provide students with an advanced discussion and application of behavior analytic concepts and principles, particularly as applied for individuals diagnosed with autism spectrum disorder. Students will further explore topics such as respondent and operant conditioning, automatic and socially mediated contingencies, stimulus control, motivating operations, and derived stimulus relations, as well as how to apply this learning to affecting socially significant behaviors. This course will be held as a distance education course involving asynchronous activities. Fieldwork is required and will consist of at least six sessions (e.g., class periods, baseline data collection, intervention sessions, etc.) with a learner who displays behavior(s) targeted for change. Permission must be obtained from parents/ caregivers as well as the lead teacher, therapist, etc. Note the amount of time spent completing fieldwork may vary dependent on each student's individual project. Prerequisites: APPL 6005.

APPL 6015 Single Subject Design &Measurement (3 Credits)
This course will provide students with an understanding of the utilization of single-subject research design and the application of single-case research methodology in the behavioral sciences. Students develop valid and reliable systems for measuring behavior, display data using different graphing formats, and engage in databased visual analysis. Students will use single subject methodology to create a research proposal involving individuals with autism. This course will utilize an asynchronous model. Prerequisites: APPL 6005.

APPL 6020 Developing & Increasing Socially Significant Behaviors (3 Credits)
The purpose of this course is to teach students how to : (a) conduct a variety or behavior assessments, (b) utilize initial assessments and continuous data collection in intervention, (c) devise and implement behavior change procedures, systems, and interventions that increase socially meaningful adaptive skills via environmental modifications of stimuli and consequences, and (d) plan for generalization and maintenance. The course will focus on interventions for individuals with autism. Students will also learn ways to train others in the implementation of such procedures and systems. There will be an emphasis on the application of these skills in applied settings (e.g., home, school, adult group homes). This course will be held asynchronously, however fieldwork hours are required. Fieldwork will consist of at least six sessions (e.g., class periods, baseline data collection, intervention sessions, etc.) with a learner diagnosed with autism spectrum disorder. Permission must be obtained from parents/ caregivers as well as the lead teacher, therapist, etc. Note the amount of time spent completing fieldwork may vary dependent on each student's individual project. Prerequisites: APPL 6005 & APPL 6015.

APPL 6025 Functional Behavioral Assessment (3 Credits)
This course will focus on functional assessments to determine the function of challenging and maladaptive behaviors. Students will gain an understanding of the utilization of behavior analytic principles to create behavior change programs, targeting behaviors for increase and corresponding replacement behaviors for increase. Principles to be covered include behavior change procedures such as differential reinforcement, extinction, and antecedent interventions. Students will identify essential components of a behavior reduction program and will implement these in required fieldwork experiences. This class will be held asynchronously, however at least 30 fieldwork hours are required. Prerequisites: APPL 6010 and APPL 6015.

APPL 6030 Ethics in Applied Behavior Analysis (3 Credits)
This course will outline ethical responsibilities in the field of applied behavior analysis and provide students with information to analyze ethical situations and engage in appropriate responses. Students will gain an understanding of historical events in the field of behavior analysis and in working with individuals with developmental disabilities. Students will be asked to analyze case scenarios for potential ethical violations, provide relevant standards to address the violations, and provide recommendations for responses. Students will discuss case scenarios to analyze degrees of harm and will analyze scenarios and their responses through a lens of cultural humility. Students will be encouraged to debate and discuss current ethical scenarios.

APPL 6035 Supervision and Staff Training (3 Credits)
This course is intended to provide students with an understanding of daily responsibilities in obtaining and receiving supervision experience, emphasizing areas of professionalism, skill development, professional development, ethics in supervision, and assessing quality supervision. Maintaining appropriate records documenting supervision, giving and receiving feedback, self-care, and time management will also be discussed. Supervisees will be expected to create a staff training program with objective, measurable goals as well as lead mock supervision sessions for groups and individuals. While the majority of the course will be asynchronous, some synchronous meetings are required. Fieldwork is required throughout the course. Student should secure a site for fieldwork in which behavior analytic interventions are implemented for individuals diagnosed with autism spectrum disorder. Prerequisites: APPL 6005 & APPL 6015 & APPL 6030.

APPL 6040 Maintaining Client Records in Applied Behavior Analysis (2 Credits)
This course will cover applicable NYS and federal laws governing behavior analytic practice. Students will understand which laws supersede others and in which environment (i.e., FERPA laws when practicing in schools). Students will also understand regulations involving ethical maintenance of client records, DOs and DON'Ts for medical billing, and available services in NYS throughout the lifespan. Students will also gain an understanding of maintaining records as per varying agency policies.

APPL 6045 Autism Spectrum Disorder & Evidence Based Practices (3 Credits)
This course is an introduction and overview to Autism Spectrum Disorders (ASD) in which students will understand common characteristics of autism. Students will gain an understanding of resources available to families once their child is diagnosed with ASD, as well as resources available in NYS across the lifespan. Evidence based practices in working with individuals with autism will be reviewed. Students will learn how to evaluate quality indicators in autism research, understand the importance of maintenance, generalization, and planning for a spiral curriculum. Students will also gain an understanding of the principles of ABA and the role of a behavior analyst when working with individuals diagnosed with autism. Students will also explore current issues in autism today.

APPL 7000 Optional Practicum in Applied Behavior Analysis (0 Credits)
This optional practicum course requires ongoing experience hours towards the NYS license in Applied Behavior Analysis. Students must obtain experience hours for a minimum of 10 hours per week across two days with qualified supervisors and practicum sites. Supervisors are responsible for ensuring all clients with whom the candidate works have proper documentation. Students will focus on applying behavior analytic concepts and principles to pedagogy, as well as develop professional, ethical, and culturally responsive repertoires. Students must maintain records for NYS LBA supervision. If students wish to count these hours towards BACB supervision, they must maintain documentation as outlined in the BACB guidelines.

APPL 7001 Applied Behavior Analysis Capstone I (2 Credits)
The purpose of this course is to complete a capstone project of a research thesis or professional development module. The thesis requirement will involve execution of a research project and writing of a thesis that is approved by the student's committee and the School for Graduate Studies. The student will conceptualize socially significant research questions and engage in empirical assessment of these questions using evidenced based behavior analytic interventions. Students will meet with their advisor weekly to facilitate learning and progress. Thesis requirements involve conceptualizing, conducting, and orally defending an original empirical research, as well as writing a scholarly paper pertaining to your research. The project must be accepted by the student's Thesis Committee. The final thesis defense and completed paper must be approved by the student's Thesis Committee and SUNY Empire's School for Graduate Studies for the Masters of Science degree to be granted. A professional development project will focus on identifying areas of greatest need in the local and broader community. Students will prepare and conduct a webinar or module that can be accessible asynchronously on a topic discussed and chosen with the instructor. Examples include best practices in toilet training, utilization of behavior analysis in school based settings, using ACT to decrease parent stress, and evidenced-based strategies to support caregiver training. Both options are weighed equally and hold great import to our field in the contribution to original applied research or knowledge growth for consumers. Students should choose based on their interests and goals for future. Prerequisites: APPL 6005 and APPL 6015 and APPL 6030.

APPL 7002 Applied Behavior Analysis Capstone II (2 Credits)
The purpose of this course is to complete a capstone project of a research thesis or professional development project. The thesis requirement will involve execution of a research project and writing of a thesis that is approved by the student's committee and the School for Graduate Studies. The student will conceptualize socially significant research questions and engage in empirical assessment of these questions using evidenced based behavior analytic interventions. Students will meet with their advisor weekly to facilitate learning and progress. Thesis requirements involve conceptualizing, conducting, and orally defending an original empirical research, as well as writing a scholarly paper pertaining to your research. The project must be accepted by the student's Thesis Committee. The final thesis defense and completed paper must be approved by the student's Thesis Committee and SUNY Empire's School for Graduate Studies for the Masters of Science degree to be granted. A professional development project will focus on identifying areas of greatest need in the local and broader community. Students will prepare and conduct a webinar or module that can be accessible asynchronously on a topic discussed and chosen with the instructor. Examples include best practices in toilet training, utilization of behavior analysis in school based settings, using ACT to decrease parent stress, and evidenced-based strategies to support caregiver training. In this course, students will "run" their study. Students will act as the primary investigator, recruit participants and obtain informed consent, implement their research methodology, collect and graph data on progress, fidelity, and observer agreement, and make decisions as appropriate. Students who choose a professional development project will create all necessary materials for a course that consists of at least 15 hours of training. Prerequisites: APPL 6005, APPL 6015.

APPL 7003 Applied Behavior Analysis Capstone III (2 Credits)
The purpose of this course is to complete a capstone project of a research thesis. The thesis requirement will involve execution of a research project and writing of a thesis that is approved by the student's committee and the School for Graduate Studies. The student will conceptualize socially significant research questions and engage in empirical assessment of these questions using evidenced based behavior analytic interventions. Students will meet with their advisor weekly to facilitate learning and progress. Thesis requirements involve conceptualizing, conducting, and orally defending an original empirical research, as well as writing a scholarly paper pertaining to your research. The project must be accepted by the student's Thesis Committee. The final thesis defense and completed paper must be approved by the student's Thesis Committee and SUNY Empire's School for Graduate Studies for the Masters of Science degree to be granted. A professional development project will focus on identifying areas of greatest need in the local and broader community. Students will prepare and conduct a webinar or module that can be accessible asynchronously on a topic discussed and chosen with the instructor. Examples include best practices in toilet training, utilization of behavior analysis in school based settings, using ACT to decrease parent stress, and evidenced-based strategies to support caregiver training. In this course, students will write their final thesis manuscript and orally defend their thesis to the committee. Students who choose a professional development project will pilot the project with a test group and will make changes based on feedback. Students will have a final module series completed and ready for public consumption. Both options are weighed equally and hold great import to our field in the contribution to original applied research or knowledge growth for consumers. Students should choose based on their interests and goals for future. Prerequisites: APPL 6005, APPL 6015.

APPL 7005 Applied Behavior Analysis Practicum I (3 Credits)
Note: This course requires ongoing fieldwork with individuals medically diagnosed with autism spectrum disorder in authorized settings. Students must obtain fieldwork for a minimum of 10 hours per week. Supervisors are responsible for ensuring all clients with whom the candidate works have proper documentation. The course itself will meet synchronously four times per semester with the instructor, however the candidate MUST meet with their assigned supervisor on a weekly basis as per NYS requirements. This course offers students the opportunity to receive supervision from NYS Licensed Behavior Analysts with clients diagnosed with ASD in the clinic, home, community, and/or school setting. This practicum course will focus on applying basic behavior analytic concepts and principles to pedagogy, as well as develop beginning soft skills such as collaborating on teams. The course instructor, supervisor, and student may meet with one another to come up with a list of applied projects should the referenced projects be inappropriate for the students' clients. Students must maintain records for NYS LBA supervision. If students wish to also count these hours towards BACB supervision, they must maintain documentation as outline in the BACB guidelines. Prerequisites: APPL 7001 or concurrent.

APPL 7010 Applied Behavior Analysis Practicum II (3 Credits)
Note: This course requires ongoing fieldwork with individuals medically diagnosed with autism spectrum disorder in authorized settings. Students must obtain fieldwork for a minimum of 10 hours per week. Supervisors are responsible for ensuring all clients with whom the candidate works have proper documentation. The course itself will meet synchronously four times per semester with the Instructor, however the candidate MUST meet with their assigned supervisor on a weekly basis as per NYS requirements. This course offers students the opportunity to receive supervision from NYS Licensed Behavior Analysts with clients diagnosed with ASD in the clinic, home, community, and/or school setting. Practicum II will focus furthering soft skills through peer coaching, application of pedagogy to practice for behavior reduction programs, advanced behavior analytic programming, advanced data decision analyses, and caregiver training. The course instructor, supervisor, and student may meet with one another to come up with a list of applied projects should the referenced projects be inappropriate for the students' clients. Students must maintain records for NYS LBA supervision. If students wish to also count these hours towards BACB supervision, they must maintain documentation as outline in the BACB guidelines. Prerequisites: APPL 7005.

CAED: Community & Economic Development (Graduate)

CAED 6010 Principles of Community & Economic Development (3 Credits)
This study will incorporate the subjects of two distinct, yet related bodies of literature. One addresses community development and the other economic development. The study will highlight the importance of linking these two concepts in a model that integrates the development of social capital and community capacity and functioning with the economic development of that community. Students will examine theoretical concepts in these two domains as well as real-world economic development models that attempt to move beyond the traditional approaches and examine ways in which real communities have tried to produce positive economic outcomes through community development. This course was previously CAED-611003.

CAED 6030 Overview of Social Entrepreneurship (3 Credits)
This study will provide an overview of social entrepreneurship; different conceptions and approaches to social entrepreneurship; developing competitive advantage; financing, ethical issues and using different forms of organizational structure to address social problems. It will also cover organizing for social entrepreneurship and managing growth. This is a required course of the advanced certificate in Social Entrepreneurship. This course was previously CAED-611011.

CAED 6040 Stakeholder-Sensitive Business Models (3 Credits)
A critical step in strategic management involves scanning the economic environment which, in turn, requires an assessment of an organization's relationships with various stakeholders. Effective decision makers understand the importance of balancing and protecting the interests of various stakeholders, including investors, employees, the community, and local and state governments, suppliers, funding sources, various interest groups and, of course, the client or customer. This course will examine the role that stakeholder analysis plays in all aspects of the management process including the use of resources, capabilities and operations to establish competitive advantage and sustainability. Topics will include the connections between organizations and the natural, social, and financial environments, illustrating how all three must be maintained in balance to sustain current and future generations. The course will also look at the role of leadership in creating value for each stakeholder through strategic alignment and ethical decision making.

CAED 6050 Economics of Poverty & Discrimination (3 Credits)
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. This course was previously ECO-610573.

CAED 6055 Ethics & Corporate Social Responsibility (3 Credits)
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. This course was previously MGT-651602.

CAED 6060 Macroeconomics for Public Policy (3 Credits)
Students will examine macroeconomic principles and methods and their particular application to public policy with emphasis on policy relating to economic development. The ultimate objective of the course is to understand macroeconomic data, interpret what economic policy suggests about values and direction and the likely impact of macroeconomic policy on communities. This course was previously POL-611009.

CAED 6065 Population Land Use & Municipal Finance (3 Credits)
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. This course was previously PAF-611008.

CAED 6070 Workforce Development Policy (3 Credits)
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 was previously POL-611005.

CAED 6998 Individualized Studies in Community & Eco Development (CAED) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Community & Eco Development (CAED). Please contact your mentor/advisor for more details.

CAED 7010 Final Project - Professional Project: Community & Economic Development (3 Credits)
As the concluding study in this Master of Arts program, the student will complete a culminating project, in which the student will engage 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. Prerequisites: PPOL 6007, CAED 6010, CAED 6040, PPOL 6021 (preferred) OR PPOL 6020 (for students who intend to pursue doctoral studies).

CAED 7015 Final Project - Thesis: Community and Economic Development (3 Credits)
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. Prerequisites: Students must have taken all required core courses..

CAED 7998 Individualized Studies in Community & Eco Development (CAED) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Community & Eco Development (CAED). Please contact your mentor/advisor for more details.

CURI: Curriculum & Instruction (Graduate)

CURI 6005 Introduction to Critical Pedagogy (3 Credits)
This course is designed to create a discourse community that questions hegemonic practices, contributing to a larger collective conversation. Through the study of critical ethnographies, students will examine current educational assumptions to develop critically reflective practice and transform thinking. Students will deconstruct dynamics of critical pedagogy through the lenses of diversity including race, gender, and class, developing layered analysis of principles, theorists, and views. This course was previously EDU-661205.

CURI 6010 New Media & New Literacies (3 Credits)
This course is designed to explore educational perspectives and implications of new media and new literacies. 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 new literacies in educational settings. This course was previously EDU-661202.

CURI 6015 Leading in a Learning Environment (3 Credits)
This course is designed to examine leadership roles and leadership needs in 21st century education. Students will explore various leadership designs and styles 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.

CURI 6016 Creating Safe Schools and Communities (3 Credits)
This course will explore school and community safety from a multidisciplinary approach. Drawing on research and theoretical perspectives from the fields of Education, Psychology, Social Work, and Criminology, students will explore both current and historical approaches to the prevention of violence in schools and communities in the United States. With billions of dollars being spent annually in the U.S. to make schools and communities safe, what prevention efforts are actually effective? Students will analyze different strategies that school districts and communities across the country currently utilize to prevent bullying and harassment, physical fights, weapon carrying, gang activity, firearm violence, suicide, and hate speech/crimes. Special attention will be paid to the factors that make violence such a pervasive and persistent issue in the Unites States. Best practices and research-based model programs, from what teachers can do in their individual classrooms to broader community level preventive efforts, will be integrated throughout the course.

CURI 6020 Contemporary Issues in Learning and Teaching (3 Credits)
This course examines current policies that affect learning and instructional practices in educational environments across various settings. Problem-solving strategies are used to identify and develop best practices that respond to challenges arising from contemporary issues in society. This course also reviews changes in federal and state curriculum mandates and examines the theoretical underpinnings of current educational practices and societal dynamics. Students will research the history, current developments, and predictable future developments of a self-chosen issue while also reflecting on effective teaching and learning strategies in response to the issue. This course was previously EDU-661203.

CURI 6030 Foundations of Literacy (3 Credits)
This course will focus on psychological, sociological, linguistic, socio-cultural, and historical foundations of current literacy theory and practice. Theoretical perspectives including behavioral perspectives, semiotic and multiliteracies perspectives, cognitive perspectives, sociocultural perspectives, and critical and feminist perspectives are among those that will inform the integration of literacy and technology as viewed in new literacy studies as well as the global marketplace. 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.

CURI 6045 Literacy & Literature (3 Credits)
This course examines ways in which literature, as the written, digital and visual representation of human experience, enhances our ability to make meaning of the processes and products of human thought, feelings and behavior. Characteristics of various genres are explored throughout the course. Ways in which literature opens a dialogue between writer, reader and responder are analyzed. Learning activities serve to expand the understanding of written expression through a survey of literature that uses state literacy 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 was previously EDU-661206.

CURI 6050 Literacy Assessment (3 Credits)
In this course, students will explore a variety of intervention and assessment models for reading, writing, speaking, listening, and viewing as they apply 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 literacy assessments (including options such as: word study; informal reading inventory (IRI); multimodal reading assessment, and dialogic writing assessments) to K- high school students of their choice and use the information to pair students with appropriate instructional materials. State literacy standards, 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.

CURI 6070 Understanding Diverse Learners (3 Credits)
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.

CURI 6075 Social Foundations of Education (3 Credits)
This course explores the nature of education in the social, economic, and political context of the United States. We will critically examine the philosophic, historic, social and legal foundations of education, as well as contemporary structures, functions and issues in American educational systems. Topics include: historical, philosophical, and social contexts within which American schools developed; historical relationships between schools and communities; diversity, equity, individuality and schooling, schooling, democracy, and citizenship; social emotional learning (SEL), school climate and safety; the profession of teaching and teacher identity; and contemporary debates and alternative visions of schooling. This course was previously EDU-661201.

CURI 6500 Activating the Motivated and Engaged Brain: The SEEKING System (3 Credits)
This course focuses on improving student attention, engagement, and perseverance, by activating the innate SEEKING System that drives the motivated brain. Participants examine the brain science that underlies each processing network of motivation, memory, and higher-level thinking. They learn to design lessons and incorporate activators (or strategies) that support each processing level and maximize the SEEKING System of the motivated brain. This course was formerly EDU-661118

CURI 6501 Adolescent Development Grades 7 - 12 (3 Credits)
This course covers adolescent development as it relates to the 7 - 12 educational context. Topics that are covered include physical development, developmental learning theories, personal, social and emotional development, learner differences, social cognition, behaviorism, information processing, constructing and assessing understanding, and creating positive classroom learning environments. Written assignments will integrate theoretical and research-based concepts with classroom practice. This was formerly EDU-661117

CURI 6502 Adolescent Literacy Grades 7-12 (3 Credits)
This course is designed for classroom teachers in grades 7-12 as well as individuals interested in adolescent literacy. As the course progresses, students will take an in-depth look at what adolescent literacy looks like in the 21st century American classroom, including increased awareness of Common Core Standards as they apply to content area literacy instruction. The role literacy plays in how adolescents construct meaning of the world, and their place in it will forefront instruction, discussions, and assignments. Literacy is no longer the sole responsibility of the reading and English teacher. Research has shown that elevating literacy levels enhances the learning and performance of learners in all of the content areas. It is difficult for students to succeed in any content area if they cannot read instructions, interpret word problems, write up the results of a lab report, or interpret visual texts. Strategies and motivational techniques that encourage native English speakers and students who are learning English as a New Language to develop and refine their proficiency in reading, writing, speaking, listening, and viewing, both in school and in out of school settings, will be explored.

CURI 6503 Brain-based Ways We Think & Learn (3 Credits)
This course is a PLS 3rd Learning course that provides experienced and beginner educators with a comprehensive understanding of the ways in which findings from current brain research can be applied to teaching and learning. Participants will engage in brain-based learning experiences that will take place in a brain-compatible learning environment as they examine the work of a wide variety of experts. Concepts include identifying how the brain receives information and creates meaning from it, understanding the characteristics of a brain-compatible learning environment, studying brain-based instructional strategies, and learning how to create an enriched classroom environment. Throughout the course, class members will also hone their understanding of how to apply four key cognitive processes (induction, deduction, analysis, and synthesis) to their lesson planning and instructional practice in a way that enhances the benefits of brain-compatible learning and further increases student comprehension and achievement.

CURI 6504 Building Mathematical Understanding for Grades 3-5 (3 Credits)
As teachers seek to strengthen their knowledge of mathematics and improve practice, they are surrounded by a system that does not always know or recognize proven practices. This course is intended to help those who teach mathematics in Grades 3-5 understand the mathematical content, how mathematical ideas develop, and how to implement successful teaching practices that make it more likely for students to grasp and be comfortable with mathematics. The course includes research findings on which the teaching of solid mathematics is based. It highlights teacher practices that researchers found to be associated with greater learning of mathematics and that teachers found to be relevant and vital for teaching mathematics in all grades K-12 with a focus on grades 3-5. The course aligns the Ten Principles of Thinking Mathematics, the NYS P-12 Common Core Learning Standards for Mathematics, the Standards of Mathematical Practice and the National Research Council's Strands of Mathematical Proficiency, all vital frameworks for teaching mathematics. The research behind these principles is explained with models and explanations from within multiplicative structures and discusses the implications for teaching multiplication and division which is the essence of the work of Grades 3-5.

CURI 6505 Building Positive Connections with Diverse Families & Communities (3 Credits)
Developing strong and positive connections with families and communities is critical in our educational settings today. This course will explore and discuss perspectives that are critical to school-community relationships. Students will develop a collection of tools, resources, and documents that will be helpful in creating positive collaboration between schools and their communities.

CURI 6506 Bullying: Preventing the Problem (3 Credits)
According to the Centers for Disease Control, schools have a responsibility to prevent aggressive behaviors and an obligation to provide an environment that promotes children's health and safety. However, although anti-bullying education efforts have increased exponentially over the years, recent statistics show that the prevalence of bullying is not declining. This course provides teachers, counselors, administrators and staff with cutting edge developmental and applied research to effectively address bullying in the school context.

CURI 6507 Coaching: Building Capacity Through Professional Conversations (3 Credits)
This course models how coaching relationships enhance professional conversations and communication among educators. It builds teacher capacity and strengthens teacher effectiveness. It integrates national, state, and local standards. It is a comprehensive overview of coaching that addresses: Brain research, adult learning principles, effective communication and the micro-skills of coaching conversations. In addition, structured maps for pre-visit and post-visit meetings for teacher evaluation will be explored. Participants will be immersed in seminal and current research to deepen their understanding of Coaching. The course will address the impact Coaching can have on instructional practice and student outcomes.

CURI 6508 Collaborative Inquiry for Students: Preparing Minds for the Future (3 Credits)
This course provides students with research-based strategies for designing and implementing collaborative inquiry for students. Students will explore and experience the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, and performance-based learning.

CURI 6509 Component One: Pursuing Accomplished Practice: Foundations and Content Knowledge for National Board (3 Credits)
This course is intended for teachers who are committed to pursuing National Board Certification. The primary focus will be centered on increasing the depth and breadth of content knowledge of the teacher within 25 certificate and developmental areas in preparation for the NBPTS Component 1 assessment center exercises. Participants will do an in depth analysis of the Five Core Propositions which is from the NBPTS document What Teachers Should Know and Be Able to Do as well as the NBPTS Standards that are being assessed within the certificate area as the foundation for their preparation. Teachers will collaborate within and across discipline areas and developmental ages to discuss and share best practices and to increase their content knowledge and build professional resources.

CURI 6510 Component 2: Differentiation in Instruction for National Board Certification (3 Credits)
This course is intended for teachers who are committed to pursuing National Board Certification. The primary focus will center on a teacher's ability to describe, analyze and evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment. Teachers will collaborate within and across discipline areas and developmental ages to discuss and share best practices in differentiation and instructional strategies all in preparation for completing Component 2: Differentiation in Instruction.

CURI 6511 Component Three: Foundations and Component Teaching Practice and Learning (3 Credits)
This course is intended for teachers who are committed to pursuing National Board Certification. The primary focus of the course will center on a teacher's ability to describe and analyze their instructional planning, teaching practice and learning environment. Teachers will be required to provide evidence of the standards being assessed in two video recordings. For each video, teachers will submit an in-depth commentary that includes description, analysis and reflection of their teaching practice and their pedagogical decision making and the impact on student learning. In addition, participants will engage in peer review of other participants' videos and written commentary in preparation for completing NBPTS Component 3: Teaching Practice and Learning Environment.

CURI 6512 Component Four: Effective & Reflective Practitioner (3 Credits)
This course is intended for teachers who are committed to pursuing National Board Certification. The primary focus of this course will be centered on highlighting the teacher's abilities as an effective and reflective practitioner in developing and applying knowledge of the children they teach.

CURI 6513 Critical & Creative Thinkers for a Global Age (3 Credits)
This course focuses on developing critical and creative thinkers who can operate in and competently address the issues and challenges of a global age. It focuses on the practice of critical and creative thinking through the use of thinking routines and promotes student engagement, understanding, and independence by making thinking visible. Participants examine the standards and dispositions of critical and creative thinkers, as they explore precise and emotive language, effective communication, inferential reasoning, logical fallacies, thinking from multiple perspectives, creative problem solving, and media literacy. Based in the context of global issues and challenges, the course models over 21 critical and creative thinking routines for the classroom that make thinking visible, foster collaboration and communication, and enhance engagement and understanding in a culture of thinking.

CURI 6514 Culturally Responsive Teaching with Diverse Learners (3 Credits)
This course focuses on improving student outcomes by increasing teacher understanding of the impact of race, culture and language in the learning environment. Culturally Responsive Teaching (CRT) is a research-based method designed to enhance student engagement by implementing strategies to develop stronger relationships, culturally-inclusive curriculum and instruction techniques and positive learning environments. Participants examine the elements of Culturally Responsive Teaching through personal reflection and development of culturally competent strategies to effectively differentiate instruction for students from linguistically, culturally and racially diverse backgrounds. Participants deepen knowledge of their own cultural background and the impact on instruction while implementing strategies to increase connections with students and improve learning outcomes through culturally-relevant curriculum and instruction.

CURI 6515 Designing Motivation For All Learners (3 Credits)
This course is a PLS 3rd Learning course that provides educators with specific strategies for creating a motivating learning experience for students. Participants will explore the various dimensions of motivation, beliefs in ability, and self-efficacy as they analyze learner orientations and learning preferences. Participants will evaluate their strengths as motivational leaders and assess the qualities of a motivational classroom environment. A variety of motivational classroom strategies designed to support content and enhance student motivation will be experienced as participants evaluate how educators can positively impact their students' desire to learn and support them in becoming confident, self-directed, and successful learners.

CURI 6516 Developing Innovators & Innovation Skills (3 Credits)
This course focuses on developing innovation capabilities in students by exploring the discovery skills of associating, questioning, observing, networking, and experimenting. Participants learn how to create a culture of innovation and provide learning opportunities that promote perseverance, encourage curiosity, and ignite intrinsic motivation. Participants explore resources, strategies, and ideas for designing content-based lessons that incorporate discovery skills and foster the behaviors students need to be innovation-ready.

CURI 6517 Differentiated Instruction for Today's Classroom (3 Credits)
This course is a PLS 3rd Learning course that equips experienced and beginner educators with the essential knowledge and skills to implement differentiated instruction (DI) successfully in their own classrooms. As a widely respected, research-based instructional approach, DI provides teachers with effective, manageable strategies for meeting the needs of an increasingly diverse student population within the context of today's challenging standards-based curriculum. In a highly interactive learning environment that models the DI principles and processes, class members will gain expertise in understanding and implementing a broad range of strategies associated with three essential, distinguishing components of DI: first, the teacher's role as guide and facilitator in a classroom environment specifically designed to support self-directed student learning and teacher-student collaboration; second, the interdependent nature of flexible grouping and assessment in a DI classroom; and third, the adaptation of curriculum content, processes (activities), and products to provide students with entry points to learning that match their readiness, interests, and/or learning profiles.

CURI 6519 Instructional Planning and Strategic Teaching (3 Credits)
This course is designed to provide participants with instructional strategies that meet the needs of all students at all grade levels. Emphasis will be placed on misconceptions of academic failure; curriculum organization; effective instructional design; curriculum evaluation and instructional strategies that enhance and improve academic performance for all students. The following concepts serve as the basis for the design of curriculum and instruction: core concepts, essential questions, background knowledge, judicious review, strategic integration, cognitive strategies, and mediated scaffolding. Additional strategies and applications introduced in this course include rubrics, graphic organizers, LINCS vocabulary strategy, class-wide peer tutoring, note-taking, paraphrasing, summarizing, reciprocal teaching, questioning, and the Socratic Seminar. The implications of brain research and the use of technology are also components of this course. Additionally, many of the practices examined correlate with the indicators on state and district-wide teacher evaluation rubrics, the New York State Teaching Standards, and the shifts in Common Core Standards implementation.

CURI 6520 Integrated Co-teaching: Strategies Enhancing Student Achievement (3 Credits)
This course is designed for all K-12 educators who are or will be working with a co-teaching model. The course will investigate the pedagogical and practical facets of a co-teaching approach that provides academic instruction to a diverse community of learners (i.e. students within general education, special education, ESL, and gifted programs) so that each student may find success.

CURI 6521 Literacy Instruction in the Elementary Classroom (3 Credits)
Teaching all children to read is a critical responsibility of our elementary teachers. In this course, participants will learn and share the knowledge and skills they will need to be highly effective elementary teachers of literacy. The course will integrate what we have known is good teaching of literacy in the past and will expand the teachers' skills needed to meet the NYS P-12 Common core Learning Standards (CCLS). The inclusion of diverse students with various needs requires teachers of today to team with other professionals to plan and create an instructional environment that teaches all students to read.

CURI 6522 Maximizing the Learning Environment for Increased Student Achievement and Growth (3 Credits)
This course addresses the fundamental aspects of teaching and learning that are relevant for educators in all grade levels and subject areas. It examines proven practices for many of the indicators on state and district-wide teacher evaluation rubrics. Content includes creating a positive classroom environment, increasing student engagement, maximal use of learning time, interactive guided instruction strategies, scaffolding techniques, questioning and feedback skills and using homework to extend learning. Covering core topics critical to successful classroom practice, this course is designed to give educators the knowledge and skills needed to prepare students for college and career. The course is particularly useful for the training of mentor teachers and evaluators, and provides a system of supports for the professional growth of all practitioners.

CURI 6523 Reading Across the Curriculum (3 Credits)
This course provides research-based active reading comprehension strategies that participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare them for success beyond the classroom. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivation, and grade-level vocabulary. Over 40 strategies, activities, and assessments throughout this course align to Common Core State Standards (CCSS).

CURI 6524 Using Multi-tiered System of Supports (MTSS) for School Improvement (3 Credits)
Multi-tiered System of Supports (MTSS) is a framework for school improvement that involves tiers of increasingly intensive interventions. As students are identified by curriculum based measurement as exhibiting risk for school failure, they are instructed using interventions designed to eliminate or correct the cause of failure. Their progress is monitored using simple assessment tools. Participants will understand the MTSS process, its impact upon teaching and learning, and apply strategies and data-based decision-making in process implementation.

CURI 6526 Social Emotional Learning: A New Approach (3 Credits)
This course will introduce participants to the concepts of emotional intelligence and the importance of incorporating social-emotional learning in the classroom in order to create academic environments that cultivate caring, empathic and successful students. Through research-based activities, participants will develop strategies to teach to the "whole child", learn ways to motivate and engage students and promote positive interactions amongst students in order to increase academic achievement.

CURI 6527 Student Engagement & Standards Based Learning (3 Credits)
Using a standards-based approach as its foundation, Student Engagement and Standards-Based Learning is a Performance Learning Systems® course that explores high-impact learning activities designed to help teachers optimize student learning. Participants will use standards as a basis for designing learning activities, assessments, and scoring guides and will prioritize learning based on curriculum. Using alignment criteria and the POINT design components, participants will evaluate, modify, expand, and design standards-based learning activities in order to maximize student learning, engagement, and achievement. A variety of learning activities aligned to standards and the QFL (Questions for Life) Process Skills are featured in this course as participants learn to address the needs of 21st Century Learners and foster progress toward deeper retention and transfer of learning.

CURI 6528 The 21st Century Classroom: How Problem-based Learning w/ Technology Can Transform Student Learning (3 Credits)
This practical course is designed to enable K-12 educators to synthesize newly framed requirements for highly effective teaching (APPR), the 21st Century Skills, the Common Core Standards, existing research on best instructional practices, technology use and assessment into a high performing classroom that can transform their students learning and ready students for college and career success in a global, digital world. The course shows educators how to create innovative but easy to implement standards-aligned, project-based learning (PBL) units that integrate intuitive digital tools into daily differentiated instruction. Participants will learn from doing in the same manner to be expected of students in a 21st Century Classroom. Participants will exit the course having designed three increasingly complex PBL with Technology units (PBL-T) and the ability to create additional PBL-T units for a single discipline or across disciplines. The aim of each standards-aligned unit is to increase student achievement simultaneous with the development of students 21st Century skills beyond traditional gains from more conventional, factory model methods.

CURI 6529 The Role of Data Assessment & Instruction to Raise Student Achievement (3 Credits)
This course will provide students with a better understanding of the realities of data use and will empower users to identify and use data more appropriately to identify school-wide priorities, inform instruction and enhance student learning.

CURI 6530 Digital Literacy (3 Credits)
Digital Literacy is a broad term that encompasses "nuts and bolts of skills and ethical obligations." (Common Sense Media, 2019) In January of 2020, the New York State Board of Regents approved the first ever learning standards for Computer Science and Digital Fluency. In a collaborative process that included an intense needs assessment, the K-12 standards have been organized into 5 categories: Impacts of Computing; Computational Thinking; Networks and Systems Design; Cybersecurity; and Digital Literacy. This course will focus on digital literacy but include a brief introduction to the 4 other components of the new standards. Digital literacy includes both seamless integration of digital tools and skills across content areas as well as purposeful direct instruction on topics that include but are not limited to digital citizenship, safety, etiquette, privacy, laws and wellness. Through the exploration of these topics, participants will acquire skills, tools and knowledge to incorporate digital literacy across content areas and grade levels appropriately to enhance instruction.

CURI 6531 Toolbox for the Inclusion Classroom: Practical Strategies for all Teachers (3 Credits)
This course is designed for all educators, both general and special as well as related service providers, at all grade levels. Participants will develop skills for setting up an inclusive classroom that meets the needs of all the students in their classroom. The course emphasizes many strategies and activities to make inclusive education effective and efficient. Participants will also learn the three principles of universal design for learning (UDL) and how to apply them in an inclusive classroom.

CURI 6532 Childhood Trauma and Classroom Resiliency (3 Credits)
Aversive Childhood Experiences (ACE) may cause a student to have academic problems, acting out behaviors, and poor relationships with classmates and school staff. The negative effects of ACEs lead to deficits in attention, learning and retrieval, language and communication skills, and memory recall, thus affecting students' academic performance and social skills. According to the Center for Disease Control, the number of ACEs one has experienced has a direct correlation to the education level one achieves. When teachers are trauma informed, learn effective responses to student trauma, and how to help foster and instill resiliency skills necessary to thrive in the classroom, children have better learning outcomes: building foundations for better health, success, and positive interactions - in school and in life. This course will present the core concepts of ACEs, stress, trauma, restoration, self-care, and provide research-based strategies and practices to enhance resilience in the classroom environment. Class participants will be taught to avoid secondary traumatic stress or compassion fatigue by being aware of personal self-care. According to the National Child Stress Network, compassion fatigue is "the emotional duress that results when an individual hears firsthand about the trauma experienced by another."

CURI 6533 Reclaiming Personalized Learning (3 Credits)
This class will help educators restore equity and humanity to their classrooms and schools through personalization of education. The lessons will help teachers shape whole-class instruction, leverage small-group interactions, and nurture a student's inner dialogue. It will nurture the cultivation of awareness for students, using thinking routines from Project Zero and protocols of interaction with peers. The class will also help teachers design curriculum with a flexible frame that helps to emphasize the state standards. Teachers will be able to design new lessons that create multiple opportunities for students to become global thinkers and prepare them for a changing world. The overarching goal will be that teachers will reclaim personalized learning for all students that they interact with.

CURI 6534 Enhancing Assessment in Your Classroom with Digital Applications (1 Credits)
This course will cover a variety of digital applications that can be used to facilitate formative assessment practices in the classroom. Several different digital applications will be explored that can be used to increase student engagement in the assessment process, while also providing educators with valuable data that can be used to inform their instruction. Written assignments will integrate these digital applications with theoretical and practical considerations pertaining to best practices in classroom assessment.

CURI 6535 Enhancing Your Classroom Digitally (1 Credits)
Improving instruction to make it relevant, meaningful and engaging should be a goal of every 21st century educator. In this course, we will explore instructional practices, digital tools, platforms and pathways to facilitate meaningful learning experiences in the classroom and beyond. Additionally, there are a variety of contexts and resources in all districts that impact what and how we choose to implement technology in our classrooms. In this course, participants will investigate how to put pedagogy first and add digital resources second. The course will frame instruction with a digital lens that supports the SAMR (Substitute-Augment-Modify-Redefine) model, Bloom's Digital Taxonomy and the New York State K-12 Computer Science and Digital Fluency standards with consideration given to the privacy and educational laws surrounding student use of technology.

CURI 6536 Flipping the Classroom (1 Credits)
This course covers the flipped classroom approach as it relates to teaching the 21st century classrooms. Topics that are covered include the development of a flipped classroom, creating a flipped classroom, the benefits of flipping a classroom, how to implement a flipped classroom, and how to create a positive learning environment in a flipped classroom. Written assignments will integrate theoretical and research-based concepts with classroom practice.

CURI 6537 Managing and Engaging Students in the 21st Century (3 Credits)
In an ever-changing educational landscape that has included remote learning, hybrid learning and technology-rich instruction, the responsibilities and challenges that educators face daily continue to mount and evolve. This course will facilitate investigation into strategies, tools and practices to help manage and engage students in our 21st century K-12 learning environments, while also improving school climate, culture and community partnerships.

CURI 6538 Flipped Classroom to Mastery Flip and Beyond (3 Credits)
This course covers the flipped classroom approach as it relates to teaching the 21st century classrooms. Topics that are covered include the development of a flipped classroom, creating a flipped classroom, the benefits of flipping a classroom, how to implement a flipped classroom, the challenges of a flipped classroom, and how to create a positive learning environment in a flipped classroom. It also explores the flipped mastery model and flipped learning model. Written assignments will integrate theoretical and research-based concepts with classroom practice.

CURI 6539 Establishing Parental Partnerships as a Framework for Student Success (3 Credits)
This course focuses on the family systems theory models as a guide to understanding, appreciating, and supporting diverse families. It introduces the participants to contemporary issues such as working with linguistically diverse and immigrant families. It provides strategies on how to deal with families going through divorce, remarriage, or military employment; families dealing with financial difficulties, natural disasters, and violence. Participants examine families that face hunger, chronic illness, death in the family, and students with parents in prison. They will also examine the use of the latest technology as a communication tool. In this course participants will review the 9 principles of family support in schools. This course is designed to help teachers find ways to partner with parents to help build successful students. Research has clearly shown that parental involvement is a critical variable in a child's education.

CURI 6540 Meaningful Activities to Generate Interesting Classrooms (MAGIC) (3 Credits)
Meaningful Activities to Generate Interesting Classrooms is a 3-credit hour course that shows educators how to design compelling activities that engage students more meaningfully in their own learning while developing practical life skills, as well as critical thinking skills. Throughout the course, participants learn to apply five specific criteria (the SCORE model) that are characteristic of highly effective, brain-compatible activities. Participants use these criteria continuously to analyze the activities in which they participate, as well as those they plan, ensuring that each includes relevant learning and life skills, meets curriculum requirements, addresses organizational issues, plans to meet desired outcomes, and assesses mastery. With a focus on unlocking the creative potential of both teachers and their students, participants learn how to position effective activities—introductory, informational, practice, review, and culminating—throughout the entire learning process, and provide multiple pathways to learning that are highly engaging while promoting depth of knowledge.

CURI 6541 Creating Safer Schools (3 Credits)
Students, parents, and school staff deserve a safe learning environment. Yet headlines of violence, bullying, and drug abuse have shown the vulnerability of schools. This course explores the background and data about the severity of safety issues facing schools today and provides the strategies and tools to address them. This course will provide students with tools, activities, checklists, strategies, and tips. Some issues that will be addressed are bullying, substance abuse, internet safety, violent school issues, suicide, school avoidance, and mental health awareness.

CURI 6542 Creating an Equitable Grading System for All Students (3 Credits)
The purpose of grading is to communicate a mastery or needed improvement of skills to students and their caregivers. But there are many flaws in the traditional grading system that often deviate from good intentions. Participants will examine the historical purpose of the grading system and how it has been used to determine a student's academic potential, before diving into current research on equitable teaching and learning. Participants will have the opportunity to reflect on their current grading practices, questioning how equitable they are for students, and be able to improve ways of assessing students.

CURI 6543 Learning First, Technology Second (3 Credits)
In this course, participants will explore the levels of student engagement and use of technology using a lens of student commitment to learning. The course will focus on a technology framework that prioritizes the science of learning practices rather than specific tools. The Triple E Framework: Enhance, Extend and Engage, facilitates purposeful technology integration that adds value to the learning goals. Understanding how students learn lends itself to choosing the best pedagogical practices around a tool to best meet the instructional needs of the lesson and unit. Pedagogy remains the central force in teaching and learning. Examining our practices around harnessing technology in our classrooms using current research and the Triple E Framework can result in transforming contemporary education.

CURI 6544 Student Insight on Best Educational Practice (3 Credits)
Students learn best when collaborating, talking, and working with their peers. That's what Edutopia blogger and educational expert Heather Wolpert-Gawron discovered when she surveyed students nationwide. Now you can hear from the students themselves and discover 10 comprehensive and fresh ideas on precisely how to capture your students' imaginations and minds for deeper learning every day. This research-based approach provides plentiful lesson ideas, vignettes, videos, and insightful student interviews. Wolpert states she has learned students want to work together, have their teachers be more visual and to use technology, know "why" they are learning, move around in the classroom, have choices, experience their teachers as human, create using what they know, participate with new ways of learning, and learn using a variety of methods.

CURI 6545 Building a Trauma-Informed Restorative Classroom (3 Credits)
"Relationships matter in the classroom, in our families, and in our community organization where children and youth will interact with adults." -Joe Brummer To build a strong and solid school culture, caring, nurturing relationships must be present. When students feel supported, they are more likely to engage fully in their learning. Using restorative practices allows for relationship building and conflict resolution. Participants will explore the foundations and skills of building a restorative classroom and establish practices to put into action with students.

CURI 6546 Empowering Educators: Nurturing Your Best Self for Student Success (3 Credits)
Explore the profound connection between a teacher's inner state and the outcomes in the classroom. From navigating challenging classroom dynamics to fostering a positive learning environment, you will learn strategies that sustain your well-being while enhancing the educational journey of your students. With a continuous infusion of fresh ideas, invaluable tools and evidence-based practices, this course demonstrates that by prioritizing self-care, you amplify your capacity to make a lasting difference in the lives of your students and unlock the full potential to inspire and guide students effectively.

CURI 6547 The Productive Struggle: How Students Can See Themselves as Risk-Takers and Capable learners (3 Credits)
In this course, educators will delve into innovative strategies to inspire students to embrace challenges as opportunities for growth. Participants will learn how to cultivate a classroom culture where productive struggle is not only welcomed but celebrated, fostering a mindset of resilience and continuous improvement. Drawing on research-based methodologies, participants will discover how to design learning environments that normalize challenges and empower students to see themselves as capable learners and risk-takers. Through practical techniques, educators will explore how to craft clear learning intentions and success criteria that guide students through their academic journey. With a focus on authentic classroom scenarios and firsthand insights from educators implementing the 'not-yet approach', participants will gain valuable communication skills to engage with colleagues, students, and parents/guardians effectively. Additionally, they will receive a toolkit of strategies, protocols, and reproducibles to support instruction, reflection, and the seamless integration of the 'not-yet approach' into their teaching practices.

CURI 6548 Transforming the K-12 Classroom with Artificial Intelligence (AI) (3 Credits)
Artificial intelligence has been permeating society for quite some time and has taken a more prominent role in our everyday lives. As we seek to prepare our students for a constantly evolving and changing world, it is critical to learn how AI works and how to leverage its transformational power to make a positive impact on teaching and learning. While AI certainly presents some challenges, this course will explore how to harness AI for good, seeing it as an asset in our profession rather than a threat. Participants in the course will investigate both the opportunities and implications of AI in education as well as the ethical considerations for its effective integration. As educators, we need to continue to re-imagine education, preparing leaders and educators to empower students to thrive in the AI-driven world of tomorrow. Educators are uniquely positioned to shape the future of learning and ensure that AI is harnessed responsibly. For our teaching and learning to be relevant to the future of our students, it is integral to stay informed and continue to develop our own knowledge and skills. In this course, participants will study research, explore tools and strategies and improve practices to utilize in planning and instruction. The course will also include investigating how to create curriculum, school guidelines and policies to create a culture of ethical use of available technological resources with respect to our New York State learning standards in content areas, Computer Science and Digital Fluency Standards, Career Development and Occupational Studies Standards and Social Emotional Learning benchmarks.

CURI 6560 Creating the Dynamic Classroom Environment (3 Credits)
Participants will explore the extensive research base behind classroom management and work to create a classroom management plan that will provide a foundation on which to build instruction for the rest of the school year. They will investigate their curriculum and instruction to find ways to engage students in learning, which will virtually eliminate classroom management issues. Since preventive measures are not a failsafe, participants will explore some minor, escalating, and major behavior problems to better prepare students to address these situations as they arise. Participants will also explore how to address the special needs of inclusive classrooms, as well as technology in the classroom.

CURI 6562 Making Thinking Visible in the Classroom (3 Credits)
This course is an introduction to the theories proposed from the program called Project Zero at Harvard's Graduate School of Education. It is an introduction to the eight cultural forces that are found in educational settings. Specifically focusing on one cultural force which is making a student's thinking visible in the classroom. Participants will learn about thinking involved in understanding and how students think. Specific focus will be on Howard Gardner's "Multiple Intelligence Theory" and the eight intelligences. Participants will also explore how to make thinking visible in a classroom environment. This course will focus on twenty-two different thinking routines. The instructor will demonstrate each thinking routine by first teaching the philosophy of the routine and then how it can apply to all areas of the curriculum. The instructor will teach the setup of the routine and then complete examples of the routine with the participants. The participants will then be encouraged to discuss the benefits of the routine in their classrooms, which curriculum it can be used in, and how the routine creates visible thinking.

CURI 6563 Brain Compatible Learning (3 Credits)
This course extends participants' understanding of "best learning practices" from findings based on brain research and pedagogical theory. Reflections include the impact of enriched environment; the role of emotions; the relationship between brain, mind, and intellect; the connection between memory and learning; the developmental path from novice to expert; and the role of experience in learning. Educators explore how these principles guide their work with children and create brain-compatible classrooms.

CURI 6564 Professional Learning for Teacher Effectiveness (3 Credits)
This course focuses on enhancing teacher effectiveness by exploring research-based theories and best practices that correlate to the New York State Teaching Standards. As participants delve into the elements and criteria delineated in The NYSUT Teacher Practice Rubric and The Framework for Teaching Evaluation Instrument, participants gain an understanding of what is expected of a professional in the classroom and essential for performance reviews. With a spotlight on teacher practice, participants experience the specific methods, strategies, and activities that ensure "Highly Effective" performance in all professional domains.

CURI 6566 Writing As Learning (3 Credits)
The New York State Next Generation Learning Standards will require students to write completely and competently in every subject. This course will help assist teachers in implementing a systematic plan for teaching writing developmentally and consistently in every subject area. It will help students to examine and learn writing strategies that guide them in producing the widest possible range of writing products. Each of the strategies is designed to foster creative thinking, analysis and synthesis. All of the strategies are adaptable from levels K-adults. Participants in the course produce a wide range of written products to provide them the practice in using the strategies. This allows the participants to learn through application and internalize the understanding of each strategy. Writers have opportunities to work solo, in pairs, and in groups, fostering collaboration and cooperation.

CURI 6568 Mindfulness in Today's Classroom (3 Credits)
Healthy stress is natural. Helping students learn how to appropriately deal with the daily stressors throughout their day is important so they can develop this life skill. Left unchecked, stress can reach unhealthy levels and impact all facets of children's development. In our current modern education system, toxic stress can lead to anxiety, depression, health issues, low academic performance, decreased social interactions and other emotional concerns. These negative effects of toxic stress impact both teachers and students thus resulting in an unhappy classroom environment. In this course, participants will examine the causes of toxic classrooms and more importantly learn tools and strategies to address the stress in our schools.

CURI 6569 Active Learning in the Contemporary Classroom (3 Credits)
Do we need active learning in today's classroom? Active learning is a form of learning in which teaching strives to involve students in the learning process more directly than in other methods. Active learning is important in the contemporary classroom. It creates a high level of self-monitoring, checking for understanding, and the application of various strategies. In doing this it helps students distinguish and differentiate between important and unimportant information, analyze, compare and contrast and dig deeper for meaning. This course is designed to help educators determine if contemporary classrooms serve as a context for active learning. In this course, participants will explore various practical active learning strategies and will learn how to successfully implement them into the classroom.

CURI 6570 Eight Cultural Forces to Transform our Schools (3 Credits)
In this course, teachers will learn how to create "cultures of thinking": places where a group's collective as well as individual thinking is valued, visible, and actively promoted every day. They will learn the eight cultural forces that educators must master to transform our schools from the old standard of education to the new model requiring global thinkers, problem solvers, and independent learners. The teachers will learn the eight forces of language, time environment, opportunities, routines, modeling, interactions, and expectations. They will learn the latest research behind each cultural force, techniques to utilize the force in an educational setting, and strategies to change their classroom and school environments. They will also learn and develop the three core ideas based on the cultures: schools must be about developing students' thinking dispositions, the need to make students' thinking visible, and the crucial role of classroom culture in supporting and shaping learning. The course will also contain strategies to move toward transformation in teacher's schools and classroom. They will explore how to collaborate in a positive way with peers, how to build a vision across a school district and how to create opportunities for this transformation.

CURI 6572 Beginning Reading PreK-2 (3 Credits)
Participants will review New York State Learning Standards and what they mean for early readers and writers; read and interpret research related to literacy instruction and emergent literacy components; explore and implement strategies to improve comprehension, vocabulary, and fluency; integrate literacy and content areas; explore activities and examples of effective instruction for each literacy component; assess the effectiveness of instruction; and, design and integrate writing instruction. Participants will review causes of reading difficulties and discuss both the role of differentiated instruction and RTI (Response to Intervention) to promote student reading success. Participants will learn how to use formative and summative assessment data to design instruction to meet student needs. Participants will investigate ways to use technology to support students' literacy skills and teacher professional development. Participants will learn how to create a literacy block that supports individual student needs.

CURI 6573 Developing Executive Function to Empower Learners (3 Credits)
Developing Executive Function to Empower Learners is a three-credit hour course that focuses on the correlation between student learning and the executive function skills of the brain. Strong executive function skills enhance student learning and empower students academically, personally, and professionally. Participants learn strategies and activities that develop and strengthen executive function in the areas of organization and planning; focus and attention; working memory; inhibitory control and self-regulation; self-directedness (self-managing, self-monitoring, and self-modifying); and cognitive flexibility. Participants learn how to make thinking visible in the classroom in a way that fosters problem solving, perspective-taking, and creative cognition skills. Mind matters, and learning how to optimize the air traffic control system of the brain has a powerful impact on learning.

CURI 6574 Equity in All Classrooms (3 Credits)
This course will serve as a blueprint for teachers to alter the all-too-predictable outcomes for our historically under served students. It will make the critical link between social justice and Universal Design for Learning (UDL) so that we can equip students and teachers with the will, skill and collective capacity to enact positive change. This course also gives educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. The accessibility of written cases allows educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate and long-term decisions about how to create and sustain equitable learning environments for all students. The case studies involve classroom issues that are relevant to all grade levels and content areas. Using an equity framework, participants develop a lens for detecting inequity as it occurs in everyday classrooms, become adept at looking at the situation from multiple perspectives, and develop actionable plans to negotiate obstacles to equity in the classroom, the school, and in the community.

CURI 6575 Successful Teaching for Acceptance of Responsibility (3 Credits)
Successful Teaching for Acceptance of Responsibility is a 3-credit hour course designed to empower students to become more self-responsible. Participants learn how to proactively establish classroom structures that support responsibility and learn how to develop student-centered lessons that encourage responsible choices and effective decision-making. Participants explore the signs and symptoms of students who are low in Personal Power or Mental Models and plan appropriate interventions to develop responsibility and strong self-efficacy. In addition to modeling responsibility by using Teacher Talk, participants learn how to develop responsibility in students by implementing strategies that promote self-responsible choices, thinking, communication, actions, interactions, and character.

CURI 6576 Great Teaching by Design: Transform Your Practice by Understanding Your Learners (3 Credits)
Why is empathy important? Empathy allows us to experience the world on a much deeper level. This course focuses on understanding our students better. All learners deserve empathy because it is crucial for any learning or growth. When students enter our classrooms, they are continuing a lifelong journey to excel. Not only should we be teaching the curriculum, but we must also encourage students to pursue excellence. Participants will develop an understanding that empathy is demonstrated both explicitly; how we respond to a student and implicitly; how we plan our curriculum, instruction, assessment, and extracurricular learning opportunities. Participants will examine the DIIE model (Diagnosis and Discovery), (Intervention), (Implementation), and (Evaluation). Participants will answer the question, how do we implement what works best? Great teaching can be designed, and when it is designed well, students learn more.

CURI 6577 REBOUND: Rebuilding Agency, Accelerating Learning Recovery and Rethinking K-12 Schools (3 Credits)
As society explores rebounding from the current Pandemic, schools have been given the unique opportunity to re-imagine education. Participants will investigate and analyze research-based instructional practices that will contribute to accelerating learning recovery, rebuilding student and teacher agency, dismantle inequities and achieve the maximum impact of teaching and learning. Topics include assessment, meaningful feedback, differentiated interventions, prioritizing curriculum, mental health, social emotional learning, trauma informed practices, student and teacher efficacy, technology as a learning tool, student grouping and other concepts to contribute to accelerating learning recovery and rebuilding agency for students and staff. The content is responsive to current educational challenges as a result of the Pandemic. However, the strategies embedded in this course will endure as we re-imagine education in the 21st century to meet the evolving needs of students and staff in today's world.

CURI 6578 The Happiness Classroom: How Teachers and Students Can Improve Their Mental Health (3 Credits)
A happier teacher has a happier class, but unfortunately, mental health issues are front and center for teachers and students who are trying to deal with issues that impact us all daily. Students are missing too much material due to time out of class for various depression-related issues. Teachers are seeking solutions to help, support and encourage the depressed and isolated students of their class. This course will provide answers and solutions (strategies) that are easy and fun to incorporate into any class, academic level, or subject. The strategies will be practiced by each participant with a reflection that will document their personal growth of happiness. In turn, teachers will be able to go back to their classrooms ready to help their students through this difficult time. This course will present the core concepts of happiness, hedonic adaptation, growth mindset, learned helplessness, social investment, and the power of sharing these ideas with others. Every session will provide numerous resources that teachers utilize within their classrooms. The objectives are tangible, measurable improvements in the level of happiness in each classroom and for every student. Taking this course is not intended to be a substitute for professional clinical advice, diagnosis, or treatment. Always seek the advice of your physician or other qualified health provider with any questions you may have regarding a medical or mental condition. Never disregard professional medical advice or delay in seeking it.

CURI 6579 Middle Level Curriculum Instruction and Assessment (3 Credits)
Based on a four-corner framework for quality teaching, Middle Level Education: Curriculum, Instruction, and Assessment examines how to set the climate, teach the content, facilitate the interactions and foster reflection in the middle school classroom. Using brain-based instruction as the basis for powerful learning, processes for making data-driven instructional decisions and for designing curriculum to address the standards are at the forefront of this course. In addition, comprehensive treatment is given to three critical instructional strategies: cooperative group instruction, inquiry-based learning, and higher order thinking. Woven throughout the course content are the concepts of diversity, differentiating instruction and assessment of individual learners.
Attributes: Liberal

CURI 6998 Individualized Studies in Curriculum and Instruction (CURI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Curriculum and Instruction (CURI). Registration for this class must be approved by the student's mentor.

CURI 7030 Final Project - Capstone Project: MEd Curriculum and Instruction (3 Credits)
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 (must complete before registering): Completion of Research Design CURI-7122 with a grade of B or better. This course was previously EDU-661595

CURI 7122 Research Design (3 Credits)
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. This course requires a grade of B or better to pass.

CURI 7998 Individualized Studies in Curriculum and Instruction (CURI) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Curriculum and Instruction (CURI). Registration for this class must be approved by the student's mentor.

EDET: Education in Emerging Tech (Graduate)

EDET 6005 Learning with Emerging Technologies: Theory & Practice (3 Credits)
In this course students examine research, theory, and practice of using technologies for improving teaching, learning, and communications in varied settings, including K-12, higher education, public and private organizations and communities. Students experience and explore how technology can help support social, emotional and motivational learning. This course immerses students in different digital communities and virtual environments and asks them to analyze and apply current technologies to their own personal or professional settings. (Occasional synchronous meetings.)
Cross-listed with LACS 6006.

EDET 6010 Media Literacies in Emerging Technologies (3 Credits)
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 was previously EDU-681129.

EDET 6015 Instructional Design for Online Learning Environments (3 Credits)
The collaborative potential of online tools requires instructors to consider shifts in their pedagogy - to more mindfully plan, facilitate and guide. This represents a change in the roles and relationships between teachers and learners, and requires more attention to the instructional design and interactive communicative strategies of virtual learning experiences. In this course, students are introduced to instructional and digital design principles in order to apply them in a project that can be used as a component for their advanced design portfolios, or final capstone projects . Consideration is given to effective visual communication in digital environments. The course explores stages of the instructional systems design (ISD) process, and strategies for designing and developing multimedia instructional materials. An important aspect of online instructional design is understanding and responding to the context in which instructional materials will be delivered, and the needs, expectations and capacities of the participants. Students will explain their thinking during the creation of a project and demonstrate their understanding of these expectations. This is a required course for the Teaching and Learning with Emerging Technologies advanced certificate. This course was previously EDU-681103.

EDET 6020 Issues and Ethics in the Digital Age (3 Credits)
In this course students will explore major issues related to knowledge production and learning in our digital age. Students will be introduced to pressing issues in the use of technology in various learning environments, and reflect on the assumptions we make about knowledge, creativity, and social dynamics based on our choices. Any one of the topics raised is suitable for more in-depth study as an elective. Topics will include: privacy and security, intellectual property rights, the nature of creative commons, access and equity, ethics and legal challenges, digital democracy. Students will consider these concerns as they move into discussions on future trends by reading a variety of current reports, such as: MIT's Technology Review, and the New Media Consortium Educause's annual Horizon Report. This course was previously EDU 681102.

EDET 6025 Assessing Learning in Digital Environments (3 Credits)
Designing, developing, and learning within digital environments presents new challenges to our understanding of knowledge and skills; to the assessment of learning; and to understanding what constitutes effective participation in such environments. Using both collaborative and independent work, within this course, students will study the literature on digital environment evaluation and will seek to explore and define models of interactions and their assessment that can provide direction, support, and insight to designers and instructors of digital environments. Upon studying the rich, diverse, and novel ways in which humans can learn in these environments and the many emerging tools to assess learning, students will consider ways to value, document, capture, analyze, and evaluate the complex formal and informal ways that learners are making meaning within technology-mediated learning-and-communications environments. This course was previously EDU-681104.

EDET 6027 Immersion: Virtual, Augmented, & 360 Realities (3 Credits)
Virtual and augmented realities (VR/AR) and work with 360 cameras are bringing new promise to education, organization and communication venues, industry, particularly retail and tourism, and to museum exhibitions. In this course, students will study and situate this fast-evolving field, developing a basic VR, AR or 360 application thereby giving a perspective on the current state-of-the-art in application development. Students will also research and document ways that immersive virtual and augmented reality and real-world technologies can affect cognition and behavior, considering how these realities could be integrated into a field of professional interest. Occasional synchronous online meetings will be held. No prior knowledge of VR, AR, or 360 technologies is necessary, however, students must have a willingness to work with and explore emerging technologies. This is an 8-week offering.

EDET 6030 Advanced Design Seminar: Portfolio Project (3 Credits)
In this final core course students will continue to deepen their knowledge of theories and practices pertaining to instructional design and emerging technologies. Students will create a body of work that reflects the ability to integrate theory and skills of design and development, learning principles, and assessment methods. This knowledge and skill will be demonstrated in the creation of a comprehensive multimedia project for their ePortfolio or their professional work environment. This project should demonstrate the student's growth as a specialist in emerging technologies as well as incorporate their own past skills, knowledge, and/or interests on their chosen topic. Personal reflection will be used to self-evaluate one's own evidence of learning and to make deeper connections between the concepts learned in the other courses. This course was previously EDU-681105.

EDET 6035 Advanced Instructional Design with Multimedia (3 Credits)
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 will also 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 was previously EDU 681128.

EDET 6040 Performance Theory (3 Credits)
This study begins from the premise that theory is practice and practice is theory. During the course of the term students will critically think about performance, and make performance in their own contexts. This course engages performance as an object of study, a method of research, and a theoretical paradigm in a range of interdisciplinary contexts with a focus that returns to theatre and media studies. This study is structured in a way that allows students and faculty to connect with each other and the material through readings, discussions, and performance attendance/viewings and critique. We will examine an array of performance theorists, artists, artist/theorists, and theorist/artists in order to practice performance as a way of thinking about the complexities of the world(s) we live in. This course is required for the Advanced Certificate in Emerging Media and Technology for the Arts. This course was previously EDU-681114.

EDET 6045 Digital Games Simulations & Learning (3 Credits)
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 was previously EDU-681109.

EDET 6050 Digital Identity & Virtual Communities (3 Credits)
We are increasingly engaged as actors within digital spaces governing critical aspects of our 'physical' lives: our learning, labor, finances, legal transactions, confidential health records, social spheres and the locus of our participation in civil society. We interact within virtual communities, both local and global, many of which are regulated by private corporations rather than through democratic processes. These phenomena raise questions of agency, autonomy, ethical considerations, privacy, security and data protection. Students will examine what constitutes digital identity and virtual communities, and how they blur boundaries between private, public, and personal spheres. They will analyze issues related to digital identity management, such as engaging multiple representations of the self, the ethics and implications of being active in digital social media, and the establishment of telepresence. Readings and research for the course will include historical and current developments in regulatory environments, legislation and policies related to digital identity and virtual communities. Learning activities will include a phenomenological analysis of identity development in virtual worlds, immersive role play, a comparative analysis of two personal digital identities, participant/observation in a virtual community, 'live' roundtable discussions in virtual worlds, and final project that may be creative, a case study, analytical, or research focused. Students will be expected to meet in real-time in virtual worlds such as Second Life. This course was previously EDU-681122.

EDET 6055 Digital Media Arts & Technologies (3 Credits)
This interdisciplinary project-based course applies theoretical learning in digital media arts and technologies to individualized projects that incorporate at least one arts-based technology. Students will have the opportunity to develop their unique aesthetic vision and technical expertise while experimenting with new forms, within the framework of arts-based learning and research. They will design, implement, build, install, program and/or perform for an audience/viewer/learner within the context of their choice, whether this is within mixed media installations, virtual worlds, a live simulcast, or other digital distribution systems. The primary course project will be threaded throughout the course, including processes such as a proposal, storyboard, script, rough cut/dry run, and refined project. The course will include a critical analysis of aesthetic, ethical, social and professional considerations. Students will be expected to use social media, web 2.0 tools, and emerging media environments for course communications and research. This course is required for the Advanced Certificate in Emerging Media and Technology for the Arts. This course was previously EDU-681115.

EDET 6060 Digital Tools for Education & Training (3 Credits)
Educators and training Professionals have access to an overwhelming number of technologies that offer powerful capabilities for creating high-quality digital learning tools. This course will examine and identify effective digital tools to impact participant engagement, meaning-making and improve learner outcomes for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning context. The experience will be hands-on and might include areas such as improving presentations and instructional materials, simplifying record-keeping, performing data analysis and graphic presentation, creating digital stories, use of communications and presentation technology in the classroom or training environment. In addition, digital tools and strategies selected will be assessed in relation to their alignment with standards for teachers and trainers. The students will research, evaluate and analyze digital tools, internet based applications, social media, mobile applications and other technologies that may be adopted for teaching and learning with diverse groups of learners in face-to-face, blended or online learning environments. Students prepare independent projects and share research . This course was previously EDU-681120.

EDET 6065 Emerging Media & the Arts: Theory & Practice (3 Credits)
This course builds on experience in digital media, human interaction, interface design, learning design, performance theory and practice, or any creative process or expression medium. The course explores ways in which digital media alter the potential of human interaction, learning and performance, from virtual immersion, gaming, to stage design and collaborative improvisation. It draws on theories of communication and mutual engagement from performance studies, some psychology, educational theories and applies them to the analysis of interaction in varying contexts. A core intellectual concern is the nature of human engagement – in all its forms – and the use of technology as a means of enriching or enhancing it. The course has multiple strands. One is for arts students who wish to gain additional skills in computer mediated communication, interaction design, media and electronic arts and associated technologies. The other is for technically literate students who wish to be trained in performance theory and practice. The other is for the educator exploring the potential of learning in digital immersive technologies. The course draws upon multimedia systems and interaction design, performance theory and performance practice, learning theory and technology. Group and collaborative projects will use various software applications, with a focus on ISADORA programming and will typically involve the construction of a performance/learning environment. This course was previously EDU-681112.

EDET 6070 Innovation: Meeting the Challenges of Organization or Systems Integration (3 Credits)
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 was previously EDU-681117.

EDET 6075 Accessible Design and Assistive Technologies (3 Credits)
This course is an introduction to the study of Assistive Technology. Students will examine the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Students will investigate types of assistive technologies, functional assessments, resources, ADA compliance, legal issues, and school and workplace responsibilities. Students will discover the latest technologies to help individuals who struggle with communication, literacy, and learning. The course will feature tools that improve and compensate for challenges relating to speaking, understanding, reading, writing, and thinking and remembering, as well as an examination of strategies to help individuals become more organized and efficient. It will present an overview of the uses of technologies to help students explore specific resources they can use to enhance success in the classroom or workplace. The use of tablets and cloud-based products will be highlighted. Online resources and social networking tools are presented to enable students to learn about innovative products as they become available. Students complete a research project demonstrating their understanding of assistive technology.

EDET 6080 Evaluation Assessment and Data Driven Learning Design (3 Credits)
Due to shifting and emerging professional standards, educators and administrators will need to use tools that will better allow them to gauge the effectiveness of instruction at the student, course, program and institutional level. This often requires the use of data collection or mathematical models and measures to assess effectiveness an educational activities. This course will address the tools instructors and educational assessment professionals use to assess learning, processes for evaluating educational programs, and resources to help make data driven educational decisions with particular emphasis on technology mediated learning environments and tools. This course will also provide an overview the 'big data' driven field of learning analytics and how this may shape the field of educational assessment. This course was previously EDU-681110.

EDET 6085 Field Research in STEM Education (3 Credits)
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 will also be explored expended 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 & Niagara Frontier). Students will work online with faculty, before and after the onsite meeting. This course was previously EDU-681123.

EDET 6095 Practicum-Virtual Worlds I: Learn Create Plan (3 Credits)
This course provides participants with opportunities to understand the breath, 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 will also 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.

EDET 6100 Practicum-Virtual Worlds II: Extend Share Pilot (3 Credits)
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.

EDET 6125 Developing an Integrated Immersive STEM Learning Environment (3 Credits)
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.)

EDET 6130 Facilitating Learning with Emerging Technologies in Blended & Online Environments (3 Credits)
Students will consider facilitation and teaching approaches that enhance participant learning, engagement, collaboration and success. The seminar will involve engagement in related theory and practice of teaching in online and blended environments. Topics will include new literacies and digital epistemologies, rethinking teaching pedagogy, mediating the co-creation of knowledge within networks, and accessing and creating digital resources. Participants will develop, demonstrate and evaluate learning activities individually and in teams. Topics will include areas such as the use of games, social media in teaching, badging, and critical literacies for all generations of learners. This course is required for the Teaching and Learning with Emerging Technologies Advanced Certificate.

EDET 6135 Practicum in Learning & Emerging Technology (3 Credits)
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 was previously EDU-681126.

EDET 6140 Socially Networked Learning: Understanding Designing Evaluating (3 Credits)
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/conceptual framework to validate their design. (Participants can also choose to work on a project with the instructor.) Two synchronous meetings.

EDET 6150 STEM Tools Devices & Simulations (3 Credits)
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. Students start by overviewing a variety of STEM / STEAM approaches, tools and projects in multiple disciplines. Then selecting several tools relevant to their learner or client needs, they will design an environment that employs the relevant STEM or STEAM tools and that articulates the conceptual, educational, design, and assessment principles employed. Students 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).

EDET 6996 Special Topics in EDET (4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDET 6997 Special Topics in EDET (3 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDET 6998 Individualized Studies in Educational Technology and Instructional Design (1-8 Credits)
Students have the opportunity to develop individualized studies with their advisor in Educational Technology and Instructional Design (EDET). Registration for this class must be approved by the student's advisor.

EDET 7020 Capstone Project (3 Credits)
Students who choose the 30-credit Professional focus will complete a capstone project. The capstone allows students to design a specific project, a small program, or a creative endeavor that would meet a clear need in their educational, community, or work environments. Capstone projects must be completed and demonstrated using the instructor-approved student's choice of online or emerging technology(ies), and must have a well-articulated statement of need, rationale, literature review and project design strategies (including a description of formative and summative evaluation techniques to be employed). Upon completion, the Capstone documentation must include a written and video reflective statement on the design process and on the results of evaluation components. Capstone projects may be made accessible through the MALET program's Resource Repository, at the student's discretion, for the benefit of future students, thereby advancing knowledge in the field. Using a Creative Commons license is suggested. At the conclusion of their capstone, students present their projects at the MALET Virtual Showcase. This course is typically offered in the spring and fall. Prerequisites: EDET 6005, EDET 6010, EDET 6015, EDET 6020, and EDET 6025.

EDET 7998 Individualized Studies in Education in Emerging Technologies (EDET) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Education in Emerging Technologies (EDET).Registration for this class must be approved by the student's mentor.

EDHE: Higher Education (Graduate)

EDHE 6030 Issues in Contemporary Higher Education (3 Credits)
This course explores the changing nature and function of higher education institutions in a world where the majority of students are adult learners, and are more diverse. This course will also focus on critiques of contemporary high education as well as the changing demands on post-secondary graduates. The course will explore the internal higher education struggle between mission driven versus market driven.

EDHE 6031 Administration and Leadership in Higher Education (3 Credits)
This course is designed to examine organizational theory, models, polices, governance and management processes, leadership perspectives and leadership theory. A review of research and new conceptual perspectives are included. This course serves as an introduction to the academic study of leadership on university campuses. It assumes some general exposure either to the theoretical concepts and/or the actual practice of leadership. It is not intended for leadership development

EDHE 6032 Economics and Finance in Higher Education (3 Credits)
The purpose of this course is to understand the concepts related to higher education finance and its impact upon the higher education system in the United States. Students will be introduced to financial, economic, and budgetary issues within higher education. The primary focus is on post-secondary education where the primary political, economic, and social issues influencing higher education finance are examined. Students will examine revenue streams and expenditure patterns, survey tuition and financial aid policies, develop the ability to examine and analyze financial information, and assess the budget as an instrument of strategic planning, resource allocation, and control. This course is grounded in literature, theories, and examples specific to higher education.

EDHE 6033 Contemporary Legal and Ethical Issues in Higher Education (3 Credits)
In this course students will critically review current policy, legal and ethical issues in higher education. The general principles of statuary and case law as well as judicial decisions impacting higher education will be covered through a case-study approach. An applied perspective for ethical decision making and leadership will be used.

EDHE 6034 History and Philosophy of Higher Education (3 Credits)
This course is designed for current and prospective faculty, administrators, staff, and community members seeking to learn about the American higher education system. The topics addressed include the history, recent developments, and strategies for future management and administration, finance, organization, governance, and the mission and role of higher education in American society.

EDHE 6035 Administering Adult Learning Programs: Decision Making Evaluation & Financing (3 Credits)

Education and training professionals are introduced to the process of making decisions about developing programs for adults in a variety of settings of practice. Making good decisions about the design of programs involves most importantly understanding the needs and motivations of the learners, but also means making data informed decisions, including critiquing and evaluating assessment and research findings, choosing effective instructional strategies and technologies, making credible arguments for the need and projecting a formal approach for project planning, evaluation and financing. Administrators also effectively manage the human resources of the organization. Current practices will be reviewed, including the use of technology applications for management of these processes. Educators will review best practices and will initiate a proposal for a new program or propose a revision to a program.

EDHE 6036 Student Affairs Theory and Practice (3 Credits)

In this course students explore the theory and practice of college student affairs, covering the role, scope, structures, and functions within American higher education, along with the roles and responsibilities of the practitioner. Students will examine their own purpose, professional identity, practice and professional competence. Topics include the role student affairs in enhancing the growth and development of all students an increasingly complex and diverse higher education system, accountability for student affairs outcomes, and emerging issues and models for student affairs.

EDHE 6037 Identity, Intersectionality and College Student Development (3 Credits)

The course will provide students with a comprehensive understanding of identity development and the student development theories that underpin the holistic growth and experiences of college students. It explores intersectionality: individuals diverse and overlapping social identities, and power structures that affect identities and student development. It will equip students with the knowledge and skills needed to foster diversity, equity and inclusion through supportive campus environments that promote the well-being, sense of belonging, and success of all students.

EDHE 6080 Fostering Student Success and Equity in Higher Education (3 Credits)

The course explores strategies and components that shape and expand institutions' strategic capacities to foster equitable student success in college. With a strong grounding in diversity, equity, and inclusion, and holistic student support, students will examine strategic leadership and leadership models, consider strategic resource allocation and inclusive decision-making, advance effective support frameworks, and use data – all to plan and to drive student success. Prerequisites: 3 graduate higher education courses or permission of the instructor.

EDHE 6085 Comparative & International Education (3 Credits)

Comparative and international education (CIE) is a field that allows educational researchers and practitioners to study theories and methods around the world while also 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. This course was previously ADL-680119.

EDLC: Educational Leadership and Change (Graduate)

EDLC 5000 Preparing for Educational Leadership (1 Credits)

SUNY Empire State College values student learning, whether it is reflected on a transcript or demonstrated by lived experience. This one-credit course allows students in the Ed.D. in Educational Leadership and Change to demonstrate their knowledge of one or more of the competency areas required by the content areas recommended by the Council for the Advancement of Higher Education Programs (CAHEP) for master's degrees in higher education administration and this program. In this course, students will have the opportunity to demonstrate their knowledge of: -History and Philosophy of Higher Education -Administration and Leadership in Higher Education Context -Economics and/or Finance of Higher Education -Higher Education Law -Organizational Development and Change Theories

EDLC 6000 Foundational Seminar: Critical Analysis and Communication (3 Credits)

Educational leaders must be able to communicate clearly and persuasively in writing and speech. This course focuses on writing critical reviews and argumentative essays on topics relevant to contemporary higher education. In this study, students will consider the changing environment of higher education nationally and locally. By comparing, contrasting and critiquing emerging issues that impact higher education, they will demonstrate competence in analytic writing and debate. Consideration is given to translating academic writing to more interactive, participatory social media forums. In order to demonstrate their-ability to communicate ideas effectively for different audiences, students will engage in practical workshops to strengthen their skills in becoming compelling public speakers in varied settings. Note: This course requires students to attend one virtual residency. Virtual residencies do not incur a residency fee.

EDLC 6001 Principles of Higher Education Leadership (3 Credits)

This course is designed to examine leadership roles and leadership needs in 21st century higher education. Students will explore leadership principles, designs and styles alone and in relationship to academic planning, institutional advancement, professional development, and community outreach. Consideration will be given to differences in leadership approaches from transformative to transactional. Students will examine their own leadership styles and practice applying strategies to resolve various organizational challenges, particularly resistance to change.

EDLC 6002 Organizational Change Theory and Practice (3 Credits)
Institutions across all industries, particularly education, must find ways to be responsive to increasingly complex and changing environments. In this study, students compare different models and concepts of organizational change including evolutionary, teleological, life cycle, dialectical, social cognition and cultural in order to understand the process of change from different perspectives. Students will critically reflect on the distinctive characteristics of their own educational organizations and how these might impact initiatives for change process. They will use current research to inform their own practice and develop competencies to develop and implement appropriate models of change. Prerequisites: EDLC 6000 and EDLC 6001.

EDLC 6003 Research Methods in Education (3 Credits)
This course will introduce/reinforce quantitative and qualitative educational research traditions, procedures, theories, and methods. Students reinforce their understanding of carrying out ethical research by completing CITI training and critically evaluating IRB applications from the perspective of both researcher and committee member. This course will include practical applications to educational problems. Topics include: -Introduction to quantitative and qualitative research methods in education -Overview and comparison of research processes and methods -Ethics in educational research with human subjects -Development of the research question, the theoretical framework, and the literature review -Statistical techniques -Causation, validity, and reliability -Testing and measurement -Research methods (qualitative, quantitative, action research) Prerequisites: EDLC 6000, EDLC 6001.

EDLC 6004 Qualitative Research Analysis through Applied Research (3 Credits)
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 qualitative analysis to report writing and dissemination. Qualitative 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. Prerequisites: EDLC 6003.

EDLC 6005 Quantitative Research Methods (3 Credits)
This course provides the basis for understanding, applying, and interpreting the fundamental concepts and procedures of descriptive and inferential statistics. Students will relate specific quantitative research questions and hypotheses to appropriate statistical procedures, and analyze data sets that apply directly to educational research using SPSS. Prerequisites: EDLC 6003.

EDLC 6006 Ethical Leadership in the Academy (3 Credits)
This study explores the characteristics of ethical leaders in higher education and the frameworks that can guide action in case of breaches of ethical behavior. Students focus on strategies that leaders can use when faced with a variety of ethical dilemmas. Readings include case studies for discussing, debating and suggesting solutions for real-world dilemmas in higher and adult education. Attention is given to the ways in which leaders initiate appropriate strategies that support an ethical institutional culture. Students will reflect upon and reinforce their conceptual understanding of ethical leadership at individual, organizational and societal levels. Team activities will engage students in analyzing various statements of ethical standards, and each student will develop his/her own statement of professional ethics. Prerequisites: EDLC 6002.

EDLC 6996 Special Topics in EDLC (3 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDLC 7002 Leadership & Change in Local and Global Context (3 Credits)
This course focuses on education leadership in national and international contexts. Students will explore various key components to leadership and examine case studies where strategies have been implemented. This course will ask students to examine leadership practices in educational and other organizations as well as global leadership practices. The class will explore supports and hindrances in developing and becoming leaders including dynamics related to class, race, gender, location, governmental policies, etc. Students will also review case studies of leadership change in policy and practice and be able to analyze those cases critically. The course will also encourage students to articulate their own leadership style based on literature and practices they have reviewed. Prerequisites: EDLC 6000, EDLC 6001.

EDLC 7003 Models of Organizational Administration and Finance (3 Credits)
In this course students survey a range of topics related to administrative responsibilities and opportunities in higher education. These include governance, accreditation, recruitment and retention, financial management practices including revenue generation, budgeting/resource allocation, and strategic planning particularly around cost containment. Students analyze different models of educational management (formal, collegial, political, subjective, ambiguity, cultural) and consider parallel leadership approaches to support an institution's preferred management model. Attendance of a face-to-face residency is required. Registration of this course will incur a residency fee.

EDLC 7005 Leading Change in Social Justice and Diversity (3 Credits)
At the heart of any educator's practice lies an intertwining web of relationships. Whether in relationship with oneself, one's students, or with the world, one's practice is strengthened by knowing one's location in order to foment change in one's context and site of practice. Positionality, or where one locates his/herself in relationship to race, class, ethnicity and sexual orientation influences their role as adult education practitioners, researchers, and leaders in the field. Students will be asked to reflect on their roles as individuals and group members of their own particular race, gender, class, ethnicity and sexual orientation position. In addition to this, students will examine concepts and perceptions that have influenced them as well as society in terms of both the personal and professional. Students will also critically examine various definitions of diversity and models of diversity training. They will work in teams to consider how to assess and take action for diversity in institutional settings. They will use instruments such as The Diversity Rubric (AACU's 'Self-Assessment Rubric for Institutionalization of Diversity, Equity, and Inclusion in Higher Education') at their own institutions, or ESC to establish and audit relevant accomplishments, challenges and potential action plans. Note: This course requires students to attend one face-to-face residency. Registration of this course will incur a residency fee.

EDLC 7010 Mental Health in Higher Education (3 Credits)
This course will provide an overview of the history, policies, practices and recent trends in college student mental health needs and interventions. Learners will gain a comprehensive understanding of the challenges of supporting college student mental health and how some higher education institutions have chosen to address these challenges. Prerequisites: None. Corequisites: None.
Attributes: Liberal

EDLC 7011 Understanding Adult Education Practice (3 Credits)
The field of adult education is neither finite or static. As a dynamic, continuing and evolving field of practice, it is fraught with tensions, dilemmas, controversies, ethical concerns and connections, not only in the context of one's own practice of adult education but in other practice areas as well, amidst many debates about ethical issues and professionalization of the field. Students will also explore individual and collaborative ways of learning and how those have impacted adult education practice and literature (and their own practice). Palmer in The Courage to Teach(1998) stated that "Teaching, like any truly human activity emerges from one's inwardness, for better or worse. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together...knowing my students and my subject depends and my subject deepens heavily on self-knowledge. When I do not know myself, I cannot know my subject-not at the deepest levels of embodied, personal meaning. I will know it only abstractly, from a distance." This study will also focus on adult education program administration evaluation, theory and evaluation.

EDLC 7012 The Changing Contexts of Adult Learning (3 Credits)
In this course, students will address the current social, political, organizational, and technological climate within which adult learning in higher education is evolving. Course readings will focus on specific forms of structural change effecting adult learning, including globalization, neoliberalism, and the changing financial and organizational structures of higher education. Students will engage with the various social and ideological debates concerning these issues and address the implications for their particular institution of higher education. Students will interrogate political and cultural factors which promote or impede the realization of their commitments and challenges of committed action. Included will be approaches available in political analysis and case studies of activism.

EDLC 7013 Data Informed Decision Making in Higher Education (3 Credits)
Increasingly sophisticated methods and technology that include the capability to collect and store large volumes of data has ushered in a new era of data-informed decision making in higher education. Data analytics is the use of large volumes of data that can be combined or analyzed, often with the use of complex statistical/mathematical models to examine a problem or issue under study. Related to student success and administrative decision making, data analytics can be used to better understand current student, faculty, and staff populations as well as if, how, and in what ways students, faculty, or institutions are achieving success. This course will examine issues related to the increasing use of data in highereducation and how higher education leaders can harness the power of data to ask the right questions that enable better decision making. The course will help students become familiar with definitions of major terms such as Big Data, artificial intelligence, machine learning, and it will discuss the ethical, cultural, and managerial implications for the use of data analytics in higher education decision making. Topics will be discussed broadly and will not include hands-on use of statistics or the generation of computer code. An applied project will be proposed.

EDLC 7014 Immigration and Higher Education (3 Credits)
This course analyzes data, theories, and case studies to frame how immigration and higher education intersect in the contemporary United States. Class members explore key historical, demographic, and legal trends as they consider first, second, and third generation migrants; DACA; international students; and displaced students (including refugees, Temporary Protected Status holders, and others). Readings and assignments include case studies focused on how "brick and mortar" and online higher education institutions support the umbrella category of immigrants and how they engage stakeholders including staff, students, alumni, community members, and government officials. Class members will reflect upon and dissect their understanding of how federal policy, state policy, institutional practice, and higher education leadership practice overlap and reflect distinct approaches to student support.

EDLC 7020 Perspectives on Higher Education Administration, Management and Leadership (3 Credits)
This course will identify the predominant models of administration and management in higher education and the emergent models. Topics will include changing student demographics, financial and budget strategies, and newer models for human resources and administration. The effectiveness of various models will be analyzed. Various theories of leadership are explored to have learners examine their own experience in working as leader, and to have them develop specific leadership skills and approaches as means of interpreting problems from the field and in developing leadership responses to these problems in becoming responsible higher education leaders. Prerequisites: EDLC 6002 and EDLC 7003.

EDLC 7021 Institutional Culture and Strategic Change Management in Higher Education (3 Credits)
This course will address the challenges facing leaders in higher education, as they attempt to implement change within the organization. Topics will include defining what is strategic change and the need for strategic change; what are the obstacles to strategic change; and how to overcome these obstacles. Students will integrate theories from core courses on leadership and change: to develop strategies to overcome the obstacles in Higher Education that prevent change, with a focus on cultural change. Students will study examples of Higher Education Institutions (HEI) that attempted to make changes needed because of the constraints from the evolution of technology, changes in the skills needed by students in the job market; changes in accountability from their Board of Directions; as well as societal changes among others. Students will be able to develop an integrated change management plan in order to overcome these obstacles to change. Prerequisites: EDLC 6002.

EDLC 7022 Student Development & Administration in Higher Education (3 Credits)
Emergent student development theory is explored as it applies to contemporary issues in higher education related to diversity, student retention and student engagement. In addition, this course broadens awareness of student affairs professionals through exposure to new models of student affairs administration in higher education. This course examines competencies for effectiveness in management and integration of student affairs functions. It advances approaches to student development theory particularly from a perspective of using evidence of student learning and development to improve higher education.

EDLC 7030 Integrating Technology: Planning & Practice (3 Credits)
This course explores the planning and required policies needed for the effective integration of the technologies necessary to ensure institutional survival and growth in increasingly global, technology-infused learning environments. General organizational principles as well as guidelines from standards-setting organizations will help frame the changing climate, as students explore, share, and apply these principles and guidelines to learning institutions or education and training functions within more diverse organizations.

EDLC 7031 Current Research Trends in Educational & Emerging Technology (3 Credits)
Rapidly changing trends and methods in educational and emerging technologies require a deliberate, research-based approach to analysis, discovery, experimentation, evaluation and application. This seminar will feature real-time, interactive scholarly dialogue with invited speakers addressing current and emergent topics in the field during virtual "live talk sessions." As the course progresses, students will lead seminar talks and asynchronous discussions on selected trends, and develop a scholarly literature review and research or position paper on their chosen research area.

EDLC 7033 Practicum: Leading in Virtual Environments (3 Credits)
This course provides an overview of virtual environments; including the context, processes, production, and usage of various virtual environments of shared spaces such as MOOs, MUDs, MMORPGs, MUVE, Augmented Reality, Virtual Reality, and Mixed Reality. The course will attempt to survey most of the important conception of virtual environments (VEs). Examples of existing VEs will be shown whenever possible, but students will learn primarily through exploration and collaboration. The course will take on a variety of formats, as the disparate subjects dictate. Examples will be presented in MOOC, video lectures, collaborate tools, demonstrations, and Open Sim. Students will first define, choose, and then use or create a virtual environment as part of their project for the course. Papers and videos will be discussed. Students will present their VEs on a variety of formats, subject to instructor approval.

EDLC 7040 Introduction to Critical Pedagogy: Landscapes of Learning (3 Credits)
This course is designed to create a discourse community that questions hegemonic practices, contributing to a larger collective conversation. Through the study of critical ethnographies, students will examine current educational assumptions to develop critically reflective practice and transform thinking. Students will deconstruct dynamics of critical pedagogy through the lenses of diversity including race, gender, and class, developing layered analysis of principles, theorists, and views.

EDLC 7041 Leadership & Contemporary Issues in Learning & Teaching (3 Credits)
This course will examine current policies that affect learning and instructional practices in higher education and the implications for teachers and faculty as leaders who can shape research, policies and community engagement. Problem-solving strategies will be used to identify and develop best practices that respond to challenges arising from contemporary issues in society. Students will explore contemporary issues in relation to topics such as open education, competency programs, and accreditation reform. Prerequisites: EDLC 6001, EDLC 6002, EDLC 6006.

EDLC 7042 Leadership in Education (3 Credits)
This course is designed to examine leadership roles and leadership needs in 21st century education. Students will explore various leadership designs and styles alone and in relationship to curricular planning, professional development, and community outreach. Students will examine learning environments to develop strategies and programs around leadership that coincide with the needs of contemporary learners.

EDLC 7050 Assessment and Accreditation in Higher Education (3 Credits)
In this study, students will examine assessment approaches from micro (course, program, division) to macro (institutional, system, national/external) levels as an important knowledge base for leaders in higher education. Comparative analysis of standards set by regional higher education accreditation agencies as well as professional associations will be used as a basis for considering appropriate approaches to leading internal assessment planning. Students will develop an assessment plan for institutional effectiveness that aligns with best practices in the field of higher education. Prerequisites: EDLC 6005.

EDLC 7052 Analyzing & Developing STEM Programs & Initiatives (3 Credits)

This course will focus on the development of Science, Technology, Engineering, & Mathematics (STEM) education initiatives or services. The course will build on any earlier identification of organizations that currently provide STEM initiative or services, adding further analysis of those programs. Students in this course will assume the role of a STEM leader of an organization, identify a major focus (i.e. gender, race & ethnicity, etc.), and a lever (i.e. Women, Early Childhood Education, K-16, etc.) and develop an initiative or service for their organization that best responds to the chosen lever, based on a set of provided criteria.

EDLC 7996 Special Topics in EDLC (3 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDLC 7998 Individualized Studies in EDLC (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor/advisor in Educational Leadership and Change (EDLC). Please contact your mentor/advisor for more details.

EDLC 8000 Professional Portfolio Seminar (3 Credits)

This study serves as a bridge between the sequence of courses (core, research and leadership electives) taken to this point in the program, and the culminating dissertation writing phase. It offers each student an opportunity to reflect on the body of his/her work and how it supports a potential topic of inquiry. In addition to compiling a reflective portfolio of past work, students draft a prospectus for their proposed dissertation research. Students must give a presentation of their portfolio and receive at least a provisional pass on their prospectus before starting their dissertation sequence. Prerequisites: EDLC 7003, EDLC 7005, EDLC 7020, and EDLC 7021.

EDLC 8001 Advanced Research Methods (3 Credits)

This course provides students with the specific competencies necessary to plan and conduct their own research receiving guidance from a faculty member. This will be an independent or small group study in which students will choose to study in more depth either quantitative or qualitative methods. Topics will include the research process from problem formulation, literature review, research design, and qualitative analysis to report writing and dissemination. Students will practice relevant data collection techniques by conducting a small research project over the course of the semester which will serve as a related pilot for the dissertation. This process will involve the identification of a specific related issue in the student's work setting or another setting, continuing the collection of the literature regarding the issue, designing the methods solve the issue, collecting and analyzing relevant data and suggesting practical solutions based on the results. Prerequisites: EDLC 6003, EDLC 6004, EDLC 6005.

EDLC 8002 Dissertation I (3 Credits)

This course is designed to familiarize students with the academic expectations and requirements for the doctoral dissertation, solidify inquiry skills, and make significant progress toward successful completion of the dissertation. The dissertation proposal is developed and defended as a part of this study and is graded pass/fail. Note: This course requires students to attend one face-to-face residency. Prerequisites: EDLC 8000, EDLC 8001.

EDLC 8003 Dissertation II (3 Credits)

This course is designed to provide doctoral candidates with the knowledge of the dissertation proposal process and assist them in successfully defending the design in a proposal hearing. This course may be repeated for a total of nine (9) hours. Graded pass/fail. Prerequisites: EDLC 8002.

EDLC 8004 Dissertation III (3 Credits)

The doctoral dissertation is the culminating experience of the Educational Doctorate degree involving a scholarly inquiry into an area of professional and intellectual interest. The student will conduct research and complete a report of the findings in the form of a written and oral defense of the research. Students enroll in this course to complete their data analysis and final write-up of their dissertation. They should schedule and successfully complete an oral defense by the end of term. Graded Pass/Fail. Prerequisites: EDLC 8003.

EDUC: Education (Graduate)

EDUC 6005 US Schools in Social Context (3 Credits)

This course critically examines the philosophical, historic, social and legal foundations of education, as well as contemporary structures, functions and issues in American educational systems. Topics include: broad historical and social contexts within which American schools developed; present and historical relationships between schools and communities; diversity, equity, individuality and schooling; schooling and democracy/citizenship; social structures and cultures of schools; teachers as members of learning communities; computer use in schools; rights and responsibilities of education stakeholders; and contemporary debates and alternative visions of schooling. Students complete at least 12.5 hours observing or participating in school and community-based experiences in settings where their schools are located. This course includes up to four required synchronous sessions. This course was previously EDU-660515.

EDUC 6010 Middle Childhood & Adolescent Development (3 Credits)

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 was previously EDU-660511.

EDUC 6015 Exceptionalities: Individualizing Learning (3 Credits)
This course provides an overview of theories and research about students with special needs and a range of exceptionalities, as well as issues and strategies in developing educational programs and adapting instruction to meet the needs of all students. Students develop awareness of and sensitivity to individual differences and learn how to individualize instruction in the context of their certification areas. Topics include: physical, emotional and learning disabilities; gifted and talented students; gifted and talented students and computers; individualizing instruction for all students; uses of assistive and adaptive technologies and computers to meet special needs; inclusion; and assessing behavior problems and planning, implementing, and evaluating interventions. Students complete at least 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 was previously EDU-660514.

EDUC 6020 Teaching & Learning: English (3 Credits)
This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. 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 course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons. This course was previously EDU-660506.

EDUC 6025 Teaching & Learning: LOTE (3 Credits)
This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. 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 course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons. This course was previously EDU-660509.

EDUC 6030 Teaching & Learning: Math (3 Credits)
This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. 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 course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons. This course was previously EDU-660507.

EDUC 6035 Teaching & Learning: Science (3 Credits)
This course prepares teacher candidates for the exciting challenge of teaching science in an era of educational reform which takes a three-dimensional approach to science teaching that incorporates disciplinary core ideas, science and engineering practices, and crosscutting concepts. This course integrates science content knowledge, pedagogical knowledge, and curricular knowledge to effectively craft lessons that meet the needs of all learners. The course prepares participants to create effective and engaging lessons using the current standards for science and literacy as instructional frameworks. Participants will connect with the science education community by joining the National Science Teachers Association (NSTA). This course has synchronous and asynchronous components; there are four face-to-face classes held at students' regional college locations during which participants will learn about applying for science teaching positions, resume writing, and preparing and enacting science lessons. This course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons.

EDUC 6040 Teaching & Learning: Social Studies (3 Credits)
This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. 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 course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons. This course was previously EDU-660510.

EDUC 6045 Teaching Diverse Learners (3 Credits)
This course addresses diversity in contemporary schools, the ways children and families from various cultures are affected by and affect schools, and the role of the teacher and the curriculum in creating 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 synchronous sessions for webinars and micro-teachings. This course was previously EDU-660512.

EDUC 6050 Content Area Study: English (3 Credits)
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.

EDUC 6055 Content Area Study: Spanish (3 Credits)
An array of content area topics will be available to enable candidates to strengthen their content area background. While learning new content, students will develop lessons, teaching methods and materials for use with their own pupils. Students are encouraged to link their content across disciplines. This course is fully online. This course was previously EDU-660528.

EDUC 6060 Content Area Study: Math (3 Credits)
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. The National Council of Teachers of Mathematics (NCTM) six principles for school mathematics will form the foundation of this course with specific attention given to the NCTM content and process standards. In addition the Common Core (CC) learning standards will be used to inform students. This course is fully online. This course was previously EDU-660526.

EDUC 6065 Content Area Study: Science (3 Credits)
This course provides Grades 5-12 science teacher candidates an opportunity to advance in their science education understanding using national, international, and trans-national lenses. Using the National Assessment of Educational Progress (NAEP) results, we will investigate trends in American students' science learning along with contextual factors that impact their performance. Using a comparative approach, we will uncover factors that influence student science performance and science teacher instructional approaches. We will reflect upon science education policy borrowing and lending which results from the use and analysis of large-scale international assessments like the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA). As a course project, science teacher candidates choose and conduct research on an area of interest within their content area's curriculum and investigate a demographic factor, a content-area knowledge factor, and a science practice or disciplinary literacy in the United States and the country of their choice.
Attributes: Liberal

EDUC 6070 Content Area Study: Social Studies (3 Credits)
An array of content area topics will be available to enable candidates to strengthen their content area background. While learning new content, students will develop lessons, teaching methods and materials for use with their own pupils. Students are encouraged to link their content across disciplines. This course is fully online. This course was previously EDU-660530.

EDUC 6080 Second Language Acquisition (3 Credits)
Theory to Practice for Second Language Acquisition introduces the work of teaching children and adolescents English as a New Language (ENL). The course begins with background on how one learns a single native language or bilingualism in early childhood. It continues with an exploration of who the students are and how the acquisition of their first language factors into that of their second. There is an introduction to theories of second language acquisition followed by a focus on practices supported by research and theories. The course ends with a final project that connects theories and research with practice. This course is tailored for educators of ENL students, bilingual students or dual language.

EDUC 6081 Linguistics and Grammar for English Teaching (3 Credits)
Linguistics for English teaching introduces all educators to the study of language in all content areas for literacy development. The course begins with a focus on the sound system of English and then moves to the system of words and sentences. It focuses on making meaning of phonology, morphology, semantics, syntax, and pragmatics, and then concludes with the teaching of grammar as applied to educational settings. This course is tailored for all educators including those who work with ENL, bilingual, dual-language and multilingual students.

EDUC 6082 Research-Based Methods for Teaching English Language Learners (3 Credits)
Research-based Methods for Teaching English Language Learners introduces the goals and strategies of effective teaching for learners of English as a New Language (ENL). The course begins with a focus on the students and their educational needs. It continues with an introduction to methods for effective teaching based on research. Field observations provide opportunities to connect practices with theories and research. Projects include individual lesson planning. This course is tailored for teachers of ENL, bilingual education or dual language.

EDUC 6083 Teaching English Language Learners in the Content Areas (3 Credits)
As English Language Learners (ELLs) gain proficiency beyond the beginner stage, they become prepared to enter mainstream courses in the content areas. This course prepares teachers of content areas, teachers of English as a New Language (ENL), bilingual, and dual language to collaborate in meeting the needs of ELLs who have entered mainstream courses. It offers strategies for helping ELLs reach their potential as they continue to advance in English proficiency while learning in the content courses. Topics include the use of educational technologies and strategies for authentic assessments. This course is tailored for teachers working with language learners in ENL, bilingual, or dual language classrooms.

EDUC 6084 P-12 English as a Second Language Practicum (3 Credits)
At the center of this course is a practicum of at least 20 days with equal parts in both elementary (P-6) and secondary (7-12) classes. A cooperating teacher and an ESC faculty member will share in supervising and mentoring the candidate. This experience enables candidates to apply their knowledge toward developing skills in actual classrooms. All candidates in this course will meet synchronously and asynchronously as a group several times with the course instructor for seminars to discuss their challenges and accomplishments toward professional growth. Course assignments will merge in the construction of a portfolio that documents growth toward competence for teaching English language learners (ELLs). Prerequisites: EDUC 6080, EDUC 6081, EDUC 6082, EDUC 6083.

EDUC 6085 Theory to Practice of Bilingual Education (3 Credits)
The primary objective of this online course is to equip participants with a comprehensive understanding of the theoretical underpinnings of bilingual education. Participants will have the opportunity to evaluate policies that have been developed to address the unique needs of these students. The course aims to impart knowledge regarding various methodologies and techniques that can be utilized to facilitate effective instruction in this field. Additionally, the course seeks to foster an appreciation for the historical, sociological, psychological, ideological, linguistic, cognitive, and pedagogical implications of bilingual education, particularly as they pertain to children belonging to both minority and majority language groups. This examination aims to enhance their understanding of the challenges faced by bilingual learners. Field observations of 25 hours (age groups − P-6 and 7-12) contribute to a theory-practice nexus in students' developing understandings.

EDUC 6086 Bilingual Literacy Instruction: Strategies for Teaching in the Native Language and English Across Co (3 Credits)
Bilingual Literacy Instruction: Strategies for Teaching in the Native Language and English Across Content Areas will emphasize effective educational methodologies and assessments in both Native language and English Language. This study will focus on examining classroom approaches and assessments within the content areas in K-12 settings. By participating in class discussions, readings, and assignments, students will be able to engage in a critical examination of various interconnected perspectives. Review the existing literature and research on bilingualism and then analyze its implications within academic and professional settings. Field observations of 25 hours (age groups − P-6 and 7-12) contribute to a theory-practice nexus in students' developing understandings.

EDUC 6087 A Multicultural Education Approach to Teaching Diverse Learners (3 Credits)
The course is designed to help current and future educators acquire the concepts, paradigms, and explanations needed to be successful practitioners in classrooms and schools that are varied in terms of culture, race, language, and socioeconomic status. The notion of culture will become more complex through new perspectives of teachers, who are additionally going to see race, class, gender, social class, and exceptionality as interrelated ideas rather than as separate and different ones. Teachers will acquire the knowledge, skills, and attitudes necessary to collaborate successfully with students from various ethnic backgrounds as well as support the cross-cultural instruction, values, and competencies of students from dominant groups. The topics included in this course pertain to cultural, ethnic, racial, and diversity matters within the realm of education. These include exploring issues related to socioeconomic diversity, examining the presence of cultural bias among teachers, analyzing their attitudes, and corresponding behaviors, and encouraging teachers to reflect upon their own social identities. Additionally, the conversation delves into the historical context of educational practices that have marginalized certain cultural groups, as well as the development of curriculum and instructional strategies that cater to the needs of diverse students. Gender equity, gender and sexuality, and the presence of gender bias are also explored, along with the importance of nurturing caring teaching skills and effective classroom management. Lastly, the impact of bullying on the academic achievement of LGBTQ individuals is examined, with a focus on targeted populations within this community. Furthermore, students will explore strategies for developing collaborations between families and the school community.

EDUC 6100 Teaching and Curriculum: English (3 Credits)
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 was previously EDU-660516. Prerequisites: EDUC 6020.

EDUC 6105 Teaching and Curriculum: LOTE (3 Credits)
This course examines research-based approaches to middle and high school curriculum development, the relationships between curriculum and classroom management, and the relationship between the curriculum and students' individual differences and capabilities. Students learn how to use 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 was previously EDU-660519. Prerequisites: EDUC 6025.

EDUC 6110 Teaching and Curriculum: Math (3 Credits)
This course examines research-based approaches to middle and high school curriculum development, the relationships between curriculum and classroom management, and the relationship between the curriculum and students' individual differences and capabilities. Students learn how to use 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 was previously EDU-660517. Prerequisites: EDUC 6030.

EDUC 6115 Teaching and Curriculum: Science (3 Credits)
This advanced science education course builds upon teacher candidates' prior learning from the Teaching and Learning: Science course. Deepening the best-practice science teaching from earlier coursework, participants will focus on planning for and implementing authentic science practices and disciplinary literacies while creating a learning community that is inclusive. During the course, teacher candidates will engage in discussions and assignments on year-long curriculum planning, technology integration, pre-assessment, differentiation, disciplinary literacy, academic language, and using scientific phenomena and discrepant events. Prerequisite: EDUC 6035. Prerequisites: EDUC 6035.
Attributes: Liberal

EDUC 6120 Teaching and Curriculum: Social Studies (3 Credits)
This course examines research-based approaches to middle and high school curriculum development, the relationships between curriculum and classroom management, and the relationship between the curriculum and students' individual differences and capabilities. Students learn how to use 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 was previously EDU-660520. Prerequisites: EDUC 6040.

EDUC 6122 Teaching and Curriculum: Agricultural Education (3 Credits)
This course is designed to help you build your skills in regards to curriculum and program planning in agricultural education. You will gain experience with aspects of short-term and long-term planning, while refining inquiry-oriented techniques for instruction and classroom management. Prerequisites: EDUC 6127 C or Better.

EDUC 6125 Literacy (3 Credits)
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 was previously EDU-660531.

EDUC 6127 Teaching and Learning: Agricultural Education (3 Credits)
Discussion and practice in planning and presenting instruction in agriculture in formal and informal settings. Principles and application of approaches to teaching and organizing instruction, motivating students, developing instructional objectives, selecting and using teaching techniques, evaluating instruction, and managing classroom and laboratory instruction. This course has four synchronous, online sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons.

EDUC 6130 Literacy Across the Curriculum (3 Credits)
This course examines the role of reading, writing and language within the curriculum and the impact of literacy on specific content areas. Students develop strategies and skills in exploring relevant content literature and using technology to acquire and manage information. Students gain experience in designing and implementing literacy lessons within the content area that meet the needs of all learners. 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.
Attributes: Liberal

EDUC 6132 Content Area Study: Agricultural Education (3 Credits)
This course is designed to build your skills in instructional delivery and youth development via the FFA Chapter found in each agriculture program and the Supervised Agricultural Experience component of the Three Circle Model of agriculture education. Models of youth development will be applied to your lesson planning.

EDUC 6137 Child and Adolescent Development (3 Credits)
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.

EDUC 6998 Individualized Studies in Education (EDUC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Education (EDUC). Please contact your mentor/advisor for more details.

EDUC 7001 Teacher Education Clinical Course (0 Credits)
The clinical course is a site-based course situated in the teacher candidate's classroom. It aims to support and advance teachers candidates' classroom practice. Over the course of the term, teacher candidates and supervising MAT faculty mentors engage in a process of formative mentoring that makes use of pre-observation, classroom observation, and post- observation follow-up. This course 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. The course will also allow the candidates to collaborate with one another to learn from each others' perspectives. Corequisites: Students must register for this course when registering for any of the following: EDUC 7005, EDUC 7015, EDUC 7025, EDUC 7026, EDUC 7030, EDUC 7031, EDUC 7045, EDUC 7050, EDUC 7055, EDUC 7063, EDUC 7065, EDUC 7067, EDUC 7069,SPED 6065, SPED 6080, SPED 6086, SPED 6087, SPED 7010, SPED 7015, SPED 7030, SPED 7063, SPED 7067 .

EDUC 7005 MAT Residency Seminar I (6 Credits)
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. All observations are by video recording, which requires permission from the administration at the resident's placement. This course involves five classroom observations. A requirement in this course is attendance in at least four synchronous sessions. The National Board for Professional Teaching Standards' 5 Core Propositions form the foundation of this course. This seminar is only open to students in the MAT residency track. 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. Prerequisites: EDUC 6020 or EDUC 6025 or EDUC 6030 or EDUC 6035 or EDUC 6040 with a grade of B or better And EDUC 6005 And EDUC 6010 And EDUC 6015.

EDUC 7010 Educational Evaluation (3 Credits)
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 was previously EDU-660523.

EDUC 7015 MAT Residency Seminar II (3 Credits)
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. This course involves five classroom observations. A requirement for this course is attendance in at least four synchronous sessions. This seminar is only open to students in the MAT residency track. 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. Prerequisites: EDUC 7005.

EDUC 7020 Residency Capstone (3 Credits)
This course focuses on the Master of Arts in Teaching (MAT) Residency capstone experience. MAT residency students will complete a portfolio 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 Seminar 2 or Residency Seminar 2B, either with a course outcome of B or better, 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. Prerequisites: EDUC 7015 Residency Seminar 2 or EDUC 7069 Residency Seminar 2B, either with a grade of B or better..
Attributes: Liberal

EDUC 7025 Intensified Mentored Teaching I (6 Credits)
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. Eight observations take place in this course (video permissions must be secured). A requirement in this course is attendance in at least four synchronous sessions. Areas studied include: classroom organization, classroom management, teaching, assessment, school safety. Prior to taking this course, students need to successfully complete Teaching and Learning in their content area, hold an approved teaching position that is guaranteed to last through the duration of the school year (Sept-June), and hold Transitional B teacher certification. Registration must be approved by the Office of Teacher Education (TeacherEducation@sunyempire.edu). A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 6020 or EDUC 6025 or EDUC 6030 or EDUC 6035 or EDUC 6040 with a grade of B or better AND EDUC 6005 AND EDUC 6010 AND EDUC 6015.

EDUC 7026 Intensified Mentored Teaching I: Agricultural Education (6 Credits)

This intensified mentored teaching experience develops the student's Agricultural Education 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. Eight observations occur (permissions must be secured). A requirement in this course is attendance in at least four synchronous sessions. Areas studied include classroom organization, classroom management, teaching, assessment, school safety. Four synchronous meetings are required that will take pace in an online space to be determined by the course instructor. Students must: 1) have successfully completed Teaching and Learning: Agricultural Education, 2) hold an approved teaching position that is guaranteed to last through the duration of the school year (Sept -June), and 3) hold Transitional B teacher certification. Registration must be approved by the Office of Teacher Education (TeacherEducation@sunyempire.edu). A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 6127 with a grade of B or better And EDUC 6005 And EDUC 6137 And EDUC 6015.

EDUC 7030 Intensified Mentored Teaching II (3 Credits)

This mentored teaching experience and seminar continue to develop the student's teaching repertoire related to actual teaching responsibilities and certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought. Seven mentored teaching observations also are required. A requirement in this course is attendance in at least four synchronous sessions. 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 Learning 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. Prerequisites: EDUC 7025 with a B or better.

EDUC 7031 Intensified Mentored Teaching II: Agricultural Education (3 Credits)

This mentored teaching experience and seminar continue to develop the Agricultural Education 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. Seven mentored teaching observations also are required. A requirement in this course is attendance in at least four synchronous sessions. Students enrolled in this course will be continuing with their Intensified Mentored Teaching I: Agricultural Education teaching placement. Transitional B certification is required to take this course. 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. Prerequisites: EDUC 7026 with a grade of B or better .

EDUC 7040 Mentored Observations (1 Credits)

Students who are teaching on the Transitional B certificate but not enrolled in a Mentored Teaching course need to be observed by supervising MAT faculty in order to satisfy New York State regulations and must, accordingly, register for this one credit course. This course is intended to be taken once. Special permission from the appropriate Coordinator and Chair would be needed prior to enrolling in this course more than once. This is a one credit, pass/fail course. This course was previously EDU-660537.

EDUC 7045 Mentored Teaching I (3 Credits)

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. This course involves five classroom observations. A requirement for this course is attendance in at least four synchronous sessions. 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. Students enrolled in this course should have successfully completed Teaching & Learning in their content area, have an approved teaching position, and hold Transitional B certification. Registration must be approved by the Office of Teacher Education (TeacherEducation@sunyempire.edu). A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 6020 or EDUC 6025 or EDUC 6030 or EDUC 6035 or EDUC 6040 with a grade of B or better And EDUC 6005 And EDUC 6010 And EDUC 6015.

EDUC 7050 Mentored Teaching II (3 Credits)

The mentored teaching experience and seminar develop the student's teaching repertoire related to actual teaching responsibilities and the certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought. The course involves collaboration among students, mentor teachers and Empire State College faculty. In the second in-service term, mentoring and supervision of teaching emphasize analysis and application in the following areas: teaching; curriculum; educational evaluation; literacy; school safety; classroom management, and use of technologies in teaching. This course involves five classroom observations. A requirement for this course is attendance in at least four synchronous sessions. 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. Prerequisites: A Teaching and Learning course and EDUC 7045 with a B or better final grade.

EDUC 7055 Mentored Teaching III (3 Credits)
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. The course involves collaboration among students, mentor teachers and MAT faculty. This course involves four classroom observations. A requirement for this course is attendance in at least four synchronous sessions. 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 use of technologies in teaching. 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. Prerequisites: EDUC 7045 with a B or better EDUC 7050 with a B or better.

EDUC 7060 Mentored Teaching Capstone (3 Credits)
This course focuses on the Master of Arts in Teaching (MAT) capstone experience. MAT Transitional B students will complete a portfolio 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 two observations where the student must demonstrate proficiency in all areas on the observation rubric. Successful completions (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. Prerequisites: EDUC 7045 and EDUC 7050 and EDUC 7055 OR EDUC 7025 and EDUC 7030 all with a grade of B or better.
Attributes: Liberal

EDUC 7063 Residency Seminar 1A (2 Credits)
The Residency Seminar courses are designed to develop the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities and certification area. Residents will participate in online discussions, assignments, and at least four synchronous sessions associated with the course modules. This course involves an opening meeting with the resident, the attending teacher, and the field supervisor. Later in the term there are two classroom observations. In this first clinical course in the series, foundational teaching skills are introduced including: classroom management, the instructional cycle, constructivist approaches to teaching diverse learners, instructional planning, teaching dispositions, and reflective practice. Residents will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based attending teacher before the first school year begins. Residents will begin the first year in a co-teaching role, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the school year unfolds. Prerequisites: EDUC 6020 or EDUC 6025 or EDUC 6030 or EDUC 6035 or EDUC 6040 with a grade of B or better And EDUC 6005 And EDUC 6010 And EDUC 6015.

EDUC 7065 Residency Seminar 1B (2 Credits)
The Residency Seminar courses are designed to develop the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities and certification area. Residents will participate in online discussions, assignments, and at least four synchronous sessions associated with the course modules. This course involves three classroom observations. In this second clinical course in the series, we build on the foundational teaching skills from last semester and focus on planning for immersion, mastering instructional planning, assessment, student perceptions, sequencing and organizing instruction, classroom questioning techniques, and teaching dispositions. Residents will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the first school year begins. Residents will begin the first year in a co-teaching role, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the school year unfolds. Prerequisites: EDUC 7063.

EDUC 7067 Residency Seminar 2A (2 Credits)
The Residency Seminar courses are designed to develop the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities and certification area. Residents will participate in online discussions, assignments, and at least four synchronous sessions associated with the course modules. This course involves three classroom observations. This course is the third in the clinical course series and focuses on: edTPA preparation, disciplinary literacy, small group discussions and cooperative learning, inquiry teaching and higher-order thinking. Residents will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the first school year begins. Residents will begin the first year in a co-teaching role, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the school year unfolds. During the second year in the program there will be a blend of both co-teaching and resident-lead instruction. Prerequisites: EDUC 7065.

EDUC 7069 Residency Seminar 2B (3 Credits)
The Residency Seminar courses are designed to develop the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities and certification area. Residents will participate in online discussions, assignments, and at least four synchronous sessions associated with the course modules. This course involves two classroom observations and ends with a closing meeting with the resident, the attending teacher, and the field supervisor. This is the fourth and last course in the clinical course series. In this final clinical course, the primary focus is on trauma-informed instruction, and school safety. Residents will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the first school year begins. Residents will begin the first year in a co-teaching role, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the school year unfolds. During the second year in the program there will be a blend of both co-teaching and resident-lead instruction. Prerequisites: EDUC 7067.

EDUC 7998 Individualized Studies in Education (EDUC) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Education (EDUC). Registration for this class must be approved by the student's mentor.

FSMA: Finance (Graduate)

FSMA 6010 Quantitative Methods in Finance (3 Credits)
The purpose of this course is to expose students to modern data analysis with an emphasis on a specific domain of application: Finance. Students are expected to have an understanding of basic statistics, since concepts such as random variables, expectation, correlation, and statistical inference (estimation, hypothesis testing, and confidence intervals) are fundamental to the analyses addressed in the course. It is also expected that students have a basic understanding of linear algebra. The course relies on real financial data, and uses spreadsheets and statistical softwares to cover a range of topics from exploratory data analysis techniques, simulations, to regression analysis methods, with a strong emphasis on their application. Course Materials Fee: Graduate Studies is pleased to be able to provide access to the Thomson Reuters Eikon online database, a required resource of this course, for a fee which will be charged at the time of registration. This fee is pending approval and subject to change.

FSMA 6015 Financial Economics (3 Credits)
The purpose of this course is to examine the economic foundations of finance with focus on corporate finance and in investment theory, in order to allow a deeper understanding of the connection between financial markets and the real economy. The course provides in-depth examination of financial markets mechanisms, corporate finance models, personal wealth management and the government's role in markets. It also covers financial models for resource allocation and market efficiency; basic tools of microeconomics, including optimization, comparative statics and equilibrium will also be discussed; and applications to finance will be highlighted throughout the course. Course Materials Fee: Graduate Studies is pleased to be able to provide access to the Thomson Reuters Eikon online database, a required resource of this course, for a fee which will be charged at the time of registration. This fee is pending approval and subject to change. This course was previously ECO-655500.

FSMA 6016 Financial Management (3 Credits)
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 & 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 the course addresses the diagnostics of working capital, financial planning and forecasting techniques, and finally the financial management of multinational corporations. Prerequisites: MGMT 6010 if not waived.
Cross-listed with MGMT 6016.

FSMA 6020 Investment Analysis (3 Credits)
The purpose of this course is to engage students with procedures and tools necessary to evaluate investment variables, determine value and analyze risk and return characteristics of financial assets namely, equity, fixed income securities, mutual and hedge funds and to study risk diversification and optimum portfolio analysis. The students will develop a better understanding of the investment environment, and the functioning of different asset classes and financial instruments, that include the money market, the bond market, the equity market, and financial derivatives. This course aims at developing a structured framework of investment analysis by requiring students to complete a set of assignments and to undertake a term project of tracking a selection of stocks and presenting a term paper in the context of firm analysis.

FSMA 6025 Advanced Quantitative Methods in Finance (3 Credits)
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 are also covered. Course Materials Fee: Graduate Studies is pleased to be able to provide access to the Thomson Reuters Eikon online database, a required resource of this course, for a fee which will be charged at the time of registration. This fee is pending approval and subject to change. Prerequisites: FSMA-6010.

FSMA 6035 Financial Risk Management (3 Credits)
The purpose of this course is to impart financial risk management concepts and optimal financial risk management practices and strategies in a business environment. The course focuses on methods and processes of assessing a firm's financial vulnerability. Students develop applicable skills and tool sets in risk analysis and management of financial risk, and how measures of risk relate to strategic and tactical business decisions. Course Materials Fee: Graduate Studies is pleased to be able to provide access to the Thomson Reuters Eikon online database, a required resource of this course, for a fee which will be charged at the time of registration. This fee is pending approval and subject to change.

FSMA 6040 Mergers & Acquisitions (3 Credits)
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 will also cover topics such as initial public offerings, leveraged buyouts, spin-offs, and divestitures. This course was previously FIN-655503.

FSMA 6045 Money Banking & Financial Institutions (3 Credits)
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 symmetries and asymmetries, financial transparency, bank performance analysis. Course Materials Fee: Graduate Studies is pleased to be able to provide access to the Thomson Reuters Eikon online database, a required resource of this course, for a fee which will be charged at the time of registration. This fee is pending approval and subject to change.

FSMA 6050 Financial Analysis & Control (3 Credits)
This course provides students the necessary management control tools to make far more persuasive business proposals, business cases and strategic recommendations. A particular focus is on learning to use financial information to support strategic decisions and improve operating results. This includes: how to use financial analysis concepts and methods to help prepare business cases or funds approval requests; how to use decision models for key issues such as: adding or dropping business lines, make or buy decisions, accepting special orders, constrained resource utilization, sell or process further; capital planning and capital asset selection: how to make the right capital investment decisions; preparing financial plans and budgets; and principles that can be used to create accurate budgets. Course Materials Fee: Graduate Studies is pleased to be able to provide access to the Thomson Reuters Eikon online database, a required resource of this course, for a fee which will be charged at the time of registration. This fee is pending approval and subject to change. This course was previously FIN-651648.

FSMA 6055 Financial Instruments & Derivatives (3 Credits)
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 discusses also the application of these strategies for asset and risk management. Course Materials Fee: Graduate Studies is pleased to be able to provide access to the Thomson Reuters Eikon online database, a required resource of this course, for a fee which will be charged at the time of registration. This fee is pending approval and subject to change.

FSMA 6060 Strategic Cost Analysis (3 Credits)
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. This course was previously MGT-650618.

FSMA 6065 Portfolio Management (3 Credits)
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. This course was previously FIN-655507.

FSMA 6070 Real Estate Finance (3 Credits)
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. This course was previously FIN-655505.

FSMA 6075 Real Estate Law & Taxation (3 Credits)
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. This course was previously FIN-655510.

FSMA 6080 International Accounting (3 Credits)
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 was previously MGT-651642 Prerequisites: MGMT 6010 if not waived.

FSMA 6085 Behavioral Finance (3 Credits)
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. This course was previously FIN-655508.

FSMA 6090 Financial Engineering (3 Credits)
The course objective is to review and practice the main financial pricing models and optimizing techniques used in financial modeling inpractical 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). This course was previously FIN-655509.

FSMA 6095 International Financial Law & Regulation (3 Credits)
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 was previously MGT-650619.

FSMA 6998 Individualized Studies in Finance (FSMA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Finance (FSMA). Students have the opportunity to develop individualized studies with their mentor/advisor in Finance (FSMA). Registration for this class must be approved by the student's mentor.

FSMA 7015 Strategies of Financial Management (3 Credits)
The purpose of this course is to examine and learn best financial management practices and strategies, through analysis of key finance case studies. Students will be able to integrate best practices in financial analysis, bond and stock valuation, capital budgeting, optimal capital structure, and corporate valuation through analysis of their effectiveness in coping with operational and strategic business challenges, both local as well as global. Course Materials Fee: Graduate Studies is pleased to be able to provide access to the Thomson Reuters Eikon online database, a required resource of this course, for a fee which will be charged at the time of registration. This fee is pending approval and subject to change.

FSMA 7020 Global Financial Strategy (3 Credits)
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, diversi#cation decisions, R&D, 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 was previously FIN-650620.

FSMA 7998 Individualized Studies in Finance (FSMA) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Finance (FSMA). Registration for this class must be approved by the student's mentor.

HCAN: Healthcare Analytics (Graduate)

HCAN 7010 Healthcare Analytics Capstone (3 Credits)
In this capstone course, students will delve into the complexities of the healthcare sector, applying analytical tools to real-world healthcare data. Students will be required to complete a capstone experience which tests their ability to apply analytical skills using real world data. Projects will emphasize patient outcomes, operational efficiency, and healthcare policy.

HCLM: Healthcare Leadership & Mgmt (Graduate)

HCLM 6005 Mastering Leadership in Healthcare Organizations (3 Credits)
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 'exceptional 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 work force on the other. Exceptional 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 exceptional leader in healthcare organizations.

HCLM 6010 Analysis of Healthcare Markets & Health Policy (3 Credits)
This course examines the historical development and current implementation of the United States healthcare market with emphasis on existing federal and state government policies. Emphasis will be placed on understanding the complex policy dynamics and challenges of an industry in a constant state of flux. Through readings, discussions, and written analysis assignments, students will analyze the healthcare industry from a variety of perspectives including but not limited to the development and implementation of Medicare and Medicaid, the Affordable Care Act, Health Management Organizations, and emerging population health models. The course will also allow students to evaluate the influences of private and public stakeholder interest groups on the health care market, the need for change in health care organizations, and changing societal health needs as a whole. Students will gain an understanding of and apply terminology and language essential to effective communication with stakeholders internal and external to the healthcare organization such as employees, health services administrators, and policymakers.

HCLM 6015 Health Information Management and Informatics (3 Credits)

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. 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.

HCLM 6020 Healthcare Economics (3 Credits)

This course is designed to provide an applied approach of economic theoretical concepts to 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. The course will analyze the market for physicians and hospital services, as well as the pharmaceutical industry and other related industries. Analysis will focus on key principles related to supply and demand, forecasting, market incentives, pricing, asymmetry, and government intervention and regulation. From an economic perspective, the students will also have the opportunity to evaluate the structure and performance of the United States healthcare system as it compares to that of other countries globally. Discussion of empirical studies, current policy debates, and the relevance and limits of the economic approach will be emphasized.

HCLM 6023 Health Care Delivery & Reimbursement Systems (3 Credits)

This course examines the complex financial systems within today's healthcare environment and provides an understanding of the basics of health insurance and public funding programs, managed care contracting, and how services are paid. This course introduces the student to methods of healthcare reimbursement. An initiation of the student into the language of healthcare reimbursement is also included. Students will explore principles of reimbursement as it applies to various types of health care settings. This course is also designed to familiarize students with the most important principles and applications of healthcare finance, with roughly equal coverage of accounting and financial management, which will provide the student with an understanding of the health system. This perspective will enable students to understand the complex nature of health system organization and to evaluate the financial performance of healthcare firms.

HCLM 6025 Healthcare Financial Management (3 Credits)

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 are also covered in this course.

HCLM 6026 Comparative Health Care Systems (3 Credits)

This course provides a framework for analyzing and comparing the philosophical, policy, and economic foundations of selected health care systems around the world. The history, societal values, financing, and organization of those systems – including those from the highly industrialized sector as well as developing nations – will be examined and compared to that of the U.S. health care system. Students will explore the advantages and disadvantages of the various health care systems, focusing on the role of government; the broad landscape involving the systems' relationships among cost, access, and quality; sociological implications that influence the role of the provider and consumer; effectiveness at serving their populations' health and wellness needs; and their ability to identify determinants of health and strive for continuous improvement in outcomes. Public and social policy implications that have relevance to the U.S. model will be examined.

HCLM 6030 Quantitative Methods & Healthcare Operations Management (3 Credits)

Healthcare organizations are immeasurably complex systems and there is mounting industry-wide pressure to address the challenges of and opportunities for instituting significant operational improvements. Within the healthcare sector, operations management has several goals including reducing costs, increasing patient safety, improving clinical outcomes and quality of patient care, and improving financial performance of the organization. This course is designed to focus on the approaches and strategies for achieving these operational goals to increase the efficiency and effectiveness of healthcare systems. It provides an integrated approach and set of contemporary tools that can be used to improve the management and delivery of healthcare services and the financial performance of a healthcare organization. Topics include challenges and opportunities related to operations management in healthcare, project management, quality management tools with a focus on six sigma and lean thinking, process improvement and patient flow, capacity management, scheduling, forecasting, and supply chain management.

HCLM 6035 Healthcare Accounting (3 Credits)
This course is aimed at providing healthcare industry leaders and executives with the essential tools for setting performance goals and measurement metrics to recuperate and grow in a vast competitive industry that is sustained by high productivity and cost containment strategies. The 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 was previously MGT-653511.

HCLM 6040 Competencies for Healthcare Ethics (3 Credits)
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 and manage the ethical aspects of healthcare management. The course explores, through real-life case studies, the key role that ethics plays in every area of the healthcare system.

HCLM 6045 Case Studies in Bioethics (3 Credits)
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 and at the end 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 was previously MGT-653514.

HCLM 6050 Healthcare Legal & Regulatory Affairs (3 Credits)
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.

HCLM 6055 Healthcare Marketing Services (3 Credits)
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 will also review the importance of marketing research and the analytical tools required to be successful. Students will also learn how to create a marketing plan.

HCLM 6060 Healthcare Quality Control & Compliance Risk Management (3 Credits)
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.

HCLM 6065 High Performance Leadership (3 Credits)
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 was previously MGT-653513.

HCLM 6070 Human Resources Competencies in Healthcare (3 Credits)
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 was previously MGT-653503.

HCLM 6075 Managing Healthcare Systems (3 Credits)
This course surveys the foundation, evolution, direction, and core characteristics of healthcare systems and organizations on the United States. The course examines the management of health systems and organizations. Through the use of active discussions and case study analysis, the course introduces students to key strategies used by healthcare organization to effectively and efficiently manage in a complex modern health system. Students will gain knowledge and skills that will help them to understand, evaluate, and manage decision-making processes in health care organizations. Given the critical importance of communication in leading and managing organizations, particular attention will be on competencies related to the nature of effective and timely communication, strategies for using informal and formal forms of communication, personnel performance management, and communicating with external stakeholders and communities of interest.

HCLM 6080 Health Policy & Management (3 Credits)
Policy and Management explores the complicated underpinnings and current develop of health policy in the United States. Policy as a concept in part is based on the premise of decisions that are made on how best to use valuable and often limited resources. This course evaluates how policy and policy decision- making are fundamentally rooted in layers of politics, overlapping spheres of influence, and cultural considerations. The course ground students with a review of political and cultural ideology in the United States and its historical and current impact on healthcare policy. Through readings, discussions and written assignments, students will develop an applied understanding of the health policy process, how best to improve healthcare quality and access to care, with the aim to improve health outcomes. Some of the topics covered in the course include unearthing the "why and why not" of what policies are working, best strategies to use in policy development, how analysis of determinates of health can guide strategic policy, and whether the U.S. really does spend more money than other countries on healthcare.

HCLM 6085 Governance & Trusteeship (3 Credits)
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 was previously MGT-653509.

HCLM 6998 Individualized Studies in Healthcare Leadership and Management (HCLM) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Healthcare Leadership and Management (HCLM). Please contact your mentor/advisor for more details.

HCLM 7005 Healthcare Strategic Communication (3 Credits)
This course explores corporate communication as a strategic area of healthcare management. The effectiveness of corporate communication is largely determined by the development of an optimal balance between a coordinated, centralized perspective and a network of flexible, decentralized operations. This balance is vital for keeping communication programs and activities consistent across the continuum of care and aligning them with desired patient outcomes. Topics include inter-professional collaboration to improve the patient experience and overall quality of care, managing hospital reputation using effective communication strategies and social media tools, provider-patient communication and hospital ratings, communication with stakeholders, and identifying resilience strategies for disruption management.

HCLM 7010 Evidence-based Decision Making in Healthcare Organizations (3 Credits)

This course is the first in a two part capstone sequence. The field of healthcare is shifting 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 in which they demonstrate an 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.

HCLM 7015 Strategic Executive Leadership for Healthcare Organizations (3 Credits)

This course is the culminating experience for students seeking to earn the MBA in Healthcare Leadership. It is the second in a two-course sequence which provides students an opportunity to integrate knowledge and competency development in leadership, decision making, planning, and managerial skills through the development of a comprehensive strategic plan. The strategic plan will be based on students' (1) learning throughout the program; (2) application experiences; (3) integration of critical leadership prerogatives and management tools; (4) assessment of the 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. Prerequisite (must complete before registering): HCLM-7010 (Evidence-based Decision Making)

HCLM 7998 Individualized Studies in Healthcare Leadership and Management (HCLM) (1-8 Credits)

Registration for this class must be approved by the student's mentor.

INFT: Information Technology (Graduate)

INFT 6015 Database Design and Management (3 Credits)

This course provides an in-depth treatment of working with Relational DBMS, and manages databases with particular reference to MySQL using PHP, It also provides some coverage of all the developments, issues, challenges and directions in securing databases. Some current trends in database management systems, such as No-SQL database systems will also be discussed.

INFT 6040 Advanced Internet Application Development (3 Credits)

Students will gain hands-on experience with HTML5 and CSS3 in this course and learn how to create and build web sites. They will also learn how to program with JavaScript & jQuery and build interactive web pages and user-centered interfaces that support responsive design. The study will also teach students how to use PHP to create dynamic web sites and provide them with the foundational knowledge in database-driven web sites developed with the help of MySQL and SQL.

INFT 6045 IT Security Policies & Procedure (3 Credits)

The course provides a system and management view of information security policies and methodologies, regulator mandates, business drivers, legal considerations and the evolving role of IT leaders to plan and implement successful sets of systems security procedures and frameworks.

INFT 6050 Mobile Systems Development (3 Credits)

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 delight their users, that can be deployed on multiple mobile platforms.

INFT 6055 Digital Forensics (3 Credits)

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.

INFT 6065 Ethical Hacking and Network Defense (3 Credits)

This course provides an in-depth analysis of how to effectively protect computer networks. Students will examine tools and penetration testing methodologies used by ethical hackers. In addition, the course provides a thorough examination of what and who an ethical hacker is and how important they are in protecting systems from cyberattacks. An analysis of federal and state computer crime laws will be conducted, as well as changes in penalties for illegal computer hacking. Prerequisites: INFT 6132 Network Administration .

INFT 6070 Cybersecurity Risk Analysis and Management (3 Credits)

This course examines risk management and its application to Cyber Security. The course will help the student identify information security risks, evaluate those risks, and make risk-based decisions given organizational resource constraints. Students will learn foundational concepts in risk management and will be introduced to risk management standards and approaches, both qualitative and quantitative, for risk analysis. In this course we also explore key cyber security frameworks such as the ISO 27001 security standard and NIST, as well as skills relevant to be an auditor. The ISO 27001 is a globally recognized standard for the implementation of cyber security controls. Prerequisites: INFT 6142.

INFT 6122 Essentials of Information Technology (3 Credits)

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.

INFT 6127 Information Technology in Organizations (3 Credits)
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 will also gain a clear understanding of how information systems can not only support or limit the operations of a business, but also provide the business with new opportunities. IT students need to become knowledgeable and active participants in information systems decisions. The course help student begin to form and point of view of how information systems will help, hinder and create opportunities for any organizations. It is intended to provide a solid foundation of basic concepts relevant to using and managing information.

INFT 6132 Network Administration (3 Credits)
This course focuses on the planning, design, configuration, operation, and management of computer networks containing data communication devices, servers, workstations, and networked applications and support systems. It introduces students to administrative techniques inherent to basic operating systems, and also to enterprise management systems required by larger organizations. Students examine and discuss issues of scalability, performance management, and integration of internal resources with external resources such as cloud-based systems. Plan, prepare, and operate various enterprise-grade network management systems such as virus protection, intrusion detection, and workstation, server, and work performance, and fault-monitoring systems.

INFT 6137 Enterprise Systems Architecture (3 Credits)
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.

INFT 6142 Computer Systems Security (3 Credits)
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.

INFT 6147 Enterprise Information Security Management (3 Credits)
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 will also teach students how to develop information governance policies and procedures for companies to help them safeguard their information while conducting their operations.

INFT 6152 Enterprise Web Systems (3 Credits)
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.

INFT 6157 Data and Application Security (3 Credits)
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.

INFT 6996 Special Topics in INFT (3 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

INFT 7005 Cyber Security Integration Strategies (3 Credits)
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.

INFT 7010 Information Integration Strategies (3 Credits)
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.

LABR: Labor Studies (Graduate)

LABR 6010 Work and Labor Studies (3 Credits)
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.

LABR 6015 Labor Policy in America (3 Credits)
This is a required course available for matriculated Labor Policy students only. This course is designed to familiarize students with the political institutions, processes, and values of the American political system. More specifically, it will use contemporary issues and policies to demonstrate and explore the relationship between the American labor movement, political parties, the electorate, and the national government. The course is also designed to give students experience in researching the formation, implementation and impact of federal labor policy. This course was previously LAB-630542.

LABR 6020 Working in America (3 Credits)
How is labor dealing with the new challenges it faces in organizing, bargaining, servicing members, and acting politically? Among the challenges are those posed by increasing numbers of immigrants, women, and young workers in the workforce. At the bargaining table, the challenges include demands for wage cuts, two-tiered wages and benefits, cuts in 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.

LABR 6025 Labor & Employment Relations (3 Credits)
This course explores the development and context of collective bargaining and labor-management relations in the United States. This includes the historical development of the labor relations process, the participants in the process, the legal framework for collective bargaining, and dispute resolution. This course also focuses on the social and economic impact of labor-management relations. This course was previously LAB-630545.

LABR 6030 Sociology of Work: Human Resources (3 Credits)
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 will also 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 was previously LAB-630507.

LABR 6034 American Capitalism (3 Credits)
This course examines the rise of business and free market capital in the United States from the time of European colonization to the twenty-first century. It covers key themes including the role of the US Constitution in shaping private property rights, the role of slavery in American capitalism, expansion from the Atlantic to Pacific oceans, the development of management, the shift from artisan to industrial productions methods, the creation of consumer culture, and the ongoing relationship between capital and the state. The course will also reveal how those themes were further shaped by gender, race, class, and ethnicity.

LABR 6040 Labor Law (3 Credits)
This course considers the history and principles of federal labor relations law and its relevance to both private and public sector labor relations. The text is prepared by the Labor Law Section of the American Bar Association and is the standard authority in the field. We will gain an overview of the labor law and the parameters of decision making, as established legislatively, and by the National Labor Relations Board and the Courts, which have guided the course of labor law in the United States. This course was previously LAB-630534.

LABR 6050 Government, Work, & Labor (3 Credits)
This course is designed to provide an overview of bargaining in the public sector. It deals with major policy issues related to public sector bargaining, with the environmental factors influencing public sector bargaining, with bargaining techniques, and with dispute resolution in the public sector. This course is required for the Work & Public Policy Advanced Certificate program.

LABR 6060 Policy Formation in Unions (3 Credits)
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 was previously LAB-630503.

LABR 6065 Contemporary Issues in Public Personnel Management (3 Credits)
This course explores current and emerging personnel management issues in the public sector. This includes issues like the public sector budget process, generational change, differences within the public sector workforce, and training and workforce development issues. This course was previously SOC-620572.

LABR 6070 Theories of the Labor Movement (3 Credits)
In this course we will examine a wide variety of theories that attempt to explain why labor unions have arisen, why they take the form they do, why they behave the way they do, and what role they have under capitalism. We will consider such theorists as Karl Marx, V.I. Lenin, John Dunlop, Selig Perlman, Thorstein Veblen and Pope Leo XIII. This course was previously LAB-630539.

LABR 6075 Global Work (3 Credits)
This is an elective course which studies the place of labor within the international economy and the history, development, and formation of that economy since 1945. We will examine the historical development and then look at the consequences for labor of economic development especially as this involves the place of manufacturing in national economics and global investing, especially the current expansion of foreign investment within the United States. This course was previously LAB-630522.

LABR 6998 Individualized Studies in Labor (LABR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Labor (LABR). Please contact your mentor/advisor for more details.

LABR 7010 Final Project - Professional Project: Work and Labor Policy (3 Credits)
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. Prerequisites: LABR 6010, PPOL 6007, LABR 6015, PPOL 6021 (preferred) OR PPOL 6020 (for students intending to pursue doctoral studies).

LABR 7015 Final Project - Thesis: Work and Labor Policy (3 Credits)
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. Prerequisites: Students must have taken all required core courses..

LABR 7998 Individualized Studies in Labor (LABR) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Labor (LABR). Please contact your mentor/advisor for more details.

LACS: Liberal Studies (Graduate)

LACS 6005 Foundations of Liberal Studies (3 Credits)
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. Please Note: This course requires attendance of a synchronous, virtual residency usually held on a Friday through Saturday before the term mid-point. The dates of this activity will be announced when the course is offered. This course was previously LIB-640501.

LACS 6006 Learning with Emerging Technologies: Theory & Practice (3 Credits)
In this course students examine research, theory, and practice of using technologies for improving teaching, learning, and communications in varied settings, including K-12, higher education, public and private organizations and communities. Students experience and explore how technology can help support social, emotional and motivational learning. This course immerses students in different digital communities and virtual environments and asks them to analyze and apply current technologies to their own personal or professional settings. (Occasional synchronous meetings.)
Cross-listed with EDET 6005.

LACS 6010 Interdisciplinary Learning Design (3 Credits)
In this virtual 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 capstone 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 was previously LIB-640676 Please Note: this course requires attendance at a synchronous, virtual residency usually held on a Friday through Saturday before the term mid-point. The dates of this activity will be announced when the course is offered. Prerequisites: LACS 6020 OR LACS 6025 OR LACS 6030 OR LACS 6035 AND LACS 6005.

LACS 6015 Exploring your Field: The Academic Literature Review (3 Credits)
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. Pre-Requisite: LACS-6005 This course was previously LIB-640682.

LACS 6020 Models of Critical Inquiry: Art Aesthetics & the Body (3 Credits)
This track of Models of Critical Inquiry examines ways in which knowledge is produced and how it has been used, comparing a classic framework from the history of science and ideas with counterpart developments in the Arts. Art's paradigmatic moves in the last 25 years challenge 'high/low' aesthetics, what art is, and the sites of production and reception of the body, in a scene at once localized and distanced via media. This is a required course and is available to matriculated MA Liberal Studies students only. Please Note: this course requires attendance of a synchronous, virtual residency or executive retreat usually held on a Thursday through Saturday before the term mid-point. Dates of this activity will be announced when the course is offered. Corequisites: LACS 6005 or by permission of program coordinator.

LACS 6025 Models of Critical Inquiry: Landscapes of Learning (3 Credits)
This version of Models of Critical Inquiry focuses on the relationship between schooling and society, and introduces students to major competing traditions of educational and social research. Students explore different perspectives on the dynamics of learning, and consider the role of race, class, ethnicity, language and gender on the experience of students and teachers. We learn how the assumptions one makes about the nature of knowledge influence our choices of what to focus a study upon, how we study it, and what interpretive framework we use to draw conclusions. This is a required course and is available to matriculated MA Liberal Studies students only. Please Note: this course requires attendance of a synchronous, virtual residency or executive retreat usually held on a Thursday through Saturday before the term mid-point. Dates of this activity will be announced when the course is offered. Corequisites: LACS-6005 or by permission of program coordinator This course was previously LIB-640505.

LACS 6027 Models of Critical Inquiry: How We Know (3 Credits)
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. Please Note: this course requires attendance of a synchronous, virtual residency or executive retreat usually held on a Thursday through Saturday before the term mid-point. Dates of this activity will be announced when the course is offered.

LACS 6030 Models of Critical Inquiry: Relationships to the Past - History & Culture (3 Credits)
This track of Models of Critical Inquiry will examine the paradigm shifts in how history is understood, constructed, and viewed today as well as considering the concept of social construction in our discussions of history. We will be looking at primary source materials, most often in a comparative manner and will be considering the place of oral history and its related narratives as well. The course will allow each student to follow his/her own particular interests after engaging in reading and discussion of some common resources, both primary and secondary. The key concept guiding this course is that history is really 'story' (history without the 'hi-'), and the question is whose stories from where and when. This is a required course and is available to matriculated MA Liberal Studies students only. There is a residency requirement with this course. Corequisites: LACS 6005 or by permission of program coordinator.

LACS 6035 Models of Critical Inquiry: Science & Society (3 Credits)
This track of Models of Critical Inquiry will study how politics and economics interact with science in the search for and production of knowledge. Some of the questions we will engage include: how do we know, and what can we know? What is objectivity? What is the interaction between knowledge and power? How should we understand current struggles around such issues as intelligent design, stem cell research, invasive species, or the homosexual gene? This is a required course and is available to matriculated MA Liberal Studies students only. Please Note: this course requires attendance of a synchronous, virtual residency or executive retreat usually held on a Thursday through Saturday before the term mid-point. Dates of this activity will be announced when the course is offered. Corequisites: LACS-6005 or by permission of program coordinator This course was previously LIB-640509.

LACS 6050 Seminar in American Studies (3 Credits)
American Studies is an interdisciplinary field of study that looks at the literature, history, art, religion, media, film, policy, face, and culture of the United States. Using critical and cultural theory, the field interrogates what it means to be an American and what it means to understand Americans and the Americas. In this course, we will consider the beginnings of the field of study known as American Studies, as well as several distinct literary and historical moments. Each unit will focus on a different vision of America (and American Studies). The course will also develop students graduate level reading, writing and analytic abilities and familiarize students with resources in the field. This is a required course of the American Studies advanced certificate. This course was previously LIB-640660.

LACS 6055 American Studies: Theories & Methods (3 Credits)
This course is designed to give the student an exposure to the history, theories, and methods of the changing and developing discipline of American Studies. American Studies has evolved to be a dynamic discipline engaging the multiplicity of American identities and the role of shifting global influences on American identity and national formation. In its theoretical approaches and methodological commitments, American Studies exists at the cutting edge of academic work. From its roots in the Myth-Symbol school, American Studies has gone on to embrace developments in literary and cultural theory and adapt them to it subject focus. Through a rich array of readings and engagement with primary sources, this course will help the student develop the skills and background of a practicing scholar in the field. This is a required course of the American Studies advanced certificate. This course was previously LIB-640661.

LACS 6060 British Women Writers (3 Credits)
This course will look at 19th and 20th-century British novels by and about women. How do women reconcile traditional social roles of wife and mother with their personal desires as women, as intellectuals, and as individuals? How do issues of class and gender affect women's sense of identity and self-realization? We will explore themes of identity and difference, resistance and transformation, silence and voice, self-definition and social identity in works by Jane Austen, Charlotte Bronte, Emily Bronte, George Eliot, Mary Shelley, and Virginia Woolf. We will also 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 was previously LIB-640582.

LACS 6065 Fiction Writing (3 Credits)
The goal of this course is to help students develop and expand their abilities as writers by looking at some of the essential elements of fiction in greater depth. This course is intended to provide advanced students of fiction with the opportunity to diversify, extend and deepen their work. Students in this study will focus on both the craft and process of creating a compelling story, using intuition, attention to detail and fiction writing techniques. Experimentation with language and writing techniques is encouraged. This course was previously LIB-640574.

LACS 6070 Creative Nonfiction Writing (3 Credits)
Creative Nonfiction: Like journalism it traffics in reality, reporting, and facts; unlike journalism, it values honesty over objectivity. Another essential difference is that creative nonfiction writers may not find themselves directed by the requirements of argument, but struggling with metaphor, dialogue, point of view, and other elements of composition associated with poetry, fiction and drama to create and explore their experience. Where standard nonfiction likes explanation or exposition that focuses on concepts, ideas and facts, creative nonfiction uses story, imagery, quotations, descriptions and the personal voice of the engaged author to bring experience to the reader. The assignments are designed to help students learn to function like working writers: that is, as they compose their works, they are also 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). This course was previously LIB-640572.

LACS 6075 Cultural and Visual Studies (3 Credits)
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. While all students will begin with common, required readings, they will narrow their focus with the mentor's input and guidance and complete a final term project well-integrated with their overall program goals. This course was previously LIB-640550.

LACS 6080 Cultural Theory of Dance (3 Credits)
The goal of the course is to gain a current understanding of modern, postmodern, and contemporary theatrical dance studies from cultural theory, embodiment, and a chronology of social and aesthetic shifts from the 20th century through recent decades. Readings address modernism, postmodernism, difference, and cross-cultural issues of movement in performance. Students write two critical review essays from directed reading sources, also choosing a third project making and analyzing a performance piece, or doing a multiple critical review of several performances with an integral theme. Alternately, they write a research project approved by the instructor.

LACS 6090 Culture of the Jazz Age (3 Credits)
This course will look at the culture of America in the 1920s known as the 'Jazz Age.' We will look at the emergence of what Gertrude Stein termed the 'lost generation' writers after World War I such as Ernest Hemingway, F.Scott Fitzgerald, and T.S. Eliot; the flowering of African-American literature and culture known as the 'Harlem Renaissance' with such writers as Zora Neale Hurston, Langston Hughes, and Countee Cullen; and the artistic contributions of such jazz legends as Duke Ellington, Louis Armstrong, and Dizzy Gillespie and blues singers Bessie Smith, Josephine Baker, and Billie Holiday. This course satisfies one 3-credit elective requirement of the American Studies advanced certificate. This course was previously LIB-640629.

LACS 6095 Seminar in Women's & Gender Studies (3 Credits)
This course offers an interdisciplinary approach to the study of gender and identity from a cultural and sociohistorical perspective. We will look at Women's and Gender Studies as an evolving field of study and explore the multiple voices that have shaped the conversation, past and present. Issues of gender equality, women's suffrage, the women's liberation movement, issues of gender and work, concepts of family, gender and violence, health and reproductive rights, representations of the body, gender and sexuality, gender, race and ethnicity, global feminism and activism will be considered. Authors such as Mary Wollstonecraft, Margaret Fuller, Virginia Woolf, Simone de Beauvoir, Betty Friedan, Kate Millett, Audre Lorde, Adrienne Rich, bell hooks, Angela Davis and Judith Butler will be examined. Attention will be paid to analysis of gender and sexuality in relation to race, ethnicity, class and national and transnational discourse. The student also will develop graduate-level research, writing and analytic abilities and become familiar with resources in the field of women's and gender studies. This course was previously LIB-640654.

LACS 6100 Diagnosing Desire: Gender & Medicine in US History (3 Credits)
From the 19th century on in the U.S., the profession of medicine has played an increasingly important role in naturalizing the social constructions of gender and sexuality. From the development of mid-19th century gynecological surgeries and treatments to curb female sexual drives which were perceived as socially dangerous, through the forced sterilizations of the eugenics movement, to the involuntary treatment of intersex infants in the present, medicine has had an important role in regulating gender and reinforcing social gender roles. At the same time, medicine has had potentially liberatory effects on social sexual restraints and provided a public arena to contest repressive social practices. From the development of birth control to the women's health movement, medicine has been used to reframe social debates on acceptable sexual beliefs and practices. This course satisfies one 3-credit elective requirement of the American Studies or the Women's and Gender Studies advanced certificates.

LACS 6115 Feminist Theory (3 Credits)
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 was previously LIB-640655.

LACS 6120 Consumer Psychology (3 Credits)
Our consumer lifestyle is part of our sense of self, our social identity, and our satisfaction with life. In this study, we will examine psychological aspects of money and how we spend it, materialism, variations among types of consumers as well as different populations of consumers, advertising, the relevance of consumption for self-definition, and the role of consuming in the search for well-being and happiness. There are six sets of readings that are accompanied by an introduction to the topics and questions for students to answer in writing. This course was previously LIB-640662.

LACS 6122 19th Century US Culture & Society (3 Credits)
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 US 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.

LACS 6127 Medicine & Cultural Diversity (3 Credits)
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.

LACS 6130 Gender Race & Nation (3 Credits)
This study 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 was previously LIB-640514.

LACS 6132 Origins of Inequality: Issues of Race & Immigration in the US (3 Credits)
Geographically based dramatic differences in educational opportunities in the US 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 US 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.

LACS 6135 Global Feminist Movements (3 Credits)
This course aims to answer the question: how have women organized as women to challenge unequal gender power relations and to promote progressive social change in different global locations? This course explores contemporary global feminist movements from historical, sociological, political and cultural perspectives. We will examine global feminist movements as a particular type of global social movement in theory and practice, and in particular we'll examine how global feminist movements addressed issues of religion and cultural tradition, human rights, and the environment and sustainable development, in global regions including the Middle East, Latin America, and in Africa. We will also 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 This course was previously LIB-640653.

LACS 6137 Political Ecology (3 Credits)
Climate and the environment are no longer just natural or biological issues, they are also 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.

LACS 6140 Narrative Counseling (3 Credits)
This study will explore narrative approaches to counseling, which view the self as a narrative shaped by society and therapy as a space in which to 're-story' the self. The 'facts' and events that compose a life do not change, but meanings and perspectives can and do. The narrative perspective frames human experience and even the innermost sense of self as an internalized story; thus, counseling may be viewed as a process of story revision. This study will encompass an overview of historical, philosophical, and ideological aspects of narrative and social constructionist perspectives, and a focus on counseling 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. This course was previously LIB-640601.

LACS 6145 Language & Culture (3 Credits)
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. This course was previously LIB-640687.

LACS 6147 The Medical Arts (3 Credits)
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 US, 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.

LACS 6150 Immigrant Literature (3 Credits)
This study will look at the development of immigrant literature in 20th-century America. We will consider themes of assimilation and identity, difference and otherness, ethnic, racial, and gender identity and American national identity. We will consider various genres, including the novel, short story, and memoir, and representative works from different ethnic groups, including Jewish, 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 was previously LIB-640663.

LACS 6152 The Politics and Economics of Class (3 Credits)
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.

LACS 6155 Literary Theory (3 Credits)
Literary Theory will provide an overview of the major schools of thought used in contemporary literary criticism: Formalism, Structuralism, Psychoanalysis, Marxism, Post-Structuralism, Feminism, Queer Theory, and Critical Race Theory. Students will work together to review and apply each school to specific works of literature. They will then work on their own on the major course assignment, either a literature review or a research paper. This course can also serve as a methodology/theory elective for students in appropriate fields of Cultural Studies. This course was previously LIB-640606.

LACS 6160 Literature of New York (3 Credits)
This course will consider the literature of New York City and the Hudson River Valley in its historical, cultural, and sociological context. We will look at themes of regionalism, nature, industrialism, social class, race, gender, immigration, and identity in relation to the historical and 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 was previously LIB-640584.

LACS 6162 Queer at Work (3 Credits)
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.

LACS 6175 American Culture & the Cold War (3 Credits)
In this course, students will examine the period that brought America the utopian vision of Disneyland and the anxiety of the 'duck and cover' campaign, the chaos of rock 'n roll and the conformity of Levittown. Exploring such paradoxes in the films, music and literature of the late 1940s-the early 1960s allows students to gain an understanding of how such events as the nuclear arms race, the black freedom movement and the development of a distinct youth culture shaped the lives of Cold War Americans and left a legacy still felt today. This course satisfies one 3-credit elective requirement in the American Studies advanced certificate. This course was previously LIB-640515.

LACS 6180 American History Culture & the Arts (3 Credits)
This study will examine US history since the Civil War through an investigation of US arts and culture. Students will read books and essays that link US history to specific aspects of US 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 US 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. This course was previously LIB-640590.

LACS 6185 American Material Culture (3 Credits)
In this study, we will become acquainted with perspectives on material culture and with a theoretical and methodological repertoire. We will begin with common readings and media, followed by choices among such focus areas as museum studies, consumption theories and 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. This course was previously LIB-640672.

LACS 6190 American Modernism (3 Credits)
This course will examine the rise of modernism in American history with particular attention to issues of art and culture. The student will explore the critical developments of urbanization, technology, political reform and the expanding role of the United States internationally. Special attention will be given to issues of American identity and aspects of race, gender and ethnicity, as Americans embraced or reacted against the currents of modernism and modern social transformation. By focusing on specific key issues in American history in the late 19th and early 20th centuries, and engaging a broad variety of primary and secondary sources, the student will gain an understanding of the complexities of U.S. culture and society, achieve a deeper appreciation of art and culture, and develop the skills of a practicing historian. This course satisfies one 3-credit elective requirement in the American Studies advanced certificate.

LACS 6195 American Women Writers (3 Credits)
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 was previously LIB-640583.

LACS 6210 Native American & US Culture (3 Credits)
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.

LACS 6220 Oral Tradition: History & Narrative (3 Credits)
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. This course was previously LIB-640542.

LACS 6225 Performance History: The Twentieth Century (3 Credits)
This course investigates key figures and movements in twentieth-century performance, aesthetics, and culture. The course develops chronologically beginning in the late 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. This course was previously LIB-640512.

LACS 6230 Modern Gender & Sexuality Through Science Fiction Literature (3 Credits)
This course will examine current issues of gender and sexuality in the humanities (literature, philosophy, history, etc.) through the lens of science fiction and fantastic literature (SFF). By focusing on specific key issues and texts in feminist SFF literature, and using additional readings from history and philosophy to put the main texts in an appropriate context, the student will gain an understanding of the complexities of gender and sexuality in U.S. culture and society, achieve a deeper appreciation of the issues of representation in literature, and develop the skills of analysis and interpretation. This course satisfies one 3-credit elective requirement in the Women's and Gender Studies advanced certificate. This course was previously LIB-640554.

LACS 6250 Community Performance (3 Credits)
To engage in this individualized graduate study, the learner should enter having identified a social, cultural, or community topic, issue, or stakeholder constituency's point of view that she will explore through an embodied performance genre. Learners may enter with the intention of furthering their development and background in the literature from the perspective of organizers, writers/designers, or leaders/performers, whether in the performance disciplines of theater, dance, parades, demonstrations, live installations, or other genres. Each learner will first complete a combination of directed and self-directed reading selections and participate in discussions or written short commentaries on theory, concepts, and previous work in this area, building 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.

LACS 6255 Psychology of Consumption (3 Credits)
Our consumer lifestyle is part of our sense of self, our social identity, and our satisfaction with life. In this study, we will examine the meanings of money and possessions, the process of shopping and spending, different populations of consumers, advertising, the relevance of consumption for self-definition, and the role of consuming in the search for well-being and happiness. This course was previously LIB-640607.

LACS 6260 Queer Nation: Sexuality Gender & the US State (3 Credits)
The student will read and respond to works that engage particularly the roles of sexuality and gender in the building of US 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 US 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 US 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. This course was previously LIB-640686.

LACS 6270 Race and Gender in US History since the Civil War (3 Credits)
The intent of this course is to investigate the complex ways in which gender, race and national identity are articulated in U.S. culture and society and to examine how that has historically shaped the social movements that challenged the prevailing order. By focusing on the interaction of race and gender in American history since the CivilWar 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. This course was previously LIB-640591.

LACS 6275 Race & Representation in US History (3 Credits)
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.

LACS 6280 Readings in Material & Visual Culture Studies (3 Credits)
What does a wooden bowl say about a particular society? How can a photograph be read? In this course, students will examine the manner in which objects and images are used as cultural creations and primary source materials. The theoretical and methodological underpinnings of Material and Visual Culture Studies will be considered, as will the traditions of Culture Studies more generally. Among the texts to be considered are those by John Berger, Arjun Appadurai, Mihaly Csikszentmihalyi and Eugene Rochberg-Halton, Marianne Hirsch, Kristin Hass, Mike Wallace, and Jules Prown. Students will be expected to submit a paper reviewing the research and scholarship of the field midway through the term and a final paper analyzing a particular object or image.

LACS 6285 Revolutionary Learning: Education Culture & Ecology (3 Credits)
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, This course was previously LIB-640539.

LACS 6290 Democracy & Education (3 Credits)
In this course, students will develop an understanding of the relationship between democracy and education. What tensions arise between different conceptions of the human condition, the social contract, and the role of education in developing particular behaviors, knowledge and skill sets among citizens in a democracy? What is the role of education in a democracy, and how is this different from other societies? What can schools do- and teach -to support democratic life, especially in our own, diverse society? Students will consider major themes in democracy and education through their readings, to include: John Dewey's Democracy in Education, Amy Gutmann's Democratic Education, S.J. Goodland's edited volume The Last Best Hope: A Democracy Reader, and Walter Parker's Teaching Democracy: Unity and Diversity in Public Life. This course was previously LIB-640516.

LACS 6295 American Queer Sexualities: US History Since the Civil War (3 Credits)
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 was previously LIB-640680.

LACS 6300 An Interdisciplinary Study of Media Effects (3 Credits)
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. This course was previously LIB-640658.

LACS 6305 The Global Refugee Crisis: Cases and Controversies (3 Credits)
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 US refugee policy [as determined by Congress and US 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. This course was previously LIB-640681.

LACS 6310 The Socially Constructed Body (3 Credits)
This course explores our embodied experience and the ways that culture mediates the way we think about, represent, experience and use the human body. Our bodies and how we experience them are shaped by cultural norms, but the body is also 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. This course was previously LIB-640657.

LACS 6315 Things of Value: Topics in Material Culture (3 Credits)
This course allows you to become acquainted with perspectives on material culture and a theoretical and methodological repertoire to realize new learning through investigation of particular subjects and issues related to your program. We begin with common readings and media, followed by choices among such focus areas as museum studies, consumption theories and patterns, the concept of cultural property, or a closer focus on a specialty topic, such as a particular type of material or artifact and its history, use, and interpretation. Two substantial reading and writing projects (perhaps also with some observing or making) comprise the scholarly activities, requiring at least one revision each, and at least two informal discussions take place, whether by e-mail with the course instructor or on the supporting Web site with class members. This course was previously LIB-640543.

LACS 6330 Women & Humor (3 Credits)
What is women's humor? Why has humor by women been largely resisted or overlooked? This course will examine women's use of humor as a form of social protest. In particular we will look at the movement away from domestic humor of 19th century writers like Fanny Fern and Francis Miriam Whitcher toward the use of satire by such 20th century women of wit as Dorothy Parker, Mary McCarthy, Edna St. Vincent Millay, Alice Childress, Betty MacDonald, Jean Kerr, and Erma Bombeck. Students will gain knowledge of theories of humor and satire as well as an understanding of the changing role of women in America from the 1850s to the 1960s. This course satisfies one 3-credit elective requirement of the American Studies and the Women and Gender Studies advanced certificates. This course was previously LIB-640576.

LACS 6340 Digital Humanities (3 Credits)
Museum exhibits have increased their online presence thanks to the pandemic, and archives are digitizing their materials for worldwide instant access. Virtual historic environments offer enhanced exploration opportunities for students, and electronically mediated theatrical and musical performances overcome the limitations of space and time. In these and so many other cases, the digital humanities is a rapidly evolving field that defies easy definition or simple categorization. This course will explore the nature of the digital humanities, including some of its benefits and controversies. While students will read in the literature of the field and be expected to become subject experts, they will also be expected to become digital practitioners themselves. They will develop their own digital humanities projects, which could entail archival digitization, developing online exhibits, hosting digital performances, or creating digital materials for workshops and classrooms.

LACS 6400 Topics in Interdisciplinary Studies (3 Credits)
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. This course was previously LIB-640689.

LACS 6405 Topics in Liberal Studies (3 Credits)
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. This course was previously LIB-640688.

LACS 6996 Special Topics in LACS (1-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

LACS 6997 Special Topics in LACS (1-4 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

LACS 6998 Individualized Studies in Liberal Studies (LACS) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Liberal Studies (LACS). Please contact your mentor/advisor for more details.

LACS 7010 Topics in Methodology (3 Credits)

This study is available for matriculated MALS students only. The Methodology study is an independent study generally taken with the student's advisor or one of the anticipated readers for the final project. This usually happens one or two terms before the student plans to enroll in the final project. The methodology requirement can however be fulfilled by taking one of the standing electives in the course catalog (eg Feminist Theory, American Studies Theory and Method, Archives, etc) if this is part of the enrollment plan as outlined in the student's approved degree proposal. This course was previously LIB-640510. Prerequisites: LACS 6010 LACS 6015.

LACS 7015 Final Project: Liberal Studies (3 Credits)

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 was previously LIB-640595 Prerequisites: LACS 6005 and LACS 6010 and LACS 6020 and LACS 6025 and LACS 6030 and LACS 6035.

LACS 7025 Capstone Project (3 Credits)

As the concluding study in the Master of Arts in Liberal Studies program, the student will prepare a capstone project based on their approved prospectus developed in LACS 6010 Designing your Degree: Interdisciplinary Study, which is on file at the School for Graduate Studies Office. The student will work with his/her instructor in the final Capstone study to complete the proposed project and a short written or oral self evaluation of their work.

LACS 7998 Individualized Studies in Liberal Studies (LACS) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor/advisor in Liberal Studies (LACS). Please contact your mentor/advisor for more details.

MGMT: Management (Graduate)

MGMT 6000 Applied Business Statistics (3 Credits)

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 was previously MGT-654500.

MGMT 6001 Dynamics of Corporate Board Engagement (3 Credits)

The success of a corporate board depends on the skills of its members. The governing board of an organization holds an extraordinary responsibility for establishing the organization's strategic direction around stakeholder needs and organizing a management structure designed to execute the strategy that capitalizes on the endeavors of the organization. This course will evaluate the skills needed to secure a successfully functioning corporate board and pathways in which individuals can develop key leadership competencies. Some of the competencies include being able to guide the mission, purpose, vision, and core values of the organization; develop a management structure and select a well-functioning executive staff; drive the strategic goals of the organization; monitor and evaluate all facets of organizational performance; maintain fiduciary responsibility; and ensure compliance with legal, ethical, and regulatory standards.

MGMT 6002 Dynamics of Nonprofit Board Engagement (3 Credits)

The success of a nonprofit board depends on the skills of its members. "The principal roles of the board of directors are to represent the public (or membership) interests in the organization and to represent the organization as its legal voice" (Bryce, 2017 paragraph 1). This will result in duties that include but not limited to obtaining and supporting operations that are consistent with nonprofit organizations, aiding in fund raising for the board, and acting in the best interest of the board and its role in society. Students in this course will study how a nonprofit board operates, the required financial management skills, the ethical values of a nonprofit and its board members, and how nonprofit organizations affect their stakeholders.

MGMT 6003 Pathway for Corporate Board Leadership- Personal Branding (3 Credits)

Serving on a corporate board requires recognition of the key competencies of potential board members. Often selection to serve on a corporate board is based on previously established relationships. This might be one of the reasons that corporate boards have shown a lack of diversity in the past. While there has been a positive trend toward diversifying the corporate board, individuals can take steps to become the next board member. This course will outline the key steps in raising your profile and creating a pathway for corporate board leadership. The course will address why personal-branding is important and how to create your own personal brand. This includes overcoming challenges in communicating your brand and building trust and support through networking. It is also important to learn from successful examples. Panel discussions will illustrate how individuals reached their goals and overcame obstacles. These panel discussions will be part of a residency experience or executive retreat, where participants can interact with women and other underrepresented leaders, who overcame the glass ceiling to serve on corporate boards. This MBA-Business Management elective is also offered as a standalone microcredential.

MGMT 6009 Creating a Diverse Corporate Board (3 Credits)

A diverse corporate board requires the organizational culture and processes that encourage corporate board diversity. Often this requires a change in existing board norms. In order to implement a planned change, several steps need to be taken. The first is an assessment of the current composition of the board and the process by which board members are chosen. This assessment includes the current culture of the organization and how it supports diversity within its leadership. In order to close the gap between what is the current nature of the board and the optimum board, the leadership must first identify its ideal board composition. Then a gap assessment is conducted to assess the difference between the current board make-up and what is ideal. Participants in this course will learn how to conduct a gap assessment and create a plan for change. Key topics covered in this course include organizational culture, organizational change, gap analysis, and creating diversity on corporate boards.

MGMT 6010 Financial Accounting (3 Credits)

The purpose of this course is to provide to students the training necessary to develop the skills needed to use available standardized guidelines, to gather, and summarize financial transaction information necessary in a sound business and economic decision making process. Upon completing this course, students should be able not only to use these standardized guidelines to record and summarize financial transactions, but also to present and prepare financial reports needed by an organization's stakeholders to assess its performance.

MGMT 6015 Principles of Economics (3 Credits)
This core course introduces basic economic principles that help us understand the process of decision making by individuals and societies. We analyze the fundamental economic activities of production, distribution, exchange, and consumption at the micro and macro levels. Students will better understand the functioning of a free market system and the role of the government.

MGMT 6016 Financial Management (3 Credits)
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 & 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 the course addresses the diagnostics of working capital, financial planning and forecasting techniques, and finally the financial management of multinational corporations. Prerequisites: MGMT 6010 if not waived.
Cross-listed with FSMA 6016.

MGMT 6020 Leadership & Executive Development (3 Credits)
Success in leading people and managing performance, demands an understanding of how teams and work units operate and what motivates employees, as well as a candid assessment of your own personality traits and leadership style. Topics covered focus on alignment of leadership skills and roles with organizational goals and interests, organizational paradoxes, rationalistic and humanistic structures, gender diversity in corporate leadership, cultural change, communication, personality, engagement, power and influence, conflict management, and ethics. Within these broad categories, we will examine specific theories and models that have been used to describe and explain leadership and organizational dynamics as well as examples of successful leadership practices. Assessment tools for leadership development are also included in this course.

MGMT 6022 Grant Writing for Public and Nonprofit Organizations (3 Credits)
This course will consider the elements of grant writing beginning with funding sources; the process of grant writing from application to budget building to grant management; the particular requirements for nonprofit organizations and agencies; databases and other sources of information available to support grant writing. The student will consider benefits and tradeoffs as well as important trends in both providing and requesting funding.

MGMT 6025 Strategic Perspectives of Global Management (3 Credits)
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.

MGMT 6030 Management Information Systems & Data Visualization (3 Credits)
Management Information Systems explores the technologies and organizational factors that make information systems a vital part of contemporary business. By designing and building software applications, students will become familiar with the unique problems and opportunities that information systems present. The analysis of business cases will enable students to effectively manage both the hard and soft aspects of information systems in the workplace. An important focus of this course is to learn to communicate technical concepts and business decisions clearly and concisely. Therefore, emphasis is placed on written work that clearly states the business case, problem statement, and explains information system technology. Topics included in this course are an introduction to information system analysis and design through the system development life cycle, database technology, design of web-based business presence, integrating information systems into a business process, and the organizational implications of information systems. This course was previously MIS-652521.

MGMT 6035 Global E-Commerce Strategies (3 Credits)
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 welfare.

MGMT 6040 High Performance Management (3 Credits)
This course focuses on the managerial leadership roles and competencies needed to translate strategic visions into tactical and operational plans. It also examines tools and methodologies to improve organizational efficiency and productivity through integration, communication, and the management of knowledge-based organizations. Students identify, develop, and apply competencies associated with the dynamics of change and flexibility and then balance them with the competencies required to lead with stability and control. This course was previously ORG-652591.

MGMT 6045 Global Leadership Competencies (3 Credits)
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 was previously MGT-651634.

MGMT 6050 Operations and Supply Chain Management (3 Credits)
This course provides an overview of the most important operations and supply chain 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 operations and supply chain management problems in the business environment. Through this course, students will develop the ability to apply quantitative and qualitative analytical management tools and techniques in business decision-making. Topics include operations strategy, process strategy and analysis, quality and performance management, lean systems, capacity and constraint management, inventory management, and supply chain management with a particular focus on supply chain design, integration, and sustainability. Prerequisites: MGMT-6000 if not waived This course was previously MGT-654556.

MGMT 6055 Global Supply Chain Management (3 Credits)
Effective management of operations and supply chain is of great importance for organizations to survive and remain competitive in a global environment. This course focuses on understanding the principles related to managing operations and supply chains with an emphasis on key tradeoffs and risks. The course will introduce the basic concepts of logistics and supply chain management and the various logistic and supply chain strategies that companies employ in order to compete within an increasingly complex and dynamic global environment. It will also 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 was previously MGT-651656.

MGMT 6060 Managerial Economics (3 Credits)
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 was previously ECO-652551 Prerequisites: MGMT6015 if not waived.

MGMT 6065 Economics for Global Managers (3 Credits)
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. Prerequisites: MGMT 6015 if not waived.

MGMT 6070 Strategic Marketing Management (3 Credits)
Strategic 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.

MGMT 6075 International Financial Management (3 Credits)
The purpose of this course is to engage students with the challenges of global financial management. The course develops analytical skills to evaluate foreign exchange rates and risk management involving transaction, operating, and translation exposures, and evaluation of multi-national capital budgeting and investments, including using case studies in international financial management. Prerequisites: MGMT 6010 if not waived.

MGMT 6080 Consumer Behavior: A Global Marketing Perspective (3 Credits)
This course will focus on the advance study of the buying behavior of customers in the consumer market. Drawing on previous studies of the role of consumer behavior on marketing strategies, the student will identify the effect on strategy and policy based on the buying process of various market segments. Further in-depth analysis of both internal and external influences on the buying process will be applied to changes in strategy and outcomes in the global market environment. Emphasis will be placed on cultural variations in consumer behavior, changing demographics, the impact of reference groups, and prior customer attitudes and learning on the buying process. 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 was previously MGT-651557.

MGMT 6095 E-Commerce Marketing Strategies (3 Credits)
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 and apply analytical skills using Microsoft Power BI.

MGMT 6100 Innovation & Global Commercialization (3 Credits)
This course focuses on opportunities to utilize technology transfer within a global business to meet the goals of the strategic plan. This course is an introduction to the multidisciplinary aspects (including legal issues such as intellectual property ownership and rights of discovery), involved in the process of bringing technical developments, particularly research emanating from 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 was previously MGT-651653.

MGMT 6105 Leadership in Public & Nonprofit Organizations (3 Credits)
In this course, students will explore leadership in public and nonprofit organizations. The course begins with a consideration of the nature of leadership, the tasks of leaders, and the traits of effective leadership. Next, students examine leadership theories, their particular application to the public and non-profit sectors and the challenges facing these sectors. Finally, students will complete an independent research project dealing with leadership in public and nonprofit organizations. This course was previously MGT-651620.

MGMT 6110 Legal Aspects of Entrepreneurship (3 Credits)
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 will also be studied. This course was previously MGT-651627.

MGMT 6115 Tools & Processes in Project Management (3 Credits)
This MBA course introduces modern tools and techniques for planning, scheduling, reporting, controlling, and managing business related projects. The students will study and analyze the project life cycle and the core project management processes (scope, time and cost). The students will gain knowledge of the concept of Work-Breakdown Structure (WBS) and different approaches to project screening and selection, and will utilize those techniques in the project planning process. The students will learn financial analysis to evaluate and select a project using Excel, plan a project, estimate duration and setup project schedule, allocate resources using MS Project, and communicate project information using electronic and e-collaborative tools. Course Materials: Graduate Studies is pleased to be able to provide licenses of the required software (MS Project) for this course. Please note, this software is designed to run on Microsoft operating systems.

MGMT 6120 Managerial Perspectives of Project Management (3 Credits)
A true understanding of project management comes not only from knowing all project management knowledge areas and all process groups, nor how to partner with contractors, stakeholders or users, but from understanding how different elements of project management systems interact to determine the fortune of the project. Project management success is established upon mastering the technical, socio-cultural and leadership dimensions of project management. The course learning activities are about the impact of project management on: organizational strategy and decision-making practice; advancement in corporate operations and global competition; and improvement of products and services. The course critically addresses these project success issues and intertwines all 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. Course Materials Fee: Graduate Studies is pleased to be able to provide licenses of the required software (MS Project) for this course. Please note, this software is designed to run on Microsoft operating systems.

MGMT 6122 Corporate Communication and Marketing Strategy (3 Credits)
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 ofCorporate 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 is also 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 the organizational stakeholders. This process is anticipated to have a tremendous impact across the Human Resource functions with attention to ethical issues and brand impact.

MGMT 6125 Managing Human Capital (3 Credits)
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, applying human resource information systems, succession planning, employment testing, successful employment interviewing, and organizational entry and socialization (on-boarding) processes.

MGMT 6127 Entrepreneurial Finance (3 Credits)
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.

MGMT 6135 Performance Management & Total Rewards (3 Credits)
Performance management and total rewards systems provides a value proposition to both the organization and its employees by offering a package that should result in satisfied and productive employees that deliver organizational goals and objectives. This course examines how managing individual and organizational performance coupled with a total rewards system can play a strategic role in organizational effectiveness. The study includes an examination of performance management systems, compensation structure and systems design, benefit programs, and an examination of compensation and benefits legislation. The course will also include examination of the contrast between employee and labor relations, employment law and challenges associated with managing a diverse workforce. Managing change to ensure individual and organizational performance to maximize business results through effective change management will also be explored.

MGMT 6155 Strategies for Marketing Research (3 Credits)
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.

MGMT 6160 Strategic Planning for Public & Nonprofit Organizations (3 Credits)
Strategic planning and management are increasingly essential in a world of rapid change and complexity, relentless competition for funding, and increasing demands for accountability. In Strategic Planning for Public and Nonprofit Organizations, students explore the process by which organizations gain competitive advantage and optimal long-term performance in such an environment. This process is rooted in the organization's mission and values, is dynamic and changes with changing circumstances, integrates plans and actions, and leverages strengths and resources to take advantage of the organization's opportunities. This course was previously MGT-651617.

MGMT 6165 System Design & Information Management (3 Credits)
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 was previously MGT-651661.

MGMT 6175 Women in Management (3 Credits)
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 participation in TMTs. In addition, the role of women in multinational corporations and startups will be explored. This course was previously MGT-651605.

MGMT 6185 Quantitative Methods for Decision Making (3 Credits)
This course will help students to get acquainted with various quantitative analysis tools and techniques that are used for enhanced business decision-making. Throughout this course, students will learn how to model real-life decision-making problems and methods of their solving. Topics include decision analysis, project management, forecasting, inventory control models, statistical quality control, linear and integer programming methods and applications, waiting lines and queueing theory, simulation modeling, and Markov analysis. A sound knowledge of basic statistics and algebra as well as Excel skills are essential for the course. This course was previously MGT-652561.

MGMT 6215 Failure & Crisis (3 Credits)
This course will examine evidence describing how and why even good and earnest decision makers fail to do well in the face of complex problems. The course is rooted in theory and evidence drawn from recent extensive simulations, and examines a wide range of problems and cases involving both public and private sector judgments, ordinary managers, chief executives, and political leaders and their staff. This course was previously MGT-651631.

MGMT 6996 Special Topics in MGMT (3 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

MGMT 6998 Individualized Studies in Management (MGMT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Management (MGMT). Please contact your mentor/advisor for more details.

MGMT 7005 Global Marketing Strategies (3 Credits)
This course explores the different economic, social changes that have occurred over the past decade and their impact on marketing. As global economic growth occurs, understanding marketing in all cultures is increasingly important. The course examines global issues and describes concepts relevant to all international marketers, despite the extent of international involvement. The course will analyze marketing strategies including pricing, legal and ethical issues, regulations, integrated marketing communications, multicultural research, and global brand management. This course is required for the Global Brand Marketing advanced certificate program.

MGMT 7030 Marketing Analytics & Brand Management (3 Credits)
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. Students in this course should have completed a statistics course such as MGMT 6000 or equivalent. It is advisable that students take MGMT 6155 prior to taking this course.

MGMT 7035 Strategic Application of Innovation & Planning (3 Credits)
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 innovation management and strategic planning.

MGMT 7045 Strategic Human Resource Management (3 Credits)
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.

MGMT 7050 Strategic Information Technology Management (3 Credits)
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. Prerequisites: MGMT 6165 and MGMT 6030, may be waived with permission.

MGMT 7055 Strategic Marketing for Nonprofit Organizations (3 Credits)
Students will examine marketing issues in the larger context of the strategic planning process and apply marketing principles to a variety of situations relevant to nonprofit and government agencies. Students will consider ethical issues of strategic value and social responsibilities of marketing professionals.

MGMT 7070 Strategy & Tactics in Project Management (3 Credits)
This Project Management certificate capstone course builds on the pre-requisite 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. Special Course Materials: Graduate Studies is pleased to be able to provide required software (Microsoft Project) for this course. Please note that this software is designed to run on Microsoft operating systems. Prerequisite: MGMT-6120 Managerial Perspectives of Project Management or instructor permission.

MGMT 7075 Women & Leadership: Strategies for Success (3 Credits)
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 topics 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.

MGMT 7080 Strategic Business Applications (3 Credits)
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: integration of leadership competencies and functional knowledge; application of strategic management tools and analytical frameworks used to scan the global business environment; assessment of the value of an organization's resources and capabilities as compared to the domestic and international competition; identification of alternatives that could resolve the strategic problems facing an organization; and selection of well justified alternative that will best leverage the firm's core competencies to ensure sustainable competitive advantage. Any exceptions require permission of the instructor and the BML chair.

MGMT 7998 Individualized Studies in Management (MGMT) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Management (MGMT). Please contact your mentor/advisor for more details.

MKAN: Marketing Analytics (Graduate)

MKAN 7010 Marketing Analytics Capstone (3 Credits)
This capstone course focuses on students gaining real world project experience in marketing analytics. Students will explore consumer data, market trends, and campaign efficacy. Students will be required to complete a capstone project. The emphasis of the project will be on leveraging data to inform marketing strategies, audience segmentation, and campaign performance evaluation.

NURS: Nursing (Graduate)

NURS 6005 Theoretical Foundations of Nursing Practice (3 Credits)
This course explores the evolution of knowledge development in nursing. Theory is analyzed as a foundation for nursing practice, research, administration and education. Students will discover strategies to facilitate the process of theory development. Course topics include nursing's metaparadigm, philosophy of nursing, philosophy of science, nursing's unique body of knowledge and ways of knowing. Students will synthesize what they have learned about nursing knowledge development to create a personal nursing practice framework. This course was previously NUR-50000.

NURS 6010 Professional Role Development & Ethics (3 Credits)
Students explore bioethics and integrate principles of ethical decision making and professional behaviors into leadership roles. The roles to be identified, critiqued and evaluated are clinician, advocate, educator, researcher, expert, leader, manager, innovator and consultant. Traditional ethical systems and historic perspectives are examined in light of bioethical decision making and contrasted with practice-based ethics. Students learn how to objectively and systematically make and validate bioethical decisions in the nursing and health care environment. Scope of practice legalities and advanced ethical decision making from a practice-based perspective will be introduced and discussed as it relates to various roles and leadership as a master's prepared nurse. This course was previously NUR-50100.

NURS 6015 Nursing Research & Evidence Based Practice (3 Credits)
This course will focus on the knowledge required by nurses to utilize research findings, to provide high-quality health care, initiate change and improve nursing practice. Examination, analyses and evaluation of ethical principles, current literature, research designs and methodologies including quantitative, qualitative perspectives will be discussed. The investigation of scientific inquiry, problem identification, use of theoretical frameworks, ethics, measurement, data collection and analysis and dissemination will be integrated into a research proposal based on a specific health care issue of interest. This course was previously NUR-50200.

NURS 6020 Contemporary Issues in Health Care (3 Credits)
This course explores social, economic, and political trends impacting health care delivery and practice. Policy, management, education, technology, and regulatory perspectives will be included when examining a broad variety of current and emerging challenges facing health professionals at the international, national, regional and local levels. Students will appraise literature and engage in discussions and learning activities to create strategies to support health reform. This course was previously NUR-50400.

NURS 6025 Informatics & Healthcare Technology (3 Credits)
This course covers the evolution and theoretical basis of nursing and healthcare informatics, including concepts of data, information, knowledge and wisdom. The course explores applications in healthcare informatics, the use of technology and implications for clinical practice, administration, education and research. Concepts and application of relational database technology are introduced. Interprofessional issues in healthcare informatics are examined. Students will develop competencies in information management for knowledge-based practice in various healthcare settings to enhance patient care and nursing practice. This course was previously NUR 50300.

NURS 6030 Population Health, Human Diversity, & Social Issues (3 Credits)
This course will advance understanding of population health in the United States and globally from an interprofessional perspective. Students will explore determinants of health and health care disparities using a variety of conceptual frameworks, models and theories. Distributions and patterns of health outcomes across populations will be analyzed. Responsibilities of the master's prepared nurse in addressing health policy issues and employing advocacy strategies to promote optimal health outcomes will be examined. This course was previously NUR 50500.

NURS 6050 Curriculum & Program Development (3 Credits)
Nursing curricula and program development are dynamic and ever changing processes. A nursing program of study is responsive to internal and external stakeholders where individual courses represent an integrative whole curriculum. This graduate level course examines curriculum history in nursing education, development, and future trends. Course activities focus on curriculum design, including the development of an undergraduate or graduate nursing program of study. An in-depth review of professional nursing evaluation and accreditation processes is provided. Dialogue pertaining to curriculum development and evaluation will take place via asynchronous discussions and collaborative learning activities. This course was previously NUR-560000.

NURS 6055 Instructional Design & Teaching with Technology (3 Credits)

Instructional design and teaching with technology can be simplified as how we teach and how we learn. This graduate level course prepares students to apply theoretical concepts of education and learning to teaching in nursing. Course topics will include fundamentals of instructional design, theories of teaching and learning, instructional design models, technology use in education, and learner diversity. Design considerations for technology-based instruction will be addressed in this course. This is a web-enhanced course and learners will be able to adapt course material to a classroom setting. This course was previously NUR-560100.

NURS 6060 Measurement Assessment & Evaluation of Learners & Programs (3 Credits)

Measurement, assessment, and evaluation in nursing education are the focus of this course. Students will learn methods to assess and evaluate learning in multiple ways. Various approaches to program evaluation will be explored as well as legal and ethical issues relevant to assessment and evaluation processes. This course was previously NUR-560200.

NURS 6065 Healthcare Finance and Budgeting (3 Credits)

This course will focus on the influence of financial and economic factors in the delivery of healthcare services. Components of financial management such as budget development for operational and capital budgets, cost analysis, human resource allocation and staffing, and payment systems will be discussed. The role of the nurse leader as a fiscal manager will also be explored. This course was previously NUR-560300.

NURS 6070 Organizational Theory & Human Resource Management (3 Credits)

This is a course designed for nursing administration students to explore, critique, and analyze organizational behavior and human resource management. Using a multidisciplinary approach, students in this course will draw on both the literature and their experience to better understand the value that differing organizational structures and processes have on an organization's performance and outcomes. Students will interpret the political and cultural dynamics inherent to all organizations with an emphasis on strategically managing human relations and leading organizations. A combination of probing discussion questions, case study analysis, and reflective journal writing will be utilized as learning methods in this course. This course was previously NUR-560400.

NURS 6075 Innovative Leadership in Healthcare Organizations (3 Credits)

This course will focus on innovative design and leadership strategies to create and improve healthcare organizations. Within the context of the Patient Protection and Affordable Care Act, the course examines current trends in the design of healthcare systems across the healthcare continuum. The course builds on an understanding of organizational theory and healthcare finance to highlight how best practice leadership strategies can promote sustainable organizations in a dynamic healthcare environment. This course was previously NUR-560500.

NURS 6080 Advanced Pathophysiology, Health and Physical Assessment, and Pharmacology (3 Credits)

This course integrates principles of pathophysiology, health and physical assessment, and pharmacotherapeutics to improve health outcomes across the lifespan. Using a cultural and ethical framework, complex case studies will be analyzed. This course does not satisfy requirements for advanced practice registered nurses.

NURS 6998 Individualized Studies in Nursing (3 Credits)

Students have the opportunity to develop individualized studies with their mentor in Nursing (NURS). Please contact your mentor/advisor for more details.

NURS 7005 Nursing Education Capstone (3 Credits)

This course engages students in didactic and online activities as a culminating program requirement. Together these experiences provide a framework for examining the Nurse Educator role and responsibilities. The student will engage in a 45-hour practicum experience collaborating with nurse faculty in various aspects of the practice environment. Synthesis of curriculum, instructional, and evaluative theories and knowledge is emphasized through learning activities. Focus is placed in the application of teaching and nurse educator competencies. This course was previously NUR-560900.

NURS 7010 Nursing Administration Capstone (3 Credits)

The Nursing Administration Capstone course integrates program objectives, didactic online activities, and an administrative practicum experience as a culminating program requirement. The student will engage with a Nurse Administrator in a 45-hour practicum to explore leadership roles and to complete a meaningful capstone project. Synthesis of course objectives from previously completed coursework is expected, along with a focus on leadership in complex healthcare systems. This course was previously NUR-561000.

PADM: Public Administration (Graduate)

PADM 6085 Public Administration (3 Credits)

This graduate level course provides a historical, case-study, and theoretical approach to the study of public administration. Students of social and public policy, organized labor, human services, higher education and business examine the history of the field and its most prominent theorists and practitioners. The course traces the modern development of the field beginning in the 19th Century with the work of Max Weber and examines its evolution during the 20th Century through the works of Frederick W. Taylor, Mary Parker Follett, Chester Bernard, Herbert Simon, Charles Lindbloom and others. Concepts and theory are understood through reading, researching, and writing about significant case studies in various realms of public administration. Students conduct independent research on topics relevant to their own professional development and career objectives. Students interested in the public, private, or not-for-profit sectors interact during the course through structured, focused discussion. Students from any graduate program benefit equally from the study of public administration as applied to their field of study. The course is especially useful for those who aspire to management or supervisory positions.

PADM 6170 Public Finance (3 Credits)

The objective of this course is for students to gain a comprehensive understanding of the nature and scope of governments' role in the economy. This course will provide students with knowledge and an analytical toolset to comprehend concepts and trade offs entailed in public finance policy alternatives. Topics covered: Public Goods and Externalities; Cost-Benefit Analysis of Government Expenditures; Social Security, Health Insurance and Welfare; and Taxation's Impact and Efficiency.

PADM 6175 Public Sector Decision-making (3 Credits)
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.

PADM 6180 State & Local Government (3 Credits)
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.

PADM 6190 Grant Writing (3 Credits)
Grant Writing is a graduate level course aimed at students seeking grant opportunities in the not-for profit sector, through government agencies, as well as individual grants. Students will learn key elements of effective grant application and management, including how to identify funding sources, write a grant proposal (including executive summary, statement of need, project description, evaluation, conclusions, statement of sustainability), build a budget, identify funder evaluations of proposals, and learn strategies to maximize grant success and for effective grant management. Strategies for effective grant writing techniques and proper format will be addressed and sample grants will be evaluated. While students will draft individual grant applications, a collaborative process of learning will be approached through group discussions and shared process. Prerequisites: None. Corequisites: None.

PADM 6195 Organizational Behavior: Theory and Practice (3 Credits)
Organizational Behavior: Theory and Practice examines the fundamental concepts, ideas, techniques, and applications required to understand governmental intervention, political factors, and ethical implications in organizations. The course also focuses on the behavioral skills and competencies to be an effective manager and leader in a public service environment. Emphasis on the interpersonal skills that will provide individual, group and organizational effectiveness, as will issues of motivation, leadership, organizational design in public administration are also examined. Prerequisites: None. Corequisites: None.
Attributes: Liberal

PADM 7020 Final Project: Professional Project in Public Administration (3 Credits)
The final project for the Masters in Public Administration program is a policy memorandum written from the perspective of an executive level program administrator to a governmental oversight committee. The memorandum addresses program planning, evaluation measures, and performance indicators. The memorandum requests funding for the program for the next fiscal year. The simulated exercise can be undertaken at any level of government appropriate for the personal and professional goals and objectives of the student with the approval of the course instructor. The assignment may also be adapted for the not-for-profit sector to meet the needs of students interested in professional career opportunities in that sector. The student shall demonstrate integrative learning acquired during the program of study based on coursework undertaken during the degree program. Prerequisites: PPOL 6007, PPOL 6010, PPOL 6020, and PPOL 6030.

PBHS: Public History (Graduate)

PBHS 6025 Public History, Ethics & Professionalism (3 Credits)
This course was designed to offer students the chance to delve into the field of public history, as it exists in the public and university sector. Students will consider ethical and professional standards in the field, using their experiences and course materials to analyze and assess various public history activities.

PBHS 6040 Museums and Public History: Theory & Practices (3 Credits)
This course takes up historical and cultural theory to examine how museums co-create history and public memory with communities. Through readings, research, discussion, and use of on-line resources, students explore institutional histories and current trends in the thinking and practices of academic and museum professionals, with a focus on identity, authority, and representation. They trace shifts in correspondent communities' and public expectations, with comparative views of venues and performance that represent history outside established institutions, including cross-cultural examples. They also consider how technology has changed certain museum practices and functions, in particular through the appraisal and comparison of on-line virtual museums and live visits to museums. This course is required for the Public History advanced certificate and the Heritage Preservation advanced certificate. This course was previously LIB 640628.

PBHS 6105 Exhibition: Planning & Interpretation (3 Credits)
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 was previously LIB 640635.

PBHS 6215 Oral History: Theory & Methods (3 Credits)
Oral history is the process of interviewing people to record their memories of events that occurred in the past and to analyze the meaning and value of those memories. In one sense, an oral history interview is a primary document much like newspapers, photographs, or diaries. As with all documents, the oral historian must take care to critique the interview and put it in context with other data and documents. In another sense, the oral history is very different in that the oral historian and the interviewee are creating an historical document that did not exist before. This course is required for the Public History advanced certificate program. This course was previously LIB 640625.

PBHS 6240 Preservation Policy & Law (3 Credits)
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 US 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 will also 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. This course was previously LIB 640674.

PBHS 6245 Preservation Material & History (3 Credits)
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. This course was previously LIB 640673.

PBHS 6325 Archival Theory & Practice (3 Credits)
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 was previously LIB 640634.

PBHS 7005 Public History Internship (3 Credits)
In this course, 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 program and by the college's Career Services Office. All students registering for an internship or field/clinical experience must complete form PFC-001 and submit it to the Office of Career Services (https://careerhub.sunyempire.edu/channels/search-for-an-internship/) before activities begin. The Public History Internship is the final course in both the Advanced Certificates in Public History and Heritage Preservation and a required course of the MA in Public History degree.

PBHS 7030 Public History Final Project (3 Credits)
As the concluding study in the Master of Arts in Public History program, the student will prepare a capstone project in close consultation with their advisor and instructor. The student will work with his/her instructor in this final capstone study to complete the proposed project and a short written or oral self evaluation of their work.

PPOL: Public Policy (Graduate)

PPOL 6007 Policy Process (3 Credits)
The purpose of this course is to provide students with an understanding of how government can influence the progress toward improving social conditions. 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.

PPOL 6010 History and Social Context of American Policy (3 Credits)
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. This course was previously SOC-620501.

PPOL 6015 Policy Implementation (3 Credits)
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 was previously SOC-620601.

PPOL 6020 Research Methods (3 Credits)
Research in the public sector serves to inform new policies and evaluate existing ones. Conducting meaningful research is truly a process. This course will provide a framework for initiating, developing, and implementing research methodologies to answer context-appropriate policy questions. The course will focus on the fundamentals of quantitative and qualitative analysis and the elements of research design necessary to conduct policy-relevant public sector research. Quantitative and qualitative research approaches will be examined through the lenses of formulating a research question, research design, the identification of key variables, establishing appropriate measurement devices, and carrying out appropriate methods of data collection. The course will also discuss research ethics and help students identify and comply with ethical concerns in conducting research with human subjects. This course was previously RAM-620591.

PPOL 6021 Methods for Policy Research (3 Credits)
This course will introduce policy studies students to the requirements of conducting graduate level research. It will emphasize qualitative methodology (meaning non-statistical data) while also discussing how to identify and use good quantitative research sources. Topics that will be covered include how to identify bias in sources, different types of sources, how to properly integrate research sources into graduate research, and the processes involved with human subject research.

PPOL 6030 Public Policy Analysis (3 Credits)
The purpose of this course is to provide students with an understanding of the methods and techniques of analyzing, developing and evaluating public policies and programs. Emphasis will be given to benefit-cost and cost-effectiveness analysis and concepts of economic efficiency, equity and distribution. Methods will include problem solving, decision making and case studies. Examples will come from human resource, environmental and regulatory policy. This course was previously SOC-620565.

PPOL 6035 Advocacy in State & Community-level Government (3 Credits)
The emphasis of this course is on gaining the knowledge and skills required for effective advocacy in state and community-level government. Students will focus on learning activities that promote efficiency in individual and organizational advocacy for social change and meeting the needs of marginalized populations. The course will consist of a mini-study in state and local community government; and case studies in community advocacy. This course is required for the Advanced Certificate in Community Advocacy. This course was previously SOC-620518.

PPOL 6045 Advocacy for Children (3 Credits)
This course will examine the broad array of state and federal policies for children, youth, and their families, with a particular emphasis on understanding policies and services for populations involved with child-serving systems. The course will also examine the historical foundations of these policies and how they have evolved over time in response to unmet needs. Students will develop critical frameworks for assessing the strengths and weaknesses of these policy interventions and of the delivery of child-oriented social services based on social and behavioral science research evidence and through the lens of multiculturalism and social justice values. This is a required course in the Child and Family Advocacy advanced certificate.

PPOL 6055 Human Services Policy (3 Credits)
In this course, students will examine how social policy influences, and is influenced by, the way in which human service functions, service populations, outcomes, and resources are publicly and privately defined, identified, secured, and measured. Students will examine the interactional effects of social policy and human services at organizational, and professional levels.   For example, at the community level, local funding agencies such as the United Way often act as gatekeepers controlling community resources. At the organizational level, this might be expressed as a conflict between the stated mission of an organization and actual practices necessitated by the requirements of its funding sources. An example at the professional level is the socialization of human service workers which often includes membership in professional associations. These associations serve as interpreters of state-of-the-art practices and attitudes and lobby for their expression in social policy, law and regulation. By semester's end, students should be capable of effectively analyzing or deconstructing any human services agency or concept in current social policy. This course is required for the Advanced Certificate in Community Advocacy and the Advanced Certificate in Child and Family Advocacy. This course was previously SOC-622535.

PPOL 6070 Race Class & Gender in US Public Policy (3 Credits)
This course is designed to develop understanding of the implications of race, class, and gender for U.S. public policy. We will consider both social structural and cultural dimensions of this question, and we will examine a range of 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.

PPOL 6075 Family Policy (3 Credits)
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.

PPOL 6100 Health, Aging and Social Policy (3 Credits)
This study examines social policy regarding the aged in American society. Students examine the social construction of aging in American society and current policies applying to the aged 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 are also considered.

PPOL 6996 Special Topics in PPOL (3 Credits)
The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

PPOL 6998 Individualized Studies in Public Policy (PPOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Public Policy (PPOL). Please contact your mentor/advisor for more details.

PPOL 7010 Final Project - Professional Project: Social and Public Policy (3 Credits)
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. Prerequisites: PPOL 6007, PPOL 6010, PPOL 6015, PPOL 6021 (preferred) OR PPOL 6020 (for students intending to pursue doctoral studies), and PPOL 6030.

PPOL 7015 Final Project - Thesis: Social and Public Policy (3 Credits)
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 was previously SOC-620595 Prerequisites: Students must have taken all required core courses..

PPOL 7998 Individualized Studies in Public Policy (PPOL) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Public Policy (PPOL). Please contact your mentor/advisor for more details.

SPED: Special Education (Graduate)

SPED 6005 Introduction to History of Special Education Law (3 Credits)
This course will provide a comprehensive overview of the history of education law and the history of education of students with disabilities, advocacy, and disability laws from the mid-20th century. Students will be introduced to the role and responsibilities of the special education teacher in their legal obligation to the exceptional student, parents, and school. Particular emphasis will be placed on federal and New York State Education Department Law- Part 200 mandates and current special education laws and core issues that developed from the disability movement: Individuals with Disabilities Education Act – IDEA (PL 94-142), No Child Left Behind Act (NCLB), Individualized Education Programs (IEP), Parental Rights and Procedural Safeguards, Due Process, introduction to initiatives such as PBIS, FBA and RTI, and future litigation as it comes into effect. Students must complete at least 10 hours (non-certified teacher candidates) or 5 hours (certified teachers) in a classroom observing/assisting a certified special education teacher to explore the relevance of the topics to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. This course was previously EDU-663100.

SPED 6010 Child and Adolescent Development (3 Credits)
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. MAT program teacher candidates will be required to complete 10 classroom observation hours with a certified teacher in their content area in a PK-12 grade classroom.

SPED 6025 Teaching & Learning Across the Contents: Methods I (3 Credits)

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, in grades 1-12. 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. Teacher candidates will study issues related to child and adolescent development; develop lessons based on the Common Core Standards, NY Next Gen. Standards or relevant 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. MAT program students will complete at least 10 hours of classroom observations with a certified special education teacher. Observation assignments will integrate theoretical and research-based concepts with classroom practice. The students will teach two peer instructed micro teaching lessons. M.Ed. program students will complete at least 5 observation hours with a certified special education teacher. The students will write two lesson plans, teach using those plans and write a reflection for each lesson taught. Prerequisites: EDUC 6010 if not waived.

SPED 6040 Children with Disabilities: Moderate and Severe (3 Credits)

This course prepares teacher candidates to teach children with moderate and severe disabilities in a variety of classroom settings. This course is comprised of an overview of developmental disabilities, etiology, characteristics, instructional services and behavior interventions, and findings of current research. This course will provide an introduction to curricula pertaining to students with severe disabilities. Emphasis will be placed on family-centered planning, team approaches, access to the general education curriculum, activity-based instruction, and community-based instruction. Specific information on curriculum and instructional strategies related to communication, motor and self-care skills will be included. Students must complete at least 10 hours (non-certified teacher candidates) or 5 hours (certified teachers) in a classroom observing/assisting a certified special education 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. Prerequisites: SPED 6005 and EDUC 6015.

SPED 6045 Behavioral Management & Intervention (3 Credits)

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 placed 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 15 hours (non-certified teacher candidates) or 5 hours (certified teacher candidates) in the classroom working with a certified special education teacher to explore the relevance of the topics they are studying to a classroom setting. This course was previously EDU 663105. Prerequisites: SPED 6005 EDUC 6015

SPED 6050 Teaching Exceptional Adolescents in Inclusive Settings: Methods II (3 Credits)

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 including those with disabilities. During the course, students will examine the particular learning needs of students with learning and, emotional disabilities, and giftedness. Students will also 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 will also review various assistive technologies available to students with physical and intellectual disabilities. Teacher candidates 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. The course focuses on evidence-based strategies in teaching students with disabilities in a number of areas including reading, writing, spelling, math, and study skills. Students must complete at least 10 hours (non-certified teacher candidates) or 5 hours (certified teacher candidates) in the classroom working with a certified special education 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 was previously EDU-663107. Prerequisites: SPED 6025.

SPED 6055 Teaching Exceptional Children in Inclusive Settings (3 Credits)

This course is designed to prepare teacher candidates in instructional planning, management, and delivery of instruction to students with disabilities in grades 1-6. It also addresses classroom management and organization practices designed to establish optimal learning environments for all students. Teacher candidates will learn about instruction planning utilizing evidence-based practices in special education, universal design principles and assistive technology, providing meaningful access to general education classrooms and curriculum for students with disabilities. The candidates will learn about designing and delivering appropriate accommodations and modifications to students with disabilities in grades 1-6. Emphasis will be placed on diversity issues,federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice in special education. Teacher candidates will explore historical and current research in special education, primary models of curriculum and pedagogy in the field, and the relationship between critical aspects of the development of children with disabilities and the creation of inclusive learning opportunities for all children. The course will address the collaborative roles of a multidisciplinary approach to supporting children with disabilities in inclusive or self-contained classrooms. Teacher candidates must complete a minimum of 10 hours in a classroom observing or assisting a certified special education teacher to explore the relevance of the topics they are studying in this course to a classroom setting. Course discussions and assignment will integrate instructional planning and evidence-based practices in special education. Prerequisites: SPED 6025.

SPED 6060 Psychoeducational Assessment Practices & IEP Development (3 Credits)

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, adaptive functioning, and environmental measures. Students also will learn how to interpret and evaluate the psychometric properties of psycho-educational 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 (non-certified teacher candidates) or 5 hours (certified teacher candidates) in the classroom working with a certified special education 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

SPED 6065 Special Education Mentored Teaching I (3 Credits)

Special Education Mentored Teaching I is the first in a series of 4 mentored teaching courses in the MAT Trans B Special Education program. The course is designed to develop special education teacher candidates' repertoire in working with students with disabilities. The candidates will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are employed. The teacher candidates will be expected to use evidence-based practices in working with students with disabilities and use methods and materials appropriate to their teaching assignments. The course involves collaboration among students, course instructors, and supervising faculty. In this first in-service term, mentoring and supervision of teaching and the course content emphasizes analysis and application in the following areas: preparing the classroom; advance lesson planning; writing IEP annual goals; classroom management; incorporating technologies in classroom instruction and the use of assistive technology for students with disabilities. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6040.

SPED 6070 Successful Transitioning Through Partnership and Collaboration (3 Credits)

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. Pre-Requisite: SPED-6005.

SPED 6075 Foundations of Educational Action Research (3 Credits)
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. Students are expected to have regular access to a classroom to plan or conduct action 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. A final grade of B or better is required to pass this course. 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. This course was previously EDU 663108 Prerequisites: EDUC 6015.

SPED 6080 Special Education Mentored Teaching II (3 Credits)
Special Education Mentored Teaching II is the second in a series of 4 mentored teaching courses in the MAT Trans B Special Education program. The course is designed to develop special education teacher candidates' repertoire in working with students with disabilities. The candidates will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are employed. The teacher candidates will be expected to use evidence-based practices in working with students with disabilities and use methods and materials appropriate to their teaching assignments. The course involves collaboration among students, course instructors, and supervising faculty. In this second in-service term, mentoring and supervision of teaching and the course content emphasizes analysis and application in the following areas: instructional strategies for exceptional learners, classroom management practices, global perspectives in education and collaborating with school professionals and parents of students with disabilities. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6065.

SPED 6085 Collaboration in Special Education (3 Credits)
This course is designed to develop knowledge, skills and abilities related to collaboration and teamwork. It provides special education teacher candidates with the information and skills necessary to collaborate and consult with other professionals, families, and support agencies regarding the design and implementation of educational programs for students with disabilities. The course also focuses on developing the communication skills needed to implement the range of collaborative service delivery options for students with disabilities. Candidates will develop foundational knowledge and skills in research-based processes for effective instruction of students with special needs and collaboration with other educators, administrators and parents to improve student learning. Teacher candidates must complete at least 10 hours in a classroom observing/assisting a certified special education teacher to explore the relevance of the topics they are studying in this course to a classroom setting. Course discussions and assignment will integrate child development issues to classroom practice. Prerequisites: SPED 6005 and EDUC 6015.

SPED 6086 Special Education Intensified Mentored Teaching I (6 Credits)
SPED Intensified Mentored Teaching I is the first in a two-course sequence of Intensified Mentored Teaching courses. IMT I is a site-based course situated in the teacher candidate's classroom. The course aims to support and advance first-year teachers' classroom practice during a period and process known as new teacher induction. IMT I is structured around classroom observations conducted by supervising Special Education faculty mentors. Over the course of the term, beginning teachers and supervising faculty mentors engage in a process of formative mentoring that makes use of pre-observation, classroom observation, and post-observation follow-up. This course 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. Registration to this course must be approved by the Office of Teacher Education. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6025. Corequisites: SPED 6050.

SPED 6087 Special Education Intensified Mentored Teaching II (3 Credits)
SPED Intensified Mentored Teaching II is the second in a two-course sequence of Intensified Mentored Teaching courses. IMT II is a site-based course situated in the teacher candidate's classroom. The course aims to support and advance first-year teachers' classroom practice during a period and process known as new teacher induction. IMT II is structured around classroom observations conducted by supervising special education faculty mentors. Over the course of the term, beginning teachers and supervising faculty mentors engage in a process of formative mentoring that makes use of pre-observation, classroom observation, and post-observation follow-up. This course provides support and guidance to the beginning special education 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. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6086.

SPED 6998 Individualized Studies in Special Education (SPED) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Special Education (SPED). Please contact your mentor/advisor for more details.

SPED 7001 Teacher Education Clinical Course SPED (0 Credits)
The clinical course is a site-based course situated in the teacher candidate's classroom. It aims to support and advance teachers candidates' classroom practice. Over the course of the term, teacher candidates and supervising MAT faculty mentors engage in a process of formative mentoring that makes use of pre-observation, classroom observation, and post- observation follow-up. This course 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. The course will also allow the candidates to collaborate with one another to learn from each others' perspectives. Corequisites: Students must register for this course when registering for any of the following: SPED 6065, SPED 6080, SPED 6086, SPED 7010, SPED 7030, SPED 7063, SPED 7067.

SPED 7005 Special Education Masters Capstone Final Project (3 Credits)
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 and complete their action research. 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. Students are expected to have regular access to a classroom to carry out action research. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6075.

SPED 7010 Special Education Residency I: New Teachers (3 Credits)
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, course assignments and monthly webinars. This course is only open to students in the MAT special education residency track. 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. Prerequisites: SPED-6050.

SPED 7015 Special Education Residency II: New Teachers (3 Credits)
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, course assignments and monthly webinars. Eight weeks of this term will be devoted to a Student Teaching experience with the Special Education critic teacher. This course is offered in the spring. This seminar is only open to students in the MAT special education residency track. 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. Prerequisites: SPED 7010, SPED 6050.

SPED 7020 Special Education Residency Seminar: Certified Teachers (3 Credits)
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 online 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 course assignments. 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. This course was previously EDU-664104.

SPED 7030 Special Education Mentored Teaching III (3 Credits)
Special Education Mentored Teaching III is the third in a series of 4 mentored teaching courses in the MAT Trans B Special Education program. The course is designed to develop special education teacher candidates' repertoire in working with students with disabilities. The candidates will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are employed. The teacher candidates will be expected to use evidence-based practices in working with students with disabilities and use methods and materials appropriate to their teaching assignments. The course emphasizes analysis and application in the following areas: lesson planning; teaching; classroom management involving students with disabilities. This course involves collaboration between the student, course instructor, and supervising faculty for in-service mentoring and supervision of teaching. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6080.

SPED 7035 Special Education Mentored Teaching Capstone (3 Credits)
Special Education Mentored Teaching Capstone is the final course in a series of four mentored teaching courses in the MAT Trans B Special Education program. The course is designed to develop special education teacher candidates' repertoire in working with students with disabilities. The candidates will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are employed. The teacher candidates will be expected to use evidence-based practices in working with students with disabilities and use methods and materials appropriate to their teaching assignments. This course involves collaboration between the student, course instructor, and field supervisor for in-service mentoring and supervision of teaching. In addition, the course guides students through the process of developing and conducting action research. Guided by the course instructor, students will conduct action research centered around a topic involving students with disabilities. Further, students will write a reflective special education teacher identity and philosophy that is a culmination of their clinical experiences, research, theoretical framework and growth in their teacher education program. Students will articulate and demonstrate their understanding of ethics in assessment and research, critical laws in special education, pedagogical knowledge of teaching exceptional students, behavior management, the role of the special education teacher and collaboration with general education teachers and other school professionals. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 7030 or SPED 6087.

SPED 7063 Special Education Residency Seminar 1A (1 Credits)
The Special Education Residency Seminar 1A is the first clinical course in a series of four clinical courses in Special Education MAT program at SUNY Empire State College. It places the teacher candidates into special education or general education classroom under the direct supervision of a certified Special Education critic teacher throughout the term. This online course provides special education Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident's classroom, supplemented with online discussions. The Special Education Residency Seminar 1A is designed to develop the residents' teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities. Residents will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the school year begins. Residents will utilize co-teaching strategies, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the semester unfolds. They will participate in online discussions and synchronous webinars associated with each course module. The residency seminar involves collaboration among students, critic teachers and Empire State College faculty. This one-credit course will involve 2 on-site classroom observations by a Special Education field supervisor. Students are required to complete a pre-and post-observation reflection for each observation. They will also provide a lesson plan to the observing supervisor based on the program benchmarks for that observation. Prerequisites: SPED 6050 Grade of B or better.

SPED 7065 Special Education Residency Seminar 1B (2 Credits)
The Special Education Residency Seminar 1B is the second clinical course in a series of four clinical courses in Special Education MAT program at SUNY Empire State College. It places the teacher candidates into special education or general education classroom under the direct supervision of a certified Special Education critic teacher throughout the term. This online course provides special education Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident's classroom, supplemented with online discussions. The Special Education Residency Seminar 1B is designed to develop the residents' teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities. Residents will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the school year begins. Residents will utilize co-teaching strategies, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the semester unfolds. They will participate in online discussions and synchronous webinars associated with each course module. The residency seminar involves collaboration among students, critic teachers and Empire State College faculty. This two-credit course will involve 3 on-site classroom observations. Two of these observations will be conducted by the field supervisors and one will be conducted by the critic teacher. Students are required to complete a pre-and post-observation reflection for each observation. They will also provide a lesson plan to the observing supervisor based on the program benchmarks for that observation. Prerequisites: SPED 6050 with a grade of B or better.

SPED 7067 Special Education Residency Seminar 2A (2 Credits)
The Special Education Residency Seminar 2A is the third clinical course in a series of four clinical courses in the MAT Special Education program at SUNY Empire State College. It places the teacher candidates into special education or general education classroom under the direct supervision of a certified Special Education critic teacher throughout the term. This online course provides special education Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident's classroom, supplemented with online discussions. The Special Education Residency Seminar 2A is designed to develop the residents' teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities. Residents will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the school year begins. Residents will utilize co-teaching strategies, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the semester unfolds. They will participate in online discussions and synchronous webinars associated with each course module.   The residency seminar involves collaboration among students, critic teachers and Empire State College faculty. This two-credit course will involve 4 on-site classroom observations. Two of these observations will be conducted by the field supervisors, one will be a video observation by a content area faculty in special education and one will be conducted by the critic teacher. Students are required to complete a pre-and post-observation reflection for each observation. They will also provide a lesson plan to the observing supervisor based on the program benchmarks for that observation.

SPED 7069 Special Education Residency Seminar 2B (1 Credits)
The Special Education Residency Seminar 2B is the last clinical course in a series of four clinical courses in the MAT Special Education program at SUNY Empire State College. It places the teacher candidates into special education or general education classroom under the direct supervision of a certified Special Education critic teacher throughout the term. This online course provides special education Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident's classroom, supplemented with online discussions. The Special Education Residency Seminar 2B is designed to develop the residents' teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities. Residents will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the school year begins. Residents will utilize co-teaching strategies, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the semester unfolds. They will participate in online discussions and synchronous webinars associated with each course module. The residency seminar involves collaboration among students, critic teachers and Empire State College faculty. This one-credit course will involve 4 on-site classroom observations. Two of these observations will be conducted by the field supervisors, one will be a video observation by a content area faculty in special education and one observation will be conducted by the critic teacher. Students are required to complete a pre-and post-observation reflection for each observation. They will also provide a lesson plan to the observing supervisor based on the program benchmarks for that observation. Prerequisites: SPED 6050 with a grade of B or better .

SPED 7998 Individualized Studies in Special Education (SPED) (1-8 Credits)
Students have the opportunity to develop individualized studies with their mentor/advisor in Special Education (SPED). Please contact your mentor/advisor for more details.

Online Library

Empire State University's Online Library (https://www.sunyempire.edu/library/) is staffed by librarians who provide the following educational services:

- 24/7/365 help via live chat, email, and online form at Ask a Librarian (https://askalibrarian.sunyempire.edu/), or by phone at 800-847-3000, ext. 2222;
- live, online, library skills workshops (https://subjectguides.sunyempire.edu/workshops/); and
- support for accessing materials.

The SUNY Empire librarians have also created and curated the following resources:

- 1.5 million+ digital works of art
- 250,000+ ebooks
- Full-text journals and newspapers to support programs and courses at SUNY Empire
- Tens of Thousands of streaming films
- Many guides focused on course assignments, research help, subjects or majors, and other topics such as citation or how to find academic journals
- 75+ search tools encompassing millions of full-text articles, reports, and other research materials
- hundreds of online tutorials and FAQs to guide students through the research process and the library's many resources

Normal office hours are:

Immediate assistance is available Monday-Friday, typically until 7:00 p.m.

Live chat is always available through our partnership with the AskUs 24/7 consortium of academic librarians.

For additional resources specific to graduate study, please visit the Library's Graduate Resources (https://www.sunyempire.edu/library/graduate-students/) webpage.

Graduate 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 800-847-3000, ext. 2429 or Grad.Services@sunyempire.edu.

1Stop Student Services (https://www.sunyempire.edu/1-stop-student-services/)

Empire State University believes students should be only one step away from obtaining easy access to the information they need to move forward with their student business. Whether in person, by phone, by chat, or through virtual self-service support, students can obtain consistent and timely information related to financial aid, student accounts, billing, and registration and records. 1Stop also provides connections to academic support, accessibility resources and services, library services and technical support.

Your 1Stop Options

- Virtual Self-Service Support 24/7/365 online at the 1Stop Student Services web page (https://www.sunyempire.edu/1stop/).
- Blue our AI Chatbot (https://www.sunyempire.edu/1stop/#bot) with Live Agent Support.
- Phone at (800) 847-3000, ext. 2285, weekdays, from 8:30 a.m. to 5:00 p.m.
- Email at 1Stop@sunyempire.edu

Health And Wellness

Good health is critical to academic success. SUNY Empire 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 SUNY Empire, visit the university's Student Health and Wellness web site (https://www.sunyempire.edu/student-affairs/student-life/health-wellness/), email at healthandwellness@sunyempire.edu, or phone 518-587-2100, ext. 2201.

Health And Wellness Events through SUNY Empire Connects

Weekly Health and Wellness programs are available to all students, faculty, and staff attending one of our SUNY Empire Connects (https://www.sunyempire.edu/connects/) events. A weekly schedule is available on the SUNY Empire Connects website (https://www.sunyempire.edu/connects/).

Counseling

Counseling resources for students can be found on the Student Health and Wellness web site (https://www.sunyempire.edu/student-affairs/student-life/health-wellness/).

Consulting Services

Resources for free legal and financial advice consultations for students can be found on the Student Health and Wellness web site (https://www.sunyempire.edu/student-affairs/student-life/health-wellness/).

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 University program shall be provided an equal opportunity to obtain a degree in the most integrated setting appropriate to that person's needs. SUNY Empire will make reasonable accommodation to meet the needs of students with disabilities. Each student's needs are considered on an individual basis.

The flexible nature of our degree programs make SUNY Empire an ideal place for a motivated, independent learner with a disability to obtain a degree. Accommodations are implemented to ensure that students are afforded access to the university's programs, courses and services. To request accommodations, please contact Accessibility Resources and Services: 518-587-2100, ext. 2244, Disability.Services@sunyempire.edu.

SUNY Empire 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 university solely by reason of his or her disability. Please visit the Office of Accessibility Resources and Services website (http://www.sunyempire.edu/accessibility/) or see the Student Affairs Policies (https://www.sunyempire.edu/policies/) website for further information.

Bookstore

The Empire State University Bookstore (http://www.sunyempire.edu/Bookstore/) is available on the university's website for students in all university locations. Books are stocked at the request of programs or individual instructors for study groups and tutorials.

To order books online, students need to know the term, department, course number, and section of their course.

Links are available on the web page to help students find this information. Course materials orders must be placed on the website (http://www.sunyempire.edu/Bookstore/). Phone and fax orders are not accepted. 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 (http://www.sunyempire.edu/Bookstore/) by emailing bookstore@sunyempire.edu. The hours of operation are 8:30 a.m. to 4 p.m., Monday through Friday.

Online book orders
Book orders can be placed through the bookstore web page (https://www.sunyempire.edu/bookstore/).

Bookstore phone number
800-847-3000, ext. 2376

Financial Aid and VESID orders
800-847-3000, ext. 2376
bookstore@sunyempire.edu

Return authorization
bookstore@sunyempire.edu

Question about pending order or problem with order received
bookstore@sunyempire.edu

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, reserve, and veteran service members 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, military and veteran funding guidance, and assistance with application and registration.

Empire State University is a committed military partner and DOD MOU participant signatory. The university participates in GoArmyEd, Air University-Associate to Baccalaureate Cooperative (AU-ABC), General Education Mobile (GEM), Principles of Excellence, and 8 Keys to Veterans' Success.

For information, please contact:

Office of Veteran and Military Education (https://www.sunyempire.edu/veteran-military/)
1 Union Ave.
Saratoga Springs, NY 12866-4309
email Military.Programs@sunyempire.edu
phone 518-587-2100, ext. 2779 or 800-847-3000, ext. 2779
fax 518-587-5483
Facebook (http://www.sunyempire.edu/MilitaryFanpage/)

Student Veterans and Military Club: ESCMilitaryClub@sunyempire.edu

Student Computing And Technology Services

SUNY Empire provides various technology resources to meet the educational needs of its students. General information about technology at SUNY Empire is available on the Student Technology web page (https://www.sunyempire.edu/service-desk/student-technology/).

Student Login And Password

Every enrolled student is assigned a username and password that provides access to all secure information on the web. Students receive an email with their username and password when accepted to the university. Students can create a secure permanent password and security questions to manage future password resets at the Self Service Password Management web page (https://www.sunyempire.edu/service-desk/password-management/).

Privacy And Security

To protect students' privacy, many SUNY Empire web services are password-protected and restricted to enrolled or admitted SUNY Empire students. Students should take precautions to protect their login and password information. Our university's privacy policy and security practices outline how we protect your personal information. For more information, please see the university's Web Privacy policy (https://www.sunyempire.edu/policies/?search=cid%3D35655).

Students who believe their password has been compromised should immediately change it at the Self Service Password Management web page (https://www.sunyempire.edu/service-desk/password-management/) or contact the IT Service Desk (https://www.sunyempire.edu/service-desk/).

Web-Based Student Services And Information - MySUNYEmpire

The MySUNYEmpire (http://my.sunyempire.edu/) website provides students with a single point of access to online services, information, and learning resources. With a university 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. MySUNYEmpire connects students to resources to support academic endeavors, including library services, learning supports, information about study opportunities, and sources of student support. Key announcements and news items are posted on MySUNYEmpire and university offices maintain information and contact numbers through this site.

Student Computers

Most Empire State University locations maintain desktop and laptop computers (PCs) for student use. Students without home access can use these computers to access their personal records through MySUNYEmpire. 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 university 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. In addition to onsite computers, the university also offers a laptop loan program (https://www.sunyempire.edu/student-affairs/student-life/laptop-loan-program/) for eligible students.

Each location also maintains a kiosk computer for students to connect with MySUNYEmpire (http://my.sunyempire.edu/)services.

Email

Email is a very important communication method in the university. Every university community member has a university email address, and every administrative office uses email to communicate with students. Empire State University students must have a private email account and maintain a valid email address for online registration in our student information system. Students who do not have an email account can find information on how to establish a free service on the IT Service Desk website. Students must report changes in their email addresses to the university. This can be done online at MySUNYEmpire (http://my.sunyempire.edu/) in Self-Service Banner (SSB).

Upon being admitted, students receive a university email address, which is the official communication channel for the university. Students are responsible for any email sent to the university email address. Students who would like to request to forward their university email to a personal email account must accept the risk at SUNY Empire Student Email Forward Settings. Students may also update their personal email addresses on file on this same site.

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 university'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 university provides resources for Empire State University students, faculty, and staff to explore individual and professional web publishing for sites that are not considered official university content but related to the author's role and affiliation with the university.

Enrolled students can request an FTP account on a university server to host a site for course-related purposes. All users agree to follow the university's web and (https://www.sunyempire.edu/policies/?search=cid%3D35658)technology user policies (https://www.sunyempire.edu/policies/?search=cid%3D35658).

For more information about individual Web publishing at the university, please refer to the IT Service Desk web site (https://www.sunyempire.edu/service-desk/).

Getting Help

The university's technology website, (https://www.sunyempire.edu/service-desk/) has the most current information about all of the university's technology tools and offers online assistance.

Students needing technical assistance in using SUNY Empire technology applications can contact the IT Service Desk online (https://www.sunyempire.edu/service-desk/) or by phone at 800-847-3000, ext. 2420 or 888-HELP009. Please check the IT Service Desk website (https://www.sunyempire.edu/service-desk/)for the most current hours of operation.

Student Identification Numbers And ID Cards

When you enroll at Empire State University, you will be assigned an ID number that will be used to identify your records at the university. This number is assigned so that you do not have to use your Social Security number. If you don't know your SUNY Empire ID, check with your mentor or the student success coordinator at your program.

The university issues ID cards to students upon request. Most students need ID cards to check out books or use library facilities at SUNY or CUNY colleges and universities.

Request A Student ID Card

The university provides student ID cards at no cost to the student.

Students should send a digital or scanned 2" x 2" photograph as a .jpeg attachment to the email listed below, and an identification card will be mailed to you after the term begins. Please include the address where you would like the ID mailed and the SUNY Empire ID number. Alternatively, you can mail your request for an ID card to:

Empire State University
Attention: Office of Safety & Security
2 Union Avenue
Saratoga Springs, NY 12866

School for Undergraduate Studies
School for Graduate Studies
Campus.Safety@sunyempire.edu

Harry Van Arsdale, Jr. School of Labor Studies
Leetoya.Young@sunyempire.edu

International Education

International@sunyempire.edu

School of Nursing and Allied Health
Nursing.Program@sunyempire.edu

Student Problem Resolution

While Empire State University strives to ensure a positive educational experience, there are staff to promote student success, connect students to resources and facilitate conflict resolution. We work with students in person and online. The student success professional serves not as an advocate for either party, but rather as a neutral investigator and facilitator.

Students are responsible for understanding and abiding by the policies and procedures of the university. For more information on university policies and procedures, see the Policies (p. 214)section, and Student Affairs Policies (https://www.sunyempire.edu/policies/) website, which include the policies on student conduct, grievances, academic appeals and accommodations for students with disabilities.

Students should contact the student success professional based on their school from the chart below.

School for Undergraduate Studies

Student Support and Outreach
StudentSuccess@sunyempire.edu
518-587-2100, ext. 1110

School for Graduate studies

Graduate Student and Academic Services
grad.services@sunyempire.edu
518-587-2100, ext. 2429

School of Nursing and Allied Health

Erin White
Coordinator of Student Services
518-587-2100, ext. 2812
Erin.White@sunyempire.edu

Harry Van Arsdale, Jr. School of Labor Studies

Nedelka McLean
Student Services Coordinator
518-587-2100, ext 1478
Nedelka.McLean@sunyempire.edu

International Education

francesca.cichello@sunyempire.edu
518-587-2100 ext. 2428

UNIVERSITY STUDENT SERVICES

Students should first attempt to resolve a concern with the student success professional, faculty or staff at their program. In the event that a student complaint is unable to be resolved, the student may then contact:

Dan Greer
Executive Director for University Student Services
UniversityStudentServices@sunyempire.edu
680 Westfall Road
Rochester, NY 14620
518-587-2100 x2389

Religious Observance

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 University 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 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 prior to the established meeting times to make alternate arrangements. No adverse or prejudicial effects shall result to any student because of his or her religious beliefs.

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Student Activities

Alumni Student Association

There are over 97,000 SUNY Empire alumni worldwide representing all 50 states and 96 countries. Through the Alumni Association, former students can stay connected to the university and fellow graduates. Our alumni attend social, networking, and educational events, share their stories in university publications, join online groups, and volunteer at commencement ceremonies and recruitment events. Many alumni participate in career fairs and mentoring activities and provide philanthropic support to the university and its programs.

The Alumni Student Federation Board of Governors oversees the Alumni Association. The Federation Board serves as a liaison with the university, acts as an advocate for students and alumni, and provides programs to engage alumni and advance the university and its mission. The board is made up of alumni from different locations and programs and includes an international representative. In addition, the student representative from the University Council and the president of the Student Government Association are both standing members of the board.

If you are interested in learning about more ways to stay connected, contact the Office of Alumni Engagement at alumni@sunyempire.edu 518-587-2100, ext. 2344.

Student Activity Fee Committee

The Student Activity Fee Committee is made up of students representing various organizations, schools, and programs of the university. The committee convenes annually to review all student activity fee dollars proposals and decide the allocations. The Office of Student Engagement oversees the committee.

Student Governance Association

The mission of the SUNY Empire Student Governance Association (SGA) is to ensure that the student experience at SUNY Empire is excellent. The Student Senate is the legislative body of the SUNY Empire Student Government, comprised of students elected to represent their school of study and the student body at large. As student leaders and advocates, they are tasked with making decisions about important topics that directly impact students.

The SUNY Empire Student Government Association (SGA) Executive Board consists of the SGA president, vice president, treasurer, and secretary. In addition, the SGA Executive Board has also established office hours to serve students better and answer their questions.

More information about SGA and how students can participate, along with links to the SGA Executive Board office hours, can be found on the SGA website. (https://www.sunyempire.edu/student-affairs/student-government-association/)

Student Representation in University Governance

The SGA President is a member of the University Senate. Additionally, students may be added to Senate standing committees. A student must be enrolled during the term of service.

SUNY Student Assembly

Each SUNY campus has elected student representatives to the SUNY Student Assembly. This governance body represents the interests of SUNY students statewide. Per the current bylaws, the Student Government Association selects the Empire State University student representative to the SUNY Student Assembly.

Student Awards

Each year the Office of Community Standards and Engagement oversees the application and nomination process for the Chancellor's Awards, the Bluebird Award, and others as needed. Information on these awards can be found on the Awards and Fellowship website (https://www.sunyempire.edu/student-affairs/student-life/awards-fellowships/).

Graduation and Commencement

The university holds annual commencement activities across the state where all who have completed their degree requirements during that year are honored. Check the commencement website (https://www.sunyempire.edu/commencement/) for more details. Empire State University takes great pride in its graduates and their accomplishments. Our staff dedicates themselves to ensuring that our ceremonies are memorable occasions for our graduates and their families. The ceremony is a formal event with speakers, regalia, and an academic procession and is a wonderful opportunity for our students to celebrate earning their degrees.

UNIVERSITY Council

The University Council:

1. Provides advice to the president and administration.
2. Represents the State of New York and its taxpayers in affirming that the university is fulfilling its public mission.
3. Receives information about university programs, budgets, enrollments, facilities, and student learning.

One member of the College Council is an Empire State University student recommended by faculty and staff and serves on a rotating basis.

Student Conference

The Student Conference brings together students from all geographic and academic areas of the university to focus on personal and professional development. The conference seeks to provide an arena for developing the professional and leadership skills needed to advance in one's chosen field. The student activity fee funds this event.

Student Clubs and Organizations

Empire State University recognizes that co-curricular activities greatly enhance students' academic experience. To that end, we have a growing group of clubs and organizations at the university open to all students; you can find a listing of these on the Student Clubs website (https://www.sunyempire.edu/student-affairs/student-life/clubs-and-organizations/). Current clubs promote academic, social, and cultural activities for students throughout the university.

Students are encouraged to join existing clubs or explore the creation of a new club. Please contact the Office of Student Engagement with questions at 518-587-2100, ext. 2201. Below are the recognition policies that give you an overview of starting a new club. For more information about student clubs, including a current list of active clubs, please

visit the Student Clubs web page (https://www.sunyempire.edu/student-affairs/student-life/clubs-and-organizations/) and review the university's Student Clubs and Organizations Procedures (https://www.sunyempire.edu/policies/?search=cid=36991).

Policies and Procedures

These policies and procedures align with the mission of the university, and have been developed with appropriate consultation across the university. They are intended to mitigate institutional risk, enhance effectiveness, and support the university's compliance with federal, state, SUNY, and local laws and regulations.

As an institution of higher education that receives funding under Title IV; a state entity; and an institution of SUNY; Empire State University adheres to all federal, state and SUNY regulations. Where the university does not have a policy specific to a situation, additional references are listed that direct users to resources for regulations outside of the university's publications. Additionally, individual policies reference state and SUNY regulations for information and guidance beyond that provided in the policy.

Please Note: This catalog is a static document published once a year, whereas policies and procedures are subject to change periodically throughout the year. The policies, procedures and guidelines in this section were current at the time of this catalog's publication and are pertinent to students of the School for Graduate Studies and graduate students in the School of Nursing and Allied Health. Please refer to the Policies webpages *(*https://www.sunyempire.edu/policies/*) of the SUNY Empire website for the most up-to-date, comprehensive listing of SUNY Empire's policies that may not be included here.*

STUDENT ACADEMIC APPEALS POLICY AND PROCEDURES
Purpose
The purpose of the Student Academic Appeals Policy and Procedure is to provide equitable and orderly processes by which to request reconsideration of an academic decision.

Definitions
Appeal -- petition to change a decision rendered about an academic matter. The basis for a student's appeal of an academic decision may be either that the academic judgment was unfair in the view of the student or that the university's academic policies were applied incorrectly in the view of the student.

Academic Appeals and Honesty Committee (AAHC) -- a faculty committee convened to hear appeals. This committee shall consist of no fewer than three faculty members and no more than five. Each school establishes procedures for constituting an AAHC and for establishing a chair. If a member of the AAHC is a party to the appeal, a substitute is designated if necessary to bring the membership to a minimum.

Business days – Monday through Friday excluding university holidays.

Dean – refers to the dean of the student's school/program or an academic administrator designated by the Provost for the School of Undergraduate Studies. Collectively referred to as dean in this document.

Faculty – mentors, instructors, evaluators and others who make academic decisions. Collectively referred to as faculty in this document.

Unfairness – a decision or behavior that is arbitrary or capricious.

Statements
Students are responsible for reviewing and abiding by the university'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 university 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 judgment was unfair or that the university'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 locus of an appeal are resolved by the provost or designee.

The university appeals process includes an informal resolution procedure as well as a procedure for formal appeal of an academic decision. The university 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

1. 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.
2. 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 university 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
3. The dean or designee should convey a decision not to hear an appeal within 5 business days of receiving the initial or resubmitted appeal.
4. 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 5 business days of receiving a complete appeal. He or she ensures that the AAHC review takes place in a timely manner

3. AAHC Hearing

1. 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 university policies.
2. The AAHC may obtain additional relevant information before or after a hearing.
3. The AAHC should schedule a hearing within 20 business days of the acceptance r 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
4. 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.
5. 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 may also participate in the meeting and present relevant information. The student and the faculty/staff member meet separately with the committee.

6. 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:

- uphold the original decision,
- refer the decision back to the individual or committee making the original academic decision for reconsideration based upon AAHC findings regarding fairness and/or application of university policy, or
- 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 5 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.

1. 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.
2. 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.
3. 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.
4. 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.

Applicable Legislation and Regulations
Federal Regulations: 4 CFR 602.16(a)(1)(ix) and 34 CFR 668.43(b)

Middle States (https://www.msche.org/)

State Complaint Procedures (http://www.highered.nysed.gov/ocue/spr/ COMPLAINTFORMINFO.html)

Related References, Policies, Procedures, Forms and Appendices
Student Grievance Policy and Procedures (https://sunyempire.edu/ policies/?search=cid%3D37971)

Academic Honesty Policy and Procedures (https://sunyempire.edu/ policies/?search=cid%3D37970)

ACADEMIC HONESTY POLICY AND PROCEDURES
Purpose
The purpose of the Academic Honesty Policy and Procedure is to set the expectations for honest academic work and provide fair and equitable administrative procedures for addressing breaches of those expectations and include options for handling incidents.

Definitions
Academic Appeals and Honesty Committee (AAHC) – a faculty committee convened to hear cases of serious dishonesty that may warrant academic warning or dismissal. This committee shall consist of no fewer than three faculty members and no more than five. Each school/program establishes procedures for constituting the AAHC and for establishing a chair. If a member of the AAHC is a part of the matter at hand, a substitute is designated if necessary to bring the membership up to the minimum.

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

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

Business days – Monday through Friday excluding university holidays.

Dean – refers to the dean of the student's school/program or an academic administrator designated by the Provost for the School of Undergraduate Studies. Collectively referred to as dean in this document.

Faculty – mentors, instructors, evaluators and others who make academic decisions. Collectively referred to as faculty in the remainder of the document.

Statements
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 may also 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 re-sources
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 dishonesty for a PLA may not resubmit the same or similar component for evaluation. A student who receives a grade of F for a course or does not receive PLA credit may appeal that decision through the university's Student Academic Appeals Policy and Procedures.

Serious Acts of Dishonesty

Serious acts of dishonesty include but are not limited to plagiarism, stealing, selling, or buying of an examination or paper; the presentation of the work of another as one's own, copying examination answers from another source or individual, having someone else do your work either on or off-line, and repeated acts of plagiarism, cheating, misrepresentation and misappropriation.

Possible Penalties.

Serious or continued breaches of academic honesty may constitute grounds for academic warning or dismissal from the university. 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 university. 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 university 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 university retains information internally about the academic warning after graduation, the university clears the official record. If the student pursues additional study with the university, the information is available to university 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 university. 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 university 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.

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.
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 university.
9. Within 5 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 5 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 university'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.

Applicable Legislation and Regulations
Federal Regulations: 4 CFR 602.16(a)(1)(ix) and 34 CFR 668.43(b)

Middle States (https://www.msche.org/)

State Complaint Procedures: https://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html (http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html)

Related References, Policies, Procedures, Forms and Appendices
Student Academic Appeals Policy and Procedures (https://sunyempire.edu/policies/?search=cid%3D37972)

Student Grievance Policy and Procedure (https://sunyempire.edu/policies/?search=cid%3D37971)

ADDING AN ADVANCED CERTIFICATE PROCEDURE
The university offers many advanced (graduate) certificate programs. While a certificate can be completed as a standalone program, 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 academic advisor. Some, or all, of the certificate courses may be used in your master's degree depending on which degree you are in and how close you are to completion.

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 an advanced certificate program, you must apply (http://www.sunyempire.edu/GradApply/) and pay the $50 orientation fee.

COPYRIGHTED MATERIALS: THEIR REPRODUCTION AND USE
USE OF COPYRIGHTED MATERIALS
Empire State University complies with the U.S. Copyright Act of 1976 and the Digital Millennium Copyright Act of 1998.

The university 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 university, 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 (http://www.sunyempire.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 university 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 on its website (http://www.sunyempire.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 university nor the educational natures 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 in its website (http://www.sunyempire.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 university must be accredited and not for profit; the use must be part of teaching and learning, not for entertainment, extracurricular activities, or other university 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 on the Library's copyright information (http://www.sunyempire.edu/Copyright/) pages. Copyright questions can be directed to Librarian@sunyempire.edu.

GRADUATE ACADEMIC STANDING POLICY
Purpose
This policy establishes the academic conditions under which a graduate student, or undergraduate student enrolled in a course(s), may remain enrolled.

Definitions
Graduate Cumulative GPA:

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

Statements
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 university 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 university. 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 university 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 University.

• 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.

• An undergraduate student enrolled in a combined bachelor's degree and master's degree program is dismissed from the combined program when they meet the criteria for dismissal. The student may continue in the bachelor's degree program provided that they meet the requirements for that program.

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.

A student dismissed from a combined bachelor's degree and master's degree program may not request reinstatement to the combined program, but may apply to the master's program directly following the standard master's admissions process.

Other Reasons for Academic Dismissal

Students may also 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 retake 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.

Applicable Legislation and Regulations
n/a

Related References, Policies, Procedures, Forms and Appendices
Graduate Evaluation and Grading Policy, Graduate Satisfactory Academic Progress Policy, Teacher Professional Expectations Policy, financial aid policies

Appendix A
Policy Sponsor School for Graduate Studies and School of Nursing and Allied Health
Policy Contact Graduate Student and Academic Services
Policy Category Graduate Studies
Policy Number 310.007
Review/Effective Date 9/1/2022
Implementation History First approved in September 1993 and updated in 2003, 2011, and 2012. Split into separate Academic Standing and Satisfactory Academic Progress Policies in 2019. Minor changes made in 2020.

GRADUATE ADMISSION POLICY
Purpose
To establish policy on admission to the graduate degree programs and advanced certificates.

Definitions
Academic Program: defined in the New York State Education Regulations as the "formal educational requirements necessary to qualify for certificates or degrees [and] …includes general education or specialized study in depth in a particular field, or both." These academic programs are represented by the program titles under which the state education department has registered the university's degree programs.

Degree Programs: Academic programs in which the end result is a graduate degree. This definition applies to degrees at the Master's and Doctoral levels.

Advanced Certificates: A post-baccalaureate certificate composed of graduate level coursework. Advanced certificate study is separate from that of study in preparation for a degree in that a student must apply separately for degree program study.

Certificates of Advanced Study: Post-master's certificate that permits students to further their knowledge through detailed study.

Statements
A. Degree Programs

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

Documented completion of a bachelor's degree from a regionally accredited institution.

• Documented completion of a master's degree from a regionally accredited institution for doctoral degree consideration.
• An appropriate correlation between the candidate's objectives and the particular graduate program to which they are 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 they are applying, including completion of any required prerequisites, entrance exams, and licenses.

The dean of the appropriate school, upon the recommendation of the graduate faculty, makes the final decision regarding admission.

B. 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.

C. Certificates of Advanced Study

Criteria for admission includes:

- Documented completion of a master's degree from a regionally accredited institution.
- Additional documentation including any required licenses or entrance exams.
- Applicants to the certificate of advanced study programs will be admitted once all required application materials are submitted.

It is the policy of Empire State University, State University of New York, to provide equal opportunity in education and employment for all qualified persons and prohibit discrimination on the basis of race, color, national origin, religion, age, sex, sexual orientation, disability, veteran status or marital status.

Applicants must complete the admissions process within one year of submitting an application. 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 appropriate school. 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).

An applicant who is denied admission may apply again (to any Empire State University 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 or designee of the appropriate school.

For most programs, admitted applicants may enroll initially in the graduate program within three calendar years from the date of admission. Those who wish to initiate enrollment after this time must reapply for admission.

In some cohort-based or limited-seat enrollment programs, applicants must enroll in the program within one year, otherwise they must reapply. These programs are identified in the graduate catalog, on the website and by the admission letter.

For programs with one-year acceptance polices, one-year deferrals are granted on a case-by-case basis for extenuating circumstances. Deferral requests must be submitted in writing to the appropriate graduate dean by July 15. There is no guarantee that the deferral request will be approved. Applicants whose requests are denied may reapply for

admission. Students approved for a one-year deferral are required to confirm intention for fall enrollment by January 31 of the following year.

Applicable Legislation and Regulations
- 8 CRR-NY 50 1, Official Compilation of Codes, Rules and Regulations of the State of New York, Title 8 Education Department, Chapter II Regulations of the Commissioner, Subchapter A Higher and Professional Education, Part 50.1 Definitions (https://govt.westlaw.com/nycrr/Document/Ieca5c8abc22111dd97adcd755bda2840/?viewType=FullText&originationContext=documenttoc&transitionType=CategoryF
- Graduate Academic Program Proposals, Procedures for Submissions (https://www.suny.edu/SUNYPP/pdf.cfm?doc_id=20)

Related References, Policies, Procedures, Forms and Appendices
- Graduate Minimum Study Policy
- Graduate Nonmatriculated Enrollment Policy
- Procedure for applying to graduate degree programs and advanced certificates
- Appeal procedure for denied graduate applicants

GRADUATE ADMISSION PROCEDURE
Graduate Degree Programs
It is the applicant's responsibility to gather supporting credentials and submit them to Admissions. Applicants must apply using the online applications (http://www.sunyempire.edu/GradApply/). Once all application 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 University 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 – Select programs require letter(s) of recommendation from appropriately qualified persons. Personal references are not acceptable. The School for Graduate Studies Recommendation Form must be used. Letters of recommendation may be attached to the form.
6. English Language Proficiency – Applicants for whom English is not the first language must submit proof of proficiency. The School for Graduate Studies will accept the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) test scores taken within the last three years. You must score within the range of 79-94 on the TOEFL internet-based test (iBT), 250 on the computer-based test (CBT), 600 on the TOEFL paper-based test (PBT), or 6.5-7 on the IELTS to be considered for admission to the Empire State University graduate degree programs. Applicants, who have completed a bachelor's degree from a U.S. institution or from an institution where the instruction was given in English, may be exempt.
7. Orientation fee – $50 nonrefundable.

Advanced Certificates

Applicants must apply using the online application (http://www.sunyempire.edu/GradApply/). A complete application consists of the following:

1. Application Form
2. Official transcripts – Official undergraduate transcript is submitted to the Admissions office. Transcripts from a non-U.S. institution must be evaluated by a member organization of NACES. Empire State University graduates do not need to request a transcript.
3. English Language Proficiency – Applicants for whom English is not the first language must submit proof of proficiency. The School for Graduate Studies will accept TOEFL or IELTS test scores taken within the last three years. You must score within the range of 79-94 on the TOEFL internet-based test (iBT), 250 on the computer-based test (CBT), 600 on the TOEFL paper-based test (PBT), or 6.5-7 on the IELTS to be considered for admission to the Empire State University advanced certificate programs. Applicants, who have completed a bachelor's degree from a U.S. institution or from an institution where the instruction was given in English, may be exempt.
4. Resume – A resume including previous experience, education, and other achievements.
5. Orientation fee – $50 nonrefundable.

Admissions: Appealing a Denial Procedure

Applicants wishing to appeal an admission decision must do so in a letter to the dean or designee of the appropriate school. 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 or designee 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.

GRADUATE EVALUATION AND GRADING POLICY AND PROCEDURES
PURPOSE
To define the evaluation and grading system for graduate students.

DEFINITIONS
n/a

STATEMENTS
Graduate Evaluation and Grading

Empire State University 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, responds to and evaluates 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 /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 /syllabus itself and occurs throughout the course.

Evaluation

Grades issued at Empire State University 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, SUNY Empire 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 university uses a 4.00 grading scale. The grade assigned to a graduate course completed at Empire State University may be any of the following:

Grade	Quality Point
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00

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 8- 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 status.

A student may withdraw form a course on or before the end of the 10th week of a 15-week term or the end of the 5th week of an 8-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 University 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 University;
- includes courses regardless of program and matriculation status;
- does not include transfer credit or credit awarded through assessment;
- based only on Empire State University courses in which a letter grade is assigned; and

Graduate Program GPA

- is based on courses in the active academic program(s) and calculated by active program (e.g. advanced certificate or degree);
- based only on courses enrolled in at Empire State University that are a part of the active academic program(s);
- does not include transfer credit or credit awarded through assessment;
- based only on Empire State University 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:

Grade	Quality Point
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00

Repeated 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 WO 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 University 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 be recommended for and maintain NYS transitional B certification.

Please refer to the Graduate Academic Standing Policy for details regarding warning and dismissal.

Procedure for Retroactive Assignment of Grades

Prior to July 1, 2007 the university provided narrative evaluations without grades. On occasion, a student who received narrative evaluations would later request that the university assign grades to the narratives. When such a request was received, the university, where possible, added grades to the narratives.

For students matriculated in a graduate program at Empire State University before July 1, 2007, the university 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:

- For each Empire State University 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 cannot fully meet a student's needs. In such a case, the dean of the appropriate school consults the provost on appropriate alternatives.
- The dean of the appropriate school forwards the grades to the university registrar.
- 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.

APPLICABLE LEGISLATION AND REGULATIONS
n/a

RELATED REFERENCES, POLICIES, PROCEDURES, FORMS AND APPENDICES
Transfer Credit, Academic Appeals Policy and Procedures, Satisfactory Academic Progress Policy, & Graduate Academic Standing Policy

GRADUATE FINANCIAL AID SATISFACTORY ACADEMIC POLICY
Purpose
Academic conditions under which a graduate student may remain eligible for financial aid.

Definitions
Statements
This policy statement describes the academic conditions under which a graduate student is eligible for financial aid.

A student is expected to complete courses, accumulate credit in proportion to the credit attempted (i.e. meet academic progress expectations), and meet the grade point average (GPA) requirement to make progress toward a degree/certificate.

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

Satisfactory Academic Progress Determination
1.   A student is making good satisfactory academic progress when s/he maintains a cumulative GPA of at least 3.00 and consistently earns credit toward the degree or certificate sought, which is defined as successfully completing 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 university.
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 (WD)

These grades count in the determination of credits attempted, and thus affect the calculation of the student's cumulative rate of progress and GPA.

Financial Aid Warning
A student is placed on financial aid warning after the student earns credit for less than 67% of the student's attempted credits, or falls below the minimum required 3.0 GPA.

Rescinding a Financial Aid Warning
A financial aid warning is in effect for one term until it is rescinded or financial aid eligibility is lost. A financial aid warning is rescinded when the student's progress rate or GPA returns to a satisfactory level.

Financial Aid Suspension
1.   A student loses their financial aid eligibility when after one subsequent term of enrollment after being placed on financial aid warning, the student's progress rate or GPA does not return to a satisfactory level.
2.   A student who has lost financial aid eligibility may continue to take coursework without financial aid as long as s/he maintains satisfactory academic standing

Appeal of Financial Aid Suspension
A student may appeal the loss of financial aid eligibility by submitting a written appeal to the Financial Aid Office. Appeals are granted at the discretion of the dean, or designee, of the student's school and the Financial Aid Office. If approved, the Financial Aid Office, in conference with an appropriate representative of the student's school, will grant a specific number of terms by which a student must return to good satisfactory academic progress or the required minimum GPA, detailed in an individualized Academic Plan or Probation Agreement. If the student meets the terms of the Academic Plan or Probation Agreement signed upon approval of the appeal and thus returns to the minimum 67% successful completion rate or 3.0 cumulative GPA by the end of the designated number of terms, the student restores his/her good satisfactory academic progress. If the student does not meet the terms, the student will once again lose financial aid eligibility.

A student who has lost financial aid eligibility for a second time is not eligible to receive financial aid for graduate study at Empire State University in the future.

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

Applicable Legislation and Regulations
N/A

Related References, Policies, Procedures, Forms and Appendices
Graduate Evaluation and Grading Policy, Graduate Academic Standing Policy, financial aid policies

GRADUATE FRESH START POLICY
Purpose
To identify conditions under which a student may have courses from previous matriculations excluded from Graduate Grade Pont Averages (GPA).

Definitions
Fresh Start - when course outcomes from prior matriculations are excluded from current graduate cumulative GPA and program GPA.

Statements
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.

Applicable Legislation and Regulations
n/a

Related References, Policies, Procedures, Forms and Appendices
Graduate Evaluation and Grading Policy, financial aid policies, and Graduate Academic Standing Policy

GRADUATE MEDICAL OR COMPASSIONATE WITHDRAWAL POLICY
Purpose
To identify conditions under which a student may receive a medical or compassionate withdrawal from graduate courses.

Definitions
n/a

Statements
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.

Applicable Legislation and Regulations
n/a

Related References, Policies, Procedures, Forms and Appendices
Graduate Evaluation and Grading Policy, financial aid policies, and Graduate Academic Standing Policy

GRADUATE MINIMUM STUDY POLICY
Purpose
To define active graduate status and how a student requests to return to a graduate program.

Definitions
Designee: person designated by the school's dean to make certain administrative decisions
Active: The status of a student who meets the requirements of the minimum study policy
Inactive: The status of a student who does not meet the requirements of the minimum study policy

Statements
To remain active, a student must enroll for a minimum of one credit-bearing course during an academic year. If a student has not enrolled in a credit-bearing course and has not been granted a leave of absence by the dean of the school, or designee, the student will be considered inactive and administratively withdrawn from the program.

If a student has been administratively withdrawn from a program and wishes to return, the student must reapply to the university. The student's application will be reviewed for admission under the admission standards that are current at the time of the new application.

Students can also be administratively withdrawn for failure to pay the tuition and/or fees required by the program or academically dismissed for failure to meet the expectations of the Graduate Evaluation and Grading Policy, Graduate Academic Standing Policy, or Teacher Professional Expectations Policy.

Applicable Legislation and Regulations
Not applicable.

Related References, Policies, Procedures, Forms and Appendices
• Graduate Evaluation and Grading Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/graduate-evaluation-and-grading-policy-and-procedures.php).
• Graduate Academic Standing Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/graduate-academic-standing-policy.php).
• Teacher Professional Expectations Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/teacher-professional-expectations-policy-.php).
• Graduate Admissions Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/graduate-admissions-policy.php).

GRADUATE NONMATRICULATED ENROLLMENT POLICY
Purpose
Defines enrollment for student not seeking a degree

Definitions
Nonmatriculated: nondegree study; not admitted to a graduate program

Statements
A student may wish to engage in graduate-level study with no intention to earn a degree. For example, a student may want to stay current in the field or earn credit that will count toward a degree at another college or university.

Policy

1. The following applies to nonmatriculated study:
   a. Study is limited to two graduate courses in the School of Nursing and Allied Health if the student is in good academic and financial standing.
   b. Students may complete as many courses as they wish in the School for Graduate Studies. However, the number of courses taken as a non-matriculated student that can later be applied to a degree or advanced certificate program is limited by the Graduate Transfer, Cross-Registration, Nonmatriculated, & Evaluated Credit Policy.
   c. The student may enroll in a limited selection of courses offered each term.
   d. An official transcript must be provided verifying completion of a bachelor's degree or higher level degree from a regionally accredited institution prior to registration as a nonmatriculated student.
2. 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 degree or certificate program.

3. Although successful completion of courses as a nonmatriculated student will be considered in admissions decisions, it does not automatically qualify an individual for admission.
4. Nonmatriculated students are not eligible for financial aid.
5. Active status is determined by the Graduate Minimum Study Policy.

Applicable Legislation and Regulations
Related References, Policies, Procedures, Forms and Appendices
1. Graduate Admissions Policy (https://sunyempire.edu/policies/?search=cid%3D35553)
2. Graduate Minimum Study Policy (https://sunyempire.edu/policies/?search=cid%3D35641)
3. Academic Appeals Policy and Procedures (https://sunyempire.edu/policies/?search=cid%3D37972)

GRADUATE SATISFACTORY ACADEMIC PROGRESS
Purpose
Academic conditions under which a graduate may remain eligible for financial aid.

Definitions
n/a

Statements
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 university notifies the student satisfactory progress warning or dismissal.

Satisfactory Academic Progress Determination

1. A student is making satisfactory academic progress when s/he consistently earns credit toward the degree or certificate sought, 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 university.
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 the student earns credit for less than 67% of the student's attempted credits.

Rescinding an 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 Suspension

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.

Appeal of Financial Aid 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. If the student returns 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 Empire State University in the future.

Appeals

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

Applicable Legislation and Regulations
n/a

Related References, Policies, Procedures, Forms and Appendices
Graduate Evaluation and Grading Policy, financial aid policies

GRADUATE SUBSEQUENT PROGRAMS AT THE SAME CREDENTIAL TYPE POLICY
PURPOSE
Defines and details the percentage of graduate credits a graduate student must complete at Empire State University to earn a subsequent graduate-level degree or certificate of the same credential type as a previously earned credential.

DEFINITIONS
Degree Program: Academic program in which the end result is a graduate degree. This definition applies to degrees at the doctoral and master's level.

Advanced Certificate: A post-baccalaureate certificate composed of graduate level coursework. Advanced certificate study is separate from

that of study in preparation for a degree in that a student must apply separately for degree program study.

Certificates of Advanced Study: Post-master's certificate that permits students to further their knowledge through detailed study.

STATEMENTS
Students who have completed a degree program, advanced certificate, or certificate of advanced study and are accepted into a subsequent graduate program of the same credential type (e.g., 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 type at a time. The completion of a subsequent program at the same type must be done sequentially, not concurrently.
- No more than 50% of the credits toward a subsequent program at the same credential type may have been used to fulfill the requirements of the first program at the same credential type. Schools and individual programs may set lower limits. See the graduate catalog for individual program limits.
- Students cannot use credits older than 6 years in the subsequent program. The age of the credit is determined by the term of enrollment.
- Evaluated credit earned in the any prior program may not be used in any subsequent programs.
- Transfer credit used in the any prior 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.

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 advanced certificate, degree program, and certificate of advanced study requirements.

APPLICABLE LEGISLATION AND REGULATIONS
SUNY Awarding of Two Degrees at the Same Level Policy (https://www.suny.edu/sunypp/documents.cfm?doc_id=161)

RELATED REFERENCES, POLICIES, PROCEDURES, FORMS AND APPENDICES
Graduate Transfer, Cross-Registration, & Evaluated Credit Policy (https://sunyempire.edu/policies/?search=cid%3D121107)

Student Academic Appeals Policy and Procedures (https://sunyempire.edu/policies/?search=cid%3D37972)

GRADUATE TIME LIMIT FOR PROGRAM COMPLETION POLICY
Purpose
To specify the time period for the completion of a graduate program and how to request a waiver.

Definitions
Graduate Program: An advanced certificate, master's degree, certificate of advanced study or doctoral degree.

Statements
A graduate program must be completed within six years of initial enrollment for an advanced certificate, certificate of advanced study or master's degree, and eight years of initial enrollment for a doctoral

degree. If a student exceeds the time limit, they may be permitted to continue if a waiver is granted.

A waiver of the completion rule is granted by the dean or designee of the appropriate school. The student needs to make this request in writing and in consultation with their academic advisor and the head of the student's program. While waivers are rare, the dean or designee will consider the request based upon factors such as special hardship, excellence of work and closeness to completion.

Applicable Legislation and Regulations
Related References, Policies, Procedures, Forms and Appendices
- Graduate Minimum Study Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/graduate-minimum-study-policy.php)
- Graduate Leave of Absence Procedure

GRADUATE TRANSFER, CROSS-REGISTRATION, AND EVALUATED CREDIT POLICY
Purpose
To define requirements for the acceptance of graduate transfer credit and the total number of graduate transfer, cross-¬registration, and evaluated credits that may be applied to a graduate program.

Definitions
Degree Programs: Academic programs in which the end result is a graduate degree. This definition applies to degrees at the master's and doctoral levels.

Advanced Certificates: A post-baccalaureate certificate composed of graduate level coursework. Advanced certificate study is separate from that of study in preparation for a degree in that a student must apply separately for degree program study.

Certificates of Advanced Study: Post-master's certificate that permits students to further their knowledge through detailed study.

Cross Registration: The act of enrolling in a course(s) at a different institution of higher education while matriculated at Empire State University via the approved cross registration process.

Evaluated Credit: At the graduate level this is credit earned via assessment or prior learning assessment. The ability to earn/use evaluated credit is limited to those graduate programs that permit evaluated credit.

Shared Credit: Credit earned in one Empire State University graduate program that can be used in a different/subsequent Empire State University graduate program.

Transfer Credit: Credit earned at an institution of higher education other than Empire State University used in a SUNY Empire graduate program.

Statements
Students may transfer, cross register, and/or earn evaluated credit for up to a combined total of 12 credits into master's programs, 6 credits into doctoral programs, and up to 3 credits into advanced certificate programs and certificates of advanced study. Students must complete at least 50% of credits toward a degree or certificate of advanced study while a matriculated student in a degree or certificate of advanced study in the School for Graduate Studies or School of Nursing and Allied Health.

To be eligible for consideration, transfer or cross-registration credits must:

- be graduate level, and 7000-level or above for doctoral programs;
- be from a regionally accredited college or university;
- have a final grade of B or better;
- be related to the student's program/content area; and
- be no more than six 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 sent to the university and course syllabus of all credit they wish to be considered sent to the appropriate school:

- For master's programs that require an approved formal degree program (DP), the student discusses transfer credit during degree planning with their advisor. Transfer credit approval is at the discretion of the program faculty.
- For all other programs, requests for transfer credit must be discussed with the student's advisor. Transfer credit approval is at the discretion of the program faculty per the procedures of the relevant school.

Before cross-registering for a course, students should receive approval. Approval is at the discretion of the student's advisor in the School of Nursing and Allied Health. In the School for Graduate Studies, approval varies by division:

- Business, Management and Leadership – At the discretion of the program coordinator, or division chair for programs without a coordinator, in consultation with the advisor.
- Education – At the discretion of the advisor.
- Graduate Liberal Arts and Science – At the discretion of the advisor.

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.

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, nonmatriculated, 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.

Applicable Legislation and Regulations
Related References, Policies, Procedures, Forms and Appendices
Graduate Evaluation and Grading Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/graduate-evaluation-and-grading-policy-and-procedures.php)

Graduate Subsequent Program of the Same Credential Type Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/graduate-subsequent-programs-of-the-same-credential-type-policy.php)

Cross Registration Procedure

Academic Appeals Policy and Procedures (https://sunyempire.edu/policies/reg-docs/reg-docs-html/student-academic-appeals-policy-and-procedure.php)

INCOMPLETE PROCEDURE
When extenuating circumstances arise, a student may submit a request an outcome of incomplete (IN) from the course instructor. The course

instructor may approve an incomplete request 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 will systematically be converted to the default grade the instructor provided at the time of the incomplete approval. An incomplete does not count as credit earned and therefore may negatively impact satisfactory academic progress.

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 policy on financial aid satisfactory academic progress.

To submit an Incomplete Grade Request, the student logs in to MySUNYEmpire, clicks on Self-Service Banner, the Student link and then the Incomplete Grade Request link. The student must provide:

- A rationale for the request.
- A plan for completion that includes a list of all work due.
- A check in the box stating that the student agrees to the incomplete conditions as stated in the graduate catalog.

An email will be sent to the student after the course instructor has approved or denied the request. If approved, the email will contain:

- The default grade that will be issued if no work is completed.
- List of outstanding work to be completed.
- The work due date.

LEAVE OF ABSENCE PROCEDURE
A leave of absence should be requested if a graduate student will be out of their program (not taking courses) for two or more consecutive 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. By being on an approved leave of absence, the student is able to maintain active status without enrolling in courses.

It is very important to note that a leave of absence does not extend the time period for program completion (see Graduate Time Limit for Program Completion Policy located elsewhere in this catalog). It is also important to note that a leave of absence does not cancel a registration, grant an incomplete for a course or extend an existing incomplete.

Before requesting a leave of absence, the student should withdraw from courses if enrolled. The leave request should include the length of time (leaves are typically granted for one year) and the reason for the request. The request should be submitted to the student's school:

- School for Graduate Studies – complete the form in the Graduate Student Center on MySUNYEmpire (https://www.sunyempire.edu/mysunyempire/)
- School of Nursing and Allied Health – send an email to SONAH.Services@sunyempire.edu

NON-DISCRIMINATION/ANTI-HARASSMENT POLICY
Purpose
SUNY Empire State University (University) is an equal-opportunity employer committed to an educational and employment environment in which all individuals (faculty, staff, students and visitors) are treated with respect and dignity. Each individual has the right to work or study in a professional atmosphere that promotes equal treatment and addresses discriminatory practices, including harassment. The university expects that all relationships among persons at the university are professional and free of bias, prejudice and harassment.

Sexual harassment, specifically, is addressed in SUNY Empire policy 100.014 Sexual Harassment Response and Prevention Statement.

Definitions
Harassment: Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, creed, national origin, sex, age, disability, sexual orientation, gender identity, marital status, domestic violence victim status, or any other characteristic protected by law or that of his/her relatives, friends or associates, and that:

1. has the purpose or effect of creating an intimidating, hostile or offensive work or study environment
2. has the purpose or effect of unreasonably interfering with an individual's work or study performance
3. otherwise adversely affects an individual's employment or learning opportunities.

Harassing conduct includes, but is not limited to epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation on the campus of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through email).

Protected Categories of Discrimination: Discrimination can take many forms. For the purpose of this policy, the protected categories under discrimination are 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.

Statements
It is the policy of Empire State University to provide an educational and employment environment free from all forms of intimidation, hostility, offensive behavior and discrimination and harassment, including sexual harassment. Such behavior or tolerance of such behavior on the part of an administrator, supervisor, faculty or staff member violates this policy and may result in administrative action, civil and/or legal action. The university will not tolerate retaliation against any individual who makes a complaint of discrimination, harassment or who participates in an investigation. Concerns of retaliation will be investigated and are subject to disciplinary action.

Individuals and Conduct Covered
This policy applies to faculty, staff and students, and prohibits harassment, discrimination and retaliation with respect to applicants, employment, programs or activities at the university whether engaged in by fellow employees, faculty, supervisors or administrators, or by someone not directly connected to the university (e.g., an outside vendor, consultant or customer).

Conduct prohibited by these policies is unacceptable in the workplace/academic class and in any university-related setting, including business trips, meetings and university-related social events.

Retaliation is Prohibited
It is unlawful to retaliate against an individual when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits and any other term or condition of employment. In addition, it is illegal to retaliate against any individual who reports acts of discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be the subject of disciplinary action.

Information and Reporting
Employee questions regarding harassment, sexual harassment or discrimination may be addressed to the Office of Human Resources, 2 Union Avenue, Saratoga Springs, NY 12866-4391 (518) 587-2100, ext. 2240 or (800) 847-3000, ext. 2240 or TitleIX@esc.edu

Student questions can be directed to Lindsay Holcomb, Director of Human Resources and Interim Title IX Director, 518-581-2239 or TitleIX@sunyempire.edu (TitleIX@esc.edu)

All allegations of harassment or discrimination are taken very seriously. The university will act positively to investigate alleged harassment and to affect remedy when an allegation is substantiated. Supervisors and other university officials are required to report any known or perceived incidences of harassment or discrimination to the affirmative action officer.

Applicable Legislation and Regulations
Empire State University complies with state and federal laws prohibiting discrimination and sexual harassment including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, New York's Human Rights Law, Governor's Executive Order No. 33 prohibiting discrimination on the basis of gender identity, and the Age Discrimination Act.

Related References, Policies, Procedures, Forms and Appendices
Discrimination and Sexual Harassment Compliant Procedure: Policy 900.017.

The university's Affirmative Action Plan describes initiatives undertaken to prevent discrimination and harassment and nurture an inclusive, respectful and collegial environment among employees, students and visitors. The Affirmative Action Plan has been prepared in accordance with State University of New York policy and the regulations promulgated by the Office of Federal Contract Compliance Programs (OFCCP), U.S. Department of Labor, 41 CFR Chapter 60 and Executive Order 11246, Governor's Executive Order No. 28 that prohibits discrimination relating to employment based on sexual orientation, Executive Order 19 pertaining to victims of domestic violence, and the State University of New York's Policies of the Board of Trustees.

TITLE IX GRIEVANCE POLICY
Purpose
Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces

Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access our educational programs and opportunities.

In recent years, "Title IX" cases have become a short-hand for any campus disciplinary process involving sex discrimination, including those arising from sexual harassment and sexual assault. But under the Final Rule, SUNY Empire must narrow both the geographic scope of its authority to act under Title IX and the types of "sexual harassment" that it must subject to its Title IX investigation and adjudication process. *Only* incidents falling within the Final Rule's definition of sexual harassment will be investigated and, if appropriate, brought to a live hearing through the Title IX Grievance Policy defined below.

SUNY Empire remains committed to addressing any violations of its policies, even those not meeting the narrow standards defined under the Title IX Final Rule.

Specifically, our campus has a Sexual Violence Prevention and Response Policy that addresses the types of sex-based offenses constituting a violation of campus policy and the procedures for investigation and adjudicating those sex-based offenses.

To the extent that alleged misconduct falls outside the Title IX Grievance Policy, or misconduct falling outside the Title IX Grievance Policy is discovered in the course of investigating covered Title IX misconduct, the institution retains authority to investigate and adjudicate the allegations under the policies and procedures defined within the Sexual Violence Prevention and Response Policy through a separate grievance proceeding described in the Discrimination Complaint Procedures and Student Conduct Policy and Procedures.

The elements established in the Title IX Grievance Policy under the Final Rule have no effect and are not transferable to any other policy of the University for any violation of the Code of Conduct, employment policies, or any civil rights violation except as narrowly defined in this Policy. This Policy does not set a precedent for other policies or processes of the University and may not be cited for or against any right or aspect of any other policy or process.

Our existing Title IX office and reporting structure remains in place. What has changed is the way our Title IX office will handle different types of reports arising from sexual misconduct, as detailed in full throughout Section 2.

Definitions

Covered Sexual Harassment: For the purposes of this Title IX Grievance Policy, "covered sexual harassment" includes any conduct on the basis of sex that satisfies one or more of the following:

1. An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity;
3. Sexual assault (as defined in the Clery Act), which includes any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent;
4. Dating violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; (iii) The frequency of interaction between the persons involved in the relationship.
5. Domestic violence (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under New York domestic or family violence laws or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of New York.
6. Stalking (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to-- (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

Note that conduct that does not meet one or more of these criteria may still be prohibited under the Student Conduct Policy and Procedures.

Consent: Consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. This definition is consistent with that of the Sexual Violence Prevention and Response Policy and the Student Conduct Policy and Procedures.

1. Consent can be given by 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.
2. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
3. Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
4. Consent may be initially given but withdrawn at any time.
5. Consent cannot be given when a person is incapacitated, and a reasonable person knows or should have known that such person is incapacitated. Incapacitation occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
6. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
7. When consent is withdrawn or can no longer be given, sexual activity must stop.

Education Program or Activity: For the purposes of this Title IX Grievance Policy, SUNY Empire's "education program or activity" includes:

- Any on-campus premises
- Any off-campus premises that SUNY Empire has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.
- Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of SUNY Empire's programs and activities over which SUNY Empire has substantial control.

Formal Complaint: For the purposes of this Title IX Grievance Policy, "formal complaint" means a document – including an electronic submission - filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within SUNY Empire's education program or activity and requesting initiation of the procedures consistent with the Title IX Grievance Policy to investigate the allegation of sexual harassment.

Complainant: For the purposes of this Title IX Grievance Policy, Complainant means any individual who has reported being or is alleged to be the victim of conduct that could constitute covered sexual harassment as defined under this policy.

Relevant evidence and questions: "Relevant" evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true.

"Relevant" evidence and questions do not include the following types of evidence and questions, which are deemed "irrelevant" at all stages of the Title IX Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless:
  - They are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or
  - They concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. 34 C.F.R. § 106.45(6)(i).
- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent. 85 Fed. Reg. 30026, 30294 (May 19, 2020).

Respondent: For the purposes of this Title IX Grievance policy, Respondent means any individual who has been reported to be the perpetrator of conduct that could constitute covered sexual harassment as defined under this policy.

Privacy vs. Confidentiality: Consistent with Sexual Violence Prevention and Response Policy, references made to *confidentiality* refer to the ability of identified confidential resources to not report crimes and violations to law enforcement or university officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse. References made to *privacy* mean SUNY Empire offices and employees who cannot guarantee confidentiality but will maintain privacy to the greatest extent possible, and information disclosed 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 for tracking patterns and spotting systemic issues. SUNY Empire will limit the disclosure as much as practicable, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

Statements
Making a Report Regarding Covered Sexual Harassment to the Institution

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Contact Information:

Lindsay Holcomb, Director of Human Resources and Interim Title IX Director

518-581-2239

2 Union Avenue, Saratoga Springs, NY 12866

or email: TitleIX@esc.edu

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

Confidential Reporting

The following Officials will provide privacy, but not confidentiality, upon receiving a report of conduct prohibited under this policy:

- Title IX coordinator, TitleIX@esc.edu;
- Office of Campus Safety and Security, 518-587-2100, ext. 2800, 8:00AM- 5:00PM, Monday – Friday
- Associate Vice President of Human Resources
- Responsible Employees as listed on Appendix A - Responsible Employees and Campus Security Authorities (https://sunyempire.edu/media/administration/compliance/Appendix-A---Responsible-Employees.pdf)(PDF 126kB)

The following Officials may provide confidentiality:

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 an 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

Refer to SUNY's list of off-campus resources at: http://www.suny.edu/violence-response

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 at http://www.ovs.ny.gov/files/ovs_rights_of_cv_booklet.pdf or 800-247-8035. Options are explained at http://www.ovs.ny.gov/helpforcrimevictims.html.

* 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.

Non-Investigatory Measures Available Under the Title IX Grievance Policy

Supportive Measures

Complainants (as defined above), who report allegations that could constitute covered sexual harassment under this policy, have the right to receive supportive measures from SUNY Empire regardless of whether they desire to file a complaint, which may include those listed below, as appropriate. Supportive measures are non-disciplinary and non-punitive.

As appropriate, supportive measures may include, but not be limited to:

- Referrals to counseling
- extensions of deadlines or other course-related adjustments
- modifications of work or class schedules
- campus escort services
- restrictions on contact between the parties (no contact orders)
- leaves of absence

See 85 Fed. Reg. 30401.

Interim measures will not disproportionately impact the complainant. Interim measures for students may include, but are not limited to, information about how to obtain counseling and academic assistance in the event of sexual assault, and steps to take if the accused individual attends class with the complainant. Interim measures involving employees in collective bargaining units will be determined in consultation with the office of human resources.

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:

Director of Human Resources, 2 Union Ave., Saratoga Springs, NY 12866; 518-581-2239; or email: TitleIX@esc.edu

To obtain effective intervention services

When the accused is a student, they may request to have the university issue a "No Contact Order," consistent with university policy and procedure, meaning that continuing to contact the protected individual is a violation of university policy, and subject to additional conduct charges. If the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person. Both the accused/respondent and the reporting individual may request a prompt review of

the need for and terms of a No Contact Order, consistent with university policy. Parties may submit evidence in support of their request.

Interim Suspension

SUNY Empire retains the authority to issue an interim suspension to a respondent from SUNY Empire's program or activity on an emergency basis, where the university (1) undertakes an individualized safety and risk analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of covered sexual harassment justifies a removal.

Interim suspension is used only in the following circumstances:

- to ensure the safety and well-being of members of the community or preservation of university property
- 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 university.

The dean or vice provost for academics' 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 vice provost for academics' designee normally consults with the vice provost for academics 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.

Upon placing the student on interim suspension, the dean or vice provost for academics' designee immediately forwards a formal complaint to the judicial officer. Consequently, the dean or vice provost for academics' designee is a party to the complaint.

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.

A student placed on interim suspension may request reconsideration in writing to the dean or vice provost for academics' designee. The student must provide evidence that s/he 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 vice provost for academics' designee reconsiders and sustains the suspension, the student may appeal to the vice provost for academics.

Administrative Leave

SUNY Empire retains the authority to place a non-student employee respondent on administrative leave during the Title IX Grievance Process, consistent with applicable collective bargaining agreements, employee handbooks and Empire State University policies and rules.

When the accused is not a member of the university community, parties may request to have assistance from the Office of Campus Safety and Security or other university officials in obtaining a persona-non-grata letter, subject to legal requirements and university policy.

The Title IX Grievance Process

Filing a Formal Complaint

The timeframe for the Title IX Grievance Process begins with the filing of a Formal Complaint. The Grievance Process will be concluded within a reasonably prompt manner, and no longer than ninety (90) business

days calendar days, not counting university no-appointment periods, after the filing of the Formal Complaint, provided that the Process may be extended for a good reason, including but not limited to the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. The procedure for applying for extensions is described below.

To file a Formal Complaint, a complainant must provide the Title IX Coordinator a written, signed complaint describing the facts alleged. Complainants are only able to file a Formal Complaint under this Policy if they are currently participating in, or attempting to participate in, the education programs or activities of SUNY Empire, including as an employee. For complainants who do not meet this criteria, the University will utilize existing Sexual Violence Prevention and Response Policy (https://sunyempire.edu/policies/?search=cid%3D80187) and procedures in the Student Conduct Policy and Procedures. (https://sunyempire.edu/policies/?search=cid%3D37969)

If a complainant does not wish to make a Formal Complaint, the Title IX Coordinator may determine a Formal Complaint is necessary. SUNY Empire will inform the complainant of this decision in writing, and the complainant need not participate in the process further but will receive all notices issued under this Policy and Process.

Nothing in the Title IX Grievance Policy prevents a complainant from seeking the assistance of state or local law enforcement alongside the appropriate on-campus process.

A complainant who files a Formal Complaint may elect, at any time, to address the matter through the Institution's Informal Resolution Process. Information about this process is available here: Sexual Violence Prevention and Response Policy and Student Conduct Policy and Procedures.

Multi-Party Situations

The institution may consolidate Formal Complaints alleging covered sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of covered sexual harassment arise out of the same facts or circumstances.

Determining Jurisdiction

The Title IX Coordinator will determine if the instant Title IX Grievance Process should apply to a Formal Complaint. The Process will apply when all of the following elements are met, in the reasonable determination of the Title IX Coordinator:

- The conduct is alleged to have occurred on or after August 14, 2020;
- The conduct is alleged to have occurred in the United States;
- The conduct is alleged to have occurred in {institution's} education program or activity; and
- The alleged conduct, if true, would constitute covered sexual harassment as defined in this policy.

If all of the elements are met, SUNY Empire will investigate the allegations according to the Grievance Process.

Allegations Potentially Falling Under Two Policies

If the alleged conduct, if true, includes conduct that would constitute covered sexual harassment and conduct that would not constitute covered sexual harassment, the Title IX Grievance Process will be applied to investigation and adjudication of only the allegations that constitute covered sexual harassment.

Mandatory Dismissal

If any one of these elements are not met, the Title IX Coordinator will notify the parties that the Formal Complaint is being dismissed for the purposes of the Title IX Grievance Policy. Each party may appeal this dismissal using the procedure outlined in "Appeals," below.

Discretionary Dismissal

The Title IX Coordinator may dismiss a Formal Complaint brought under the Title IX Grievance Policy, or any specific allegations raised within that Formal Complaint, at any time during the investigation or hearing, if:

- A complainant notifies the Title IX Coordinator in writing that they would like to withdraw the Formal Complaint or any allegations raised in the Formal Complaint;
- The respondent is no longer enrolled or employed by {the institution}; or,
- If specific circumstances prevent SUNY Empire from gathering evidence sufficient to reach a determination regarding the Formal Complaint or allegations within the Formal Complaint.

Any party may appeal a dismissal determination using the process set forth in "Appeals," below.

Notice of Dismissal

Upon reaching a decision that the Formal Complaint will be dismissed, the institution will promptly send written notice of the dismissal of the Formal Complaint or any specific allegation within the Formal Complaint, and the reason for the dismissal, simultaneously to the parties through their institutional email accounts. It is the responsibility of parties to maintain and regularly check their email accounts.

Notice of Removal

Upon dismissal for the purposes of Title IX, SUNY Empire retains discretion to utilize Sexual Violence Prevention and Response Policy (https://sunyempire.edu/policies/?search=cid%3D80187) and procedures in the Student Conduct Policy and Procedures (https://sunyempire.edu/policies/?search=cid%3D37969) to determine if a violation of Sexual Violence Prevention and Response Policy (https://sunyempire.edu/policies/?search=cid%3D80187) and Student Conduct Policy and Procedures (https://sunyempire.edu/policies/?search=cid%3D37969) has occurred. If so, SUNY Empire will promptly send written notice of the dismissal of the Formal Complaint under the Title IX Grievance Process and removal of the allegations to the conduct process.

Notice of Allegations

The Title IX Coordinator will draft and provide the Notice of Allegations to any party to the allegations of sexual harassment. Such notice will occur as soon as practicable, but no more than 15 calendar days after the institution receives a Formal Complaint of the allegations, if there are no extenuating circumstances.

The parties will be notified by their institutional email accounts if they are a student or employee, and by other reasonable means if they are neither.

The institution will provide sufficient time for the parties to review the Notice of Allegations and prepare a response before any initial interview.

The Title IX Coordinator may determine that the Formal Complaint must be dismissed on the mandatory grounds identified above, and will issue a Notice of Dismissal. If such a determination is made, any party to the allegations of sexual harassment identified in the Formal Complaint will receive the Notice of Dismissal in conjunction with, or in separate correspondence after, the Notice of Allegations.

Contents of Notice

The Notice of Allegations will include the following:

- Notice of the institution's Title IX Grievance Process and Sexual Violence Prevention and Response Policy and a hyperlink to a copy of the process.
- Notice of the allegations potentially constituting covered sexual harassment, and sufficient details known at the time the Notice is issued, such as the identities of the parties involved in the incident, if known, including the complainant; the conduct allegedly constituting covered sexual harassment; and the date and location of the alleged incident, if known.
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, as required under 34 C.F.R. § 106.45(b)(5)(iv);
- A statement that before the conclusion of the investigation, the parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the institution does not intend to rely in reaching a determination regarding responsibility, and evidence that both tends to prove or disprove the allegations, whether obtained from a party or other source, as required under 34 C.F.R. § 106.45(b)(5)(vi);

Ongoing Notice

If, in the course of an investigation, the institution decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations and are otherwise covered "sexual harassment" falling within the Title IX Grievance Policy, the institution will notify the parties whose identities are known of the additional allegations by their institutional email accounts or other reasonable means.

The parties will be provided sufficient time to review the additional allegations to prepare a response before any initial interview regarding those additional charges.

Advisor of Choice and Participation of Advisor of Choice

SUNY Empire will provide the parties equal access to advisors and support persons; any restrictions on advisor participation will be applied equally.

The university has a long-standing practice of requiring students to participate in the process directly and not through an advocate or representative. Students participating as Complainant or Respondent in this process may be accompanied by an Advisor of Choice to any meeting or hearing to which they are required or are eligible to attend. The Advisor of Choice is not an advocate. Except where explicitly stated by this Policy, as consistent with the Final Rule, Advisors of Choice shall not participate directly in the process as per standard policy and practice of SUNY Empire.

SUNY Empire will not intentionally schedule meetings or hearings on dates where the Advisors of Choice for all parties are not available, provided that the Advisors act reasonably in providing available dates and work collegially to find dates and times that meet all schedules.

SUNY Empire's obligations to investigate and adjudicate in a prompt timeframe under Title IX and other university policies apply to matters governed under this Policy, and SUNY Empire cannot agree to extensive delays solely to accommodate the schedule of an Advisor of Choice. The determination of what is reasonable shall be made by the Title IX Coordinator or designee. SUNY Empire will not be obligated to delay a meeting or hearing under this process more than five (5) days due to the unavailability of an Advisor of Choice, and may offer the party the opportunity to obtain a different Advisor of Choice or utilize one provided by the university.

Notice of Meetings and Interviews

SUNY Empire will provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

Delays

Each party may request a one-time delay in the Grievance Process of up to five (5) days for good cause (granted or denied in the sole judgment of the Title IX Coordinator, Director of Student Conduct, or designee) provided that the requestor provides reasonable notice and the delay does not overly inconvenience other parties.

For example, a request to take a five day pause made an hour before a hearing for which multiple parties and their advisors have traveled to and prepared for shall generally not be granted, while a request for a five day pause in the middle of investigation interviews to allow a party to obtain certain documentary evidence shall generally be granted.

The Title IX Coordinator shall have sole judgment to grant further pauses in the Process.

Investigation

General Rules of Investigations

For employees in collective bargaining units the Associate Vice President for Human Resources, or for matters involving students, the Title IX Coordinator, will perform an investigation. In both situations, investigations will occur under a reasonably prompt timeframe of the conduct alleged to constitute covered sexual harassment after issuing the Notice of Allegations.

SUNY Empire and not the parties, has the burden of proof and the burden of gathering evidence, i.e. the responsibility of showing a violation of this Policy has occurred. This burden does not rest with either party, and either party may decide not to share their account of what occurred or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from SUNY Empire and does not indicate responsibility.

SUNY Empire cannot access, consider, or disclose medical records without a waiver from the party (or parent, if applicable) to whom the records belong or of whom the records include information. SUNY Empire will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and

exculpatory evidence, (i.e. evidence that tends to prove and disprove the allegations) as described below.

Inspection and Review of Evidence

Prior to the completion of the investigation, the parties will have an equal opportunity to inspect and review the evidence obtained through the investigation. The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation.

Evidence that will be available for inspection and review by the parties will be any evidence that is directly related to the allegations raised in the Formal Complaint. It will include any:

1. Evidence that is relevant, even if that evidence does not end up being relied upon by the institution in making a determination regarding responsibility;
2. inculpatory or exculpatory evidence (i.e. evidence that tends to prove or disprove the allegations) that is directly related to the allegations, whether obtained from a party or other source.

All parties must submit any evidence they would like the investigator to consider prior to when the parties' time to inspect and review evidence begins. See, 85 Fed. Reg. 30026, 30307 (May 19, 2020).

The institution will send the evidence made available for each party and each party's advisor, if any, to inspect and review through an electronic format or a hard copy. The Institution is not under an obligation to use any specific process or technology to provide the evidence and shall have the sole discretion in terms of determining format and any restrictions or limitations on access.

The parties will have ten (10) business days to inspect and review the evidence and submit a written response by email to the investigator. The investigator will consider the parties' written responses before completing the Investigative Report.

The institution will provide copies of the parties' written responses to the investigator to all parties and their advisors, if any. See, 85 Fed. Reg. 30026, 30307 (May 19, 2020).

The institution will provide the parties up to ten (10) days to provide a response, after which the investigator will not be required to accept a late submission. Investigator has 10 business days to generate a report or, alternatively, may provide the parties with written notice extending the investigation for 10 business days and explaining the reason for the extension.

Any evidence subject to inspection and review will be available at any hearing, including for purposes of cross-examination.

The parties and their advisors must sign an agreement not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process. See, 85 Fed. Reg. 30026, 30435 (May 19, 2020).

The parties and their advisors agree not to photograph or otherwise copy the evidence. See, 85 Fed. Reg. 30026, 30435 (May 19, 2020).

Inclusion of Evidence Not Directly Related to the Allegations

Evidence obtained in the investigation that is determined in the reasoned judgment of the investigator not to be directly related to the allegations in the Formal Complaint will not be disclosed, or may be appropriately

redacted before the parties' inspection to avoid disclosure of personally identifiable information of a student. Any evidence obtained in the investigation that is kept from disclosure or appropriately redacted will be documented in a "privilege log" that may be reviewed by the parties and their advisors, if any. See, 85 Fed. Reg. 30026, 30438 (May 19, 2020).

Investigative Report

The Title IX Coordinator will create an Investigative Report that fairly summarizes relevant evidence and provide that Report to the parties at least ten (10) business days prior the hearing in an electronic format for each party's review and written response.

The Investigative Report is not intended to catalog all evidence obtained by the investigator, but only to provide a fair summary of that evidence.

Only relevant evidence (including both inculpatory and exculpatory – i.e. tending to prove and disprove the allegations - relevant evidence) will be referenced in the Investigative Report.

The investigator may redact irrelevant information from the Investigative Report when that information is contained in documents or evidence that is/are otherwise relevant. See, 85 Fed. Reg. 30026, 30304 (May 19, 2020).

Hearing

General Rules of Hearings

SUNY Empire will not issue a disciplinary sanction arising from an allegation of covered sexual harassment without holding a live hearing.

The live hearing may be conducted with all parties physically present in the same geographic location, or, at the university's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually through Microsoft Teams, the university's immersive cloud learning environments, or through the university's Cisco video equipment. This technology will enable participants simultaneously to see and hear each other. At its discretion, SUNY Empire may delay or adjourn a hearing based on technological errors not within a party's control.

All proceedings will be recorded through audio recording and/or audiovisual recording. That recording will be made available to the parties for inspection and review.

Prior to obtaining access to any evidence, the parties and their advisors must sign an agreement not to disseminate any of the testimony heard or evidence obtained in the hearing or use such testimony or evidence for any purpose unrelated to the Title IX Grievance Process. Once signed, this Agreement may not be withdrawn See, 85 Fed. Reg. 30026, 30435 (May 19, 2020).

Continuances or Granting Extensions

SUNY Empire may determine that multiple sessions or a continuance (i.e. a pause on the continuation of the hearing until a later date or time) is needed to complete a hearing. If so, SUNY Empire will notify all participants and endeavor to accommodate all participants' schedules and complete the hearing as promptly as practicable.

As a general rule, no new evidence or witnesses may be submitted during the live hearing.

If a party identifies new evidence or witnesses that were not reasonably available prior to the live hearing and could affect the outcome of the

matter, the party may request that such evidence or witnesses be considered at the live hearing.

The hearing board chair will consider this request and make a determination regarding (1) whether such evidence or witness testimony was actually unavailable by reasonable effort prior to the hearing, and (2) whether such evidence or witness testimony could affect the outcome of the matter. The party offering the newly-discovered evidence or witness has the burden of establishing these questions by the preponderance of the evidence.

If the hearing board chair answers in the affirmative to both questions, then the parties will be granted a reasonable pause in the hearing to review the evidence or prepare for questioning of the witness.

Participants in the live hearing

Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

Complainant and Respondent (The Parties)

- The parties cannot waive the right to a live hearing.
- The institution may still proceed with the live hearing in the absence of a party and may reach a determination of responsibility in their absence, including through any evidence gathered that does not constitute a "statement" by that party. 85 Fed. Reg. 30026, 30361 (May 19, 2020).
  - For example, a verbal or written statement constituting part or all of the sexual harassment itself is not a "prior statement" that must be excluded if the maker of the statement does not submit to cross-examination about that statement. In other words, a prior statement would not include a document, audio recording, audiovisual reading, and digital media, including but not limited to text messages, emails, and social media postings, that constitute the conduct alleged to have been the act of sexual harassment under the formal complaint.
- SUNY Empire will not threaten, coerce, intimidate or discriminate against the party in an attempt to secure the party's participation. See 34 C.F.R. § 106.71; see also 85 Fed. Reg. 30026, 30216 (May 19, 2020).
- If a party does not submit to cross-examination, the decision-maker cannot rely on any prior statements made by that party in reaching a determination regarding responsibility, but may reach a determination regarding responsibility based on evidence that does not constitute a "statement" by that party.
- The decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's absence from the live hearing or refusal to answer cross examination or other questions. See 34 C.F.R. §106.45(b)(6)(i).
- The parties shall be subject to the institution's Rules of Decorum (Appendix B - Rules of Decorum (https://sunyempire.edu/media/administration/compliance/Appendix-B---Rules-of-Decorum.pdf)(PDF 28kB)).

The Decision-maker

- The hearing body will consist of a panel of 3 decision-makers.
- No member of the hearing body will also have served as the Title IX Coordinator, Title IX investigator, or advisor to any party in the case, nor may any member of the hearing body serve on the appeals body in the case.

- No member of the hearing body will have a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The hearing body will be trained on topics including how to serve impartially, issues of relevance, including how to apply the rape shield protections provided for complainants, and any technology to be used at the hearing.
- The parties will have an opportunity to raise any objections regarding a decision-maker's actual or perceived conflicts of interest or bias at the commencement of the live hearing.

Advisor of choice

- The parties have the right to select an advisor of their choice, who may be, but does not have to be, an attorney.
- In addition to selecting an advisor to conduct cross-examination, the parties may select an advisor who may accompany the parties to any meeting or hearing they are permitted to attend, but may not speak for the party.
- The parties are not permitted to conduct cross-examination; it must be conducted by the advisor. As a result, if a party does not select an advisor, the institution will select an advisor to serve in this role for the limited purpose of conducting the cross-examination at no fee or charge to the party.
- The advisor is not prohibited from having a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The advisor is not prohibited from being a witness in the matter.
- If a party does not attend the live hearing, the party's advisor may appear and conduct cross-examination on their behalf. 85 Fed. Reg. 30026, 30340 (May 19, 2020).
- If neither a party nor their advisor appear at the hearing, SUNY Empire will provide an advisor to appear on behalf of the non-appearing party. See, 85 Fed. Reg. 30026, 30339-40 (May 19, 2020).
- Advisors shall be subject to the institution's Rules of Decorum and may be removed upon violation of those Rules (Appendix B).

Witnesses

- Witnesses cannot be compelled to participate in the live hearing and have the right not to participate in the hearing free from retaliation. See, 85 Fed. Reg. 30026, 30360 (May 19, 2020).
- If a witness does not submit to cross-examination, as described below, the decision-maker cannot rely on any statements made by that witness in reaching a determination regarding responsibility, including any statement relayed by the absent witness to a witness or party who testifies at the live hearing. 85 Fed. Reg. 30026, 30347 (May 19, 2020).
- Witnesses shall be subject to the institution's Rules of Decorum (Appendix B).

Hearing Procedures

For all live hearings conducted under this Title IX Grievance Process, the procedure will be as follows:

- Hearing Board Chair will open and establish rules and expectations for the hearing;
- The Parties will each be given the opportunity to provide opening statements;
- Hearing Board Chair will ask questions of the Parties and Witnesses;

- Parties will be given the opportunity for live cross-examination after the Hearing Board Chair conducts its initial round of questioning; During the Parties' cross-examination, the Hearing Board Chair will have the authority to pause cross-examination at any time for the purposes of asking his/her own follow up questions; and any time necessary in order to enforce the established rules of decorum.
- Should a Party or the Party's Advisor choose not to cross-examine a Party or Witness, the Party shall affirmatively waive cross-examination through a written or oral statement to the Hearing Board Chair. A Party's waiver of cross-examination does not eliminate the ability of the Hearing Board Chair to use statements made by the Party.

Live Cross-Examination Procedure

Each party's advisor will conduct live cross-examination of the other party or parties and witnesses. During this live-cross examination the advisor will ask the other party or parties and witnesses relevant questions and follow-up questions, including those challenging credibility directly, orally, and in real time.

Before any cross-examination question is answered, the Hearing Board Chair will determine if the question is relevant. Cross-examination questions that are duplicative of those already asked, including by the Hearing Board Chair, may be deemed irrelevant if they have been asked and answered.

Review of Recording

The recording of the hearing will be available for review by the parties within 15 business day, unless there are any extenuating circumstances. The recording of the hearing will not be provided to parties or advisors of choice.

Determination Regarding Responsibility

Standard of Proof

SUNY Empire uses the preponderance of the evidence standard for investigations and determinations regarding responsibility of formal complaints covered under this Policy. This means that the investigation and hearing determines whether it is more likely than not that a violation of the Policy occurred evidence is clear and convincing, highly and substantially likely, to a neutral decision maker.

General Considerations for Evaluating Testimony and Evidence

While the opportunity for cross-examination is required in all Title IX hearings, determinations regarding responsibility may be based in part, or entirely, on documentary, audiovisual, and digital evidence, as warranted in the reasoned judgment of the Decision-maker.

Decision-makers shall not draw inferences regarding a party or witness' credibility based on the party or witness' status as a complainant, respondent, or witness, nor shall it base its judgments in stereotypes about how a party or witness would or should act under the circumstances.

Generally, credibility judgments should rest on the demeanor of the party or witness, the plausibility of their testimony, the consistency of their testimony, and its reliability in light of corroborating or conflicting testimony or evidence.

Still, credibility judgments should not rest on whether a party or witness' testimony is non-linear or incomplete, or if the party or witness is displaying stress or anxiety.

Decision makers will afford the highest weight relative to other testimony to first-hand testimony by parties and witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory (i.e. tending to prove and disprove the allegations) evidence will be weighed in equal fashion.

Except where specifically barred by the Title IX Final Rule, a witness' testimony regarding third-party knowledge of the facts at issue will be allowed, but will generally be accorded lower weight than testimony regarding direct knowledge of specific facts that occurred.

The Final Rule requires that SUNY Empire allow parties to call "expert witnesses" for direct and cross examination. SUNY Empire does not provide for expert witnesses in other proceedings. While the expert witness will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford lower weight to non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case will be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross examination and regardless of whether all parties present experts as witnesses.

The Final Rule requires that SUNY Empire allow parties to call character witnesses to testify. SUNY Empire does not provide for character witnesses in other proceedings. While the character witnesses will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford very low weight to any non-factual character testimony of any witness.

The Final Rule requires that SUNY Empire admit and allow testimony regarding polygraph tests ("lie detector tests") and other procedures that are outside of standard use in academic and non-academic conduct processes. While the processes and testimony about them will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford lower weight to such processes relative to the testimony of fact witnesses.

Where a party or witness' conduct or statements demonstrate that the party or witness is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the {Decision-maker} may draw an adverse inference as to that party or witness' credibility.

Components of the Determination Regarding Responsibility

The written Determination Regarding Responsibility will be issued simultaneously to all parties through their institution email account, or other reasonable means as necessary. The Determination will include:

1. Identification of the allegations potentially constituting covered sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding which section of the Student Conduct Policy and Procedures, if any, the respondent has or has not violated.
5. For each allegation:

a. A statement of, and rationale for, a determination regarding responsibility;

b. A statement of, and rationale for, any disciplinary sanctions the recipient imposes on the respondent; and

c. A statement of, and rationale for, whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and

6. The recipient's procedures and the permitted reasons for the complainant and respondent to appeal (described below in "Appeal").

Timeline of Determination Regarding Responsibility

If there are no extenuating circumstances, the determination regarding responsibility will be issued by SUNY Empire within 15 calendar days of the completion of the hearing.

Finality

The determination regarding responsibility becomes final either on the date that the institution provides the parties with the written determination of the result of the appeal, if an appeal is filed consistent with the procedures and timeline outlined in "Appeals" below, or if an appeal is not filed, the date on which the opportunity to appeal expires.

Appeals

Each party may appeal (1) the dismissal of a formal complaint or any included allegations and/or (2) a determination regarding responsibility. To appeal, a party must submit their written appeal within 30 calendar days of being notified of the decision, indicating the grounds for the appeal.

The limited grounds for appeal available are as follows:

• Procedural irregularity that affected the outcome of the matter (i.e. a failure to follow the institution's own procedures);

• New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

• The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against an individual party, or for or against complainants or respondents in general, that affected the outcome of the matter.

• Information/documentation presented at the hearing /decision that was disregarded

• Imposition of an unreasonable sanction.

The submission of appeal stays any sanctions for the pendency of an appeal. Supportive measures and remote learning opportunities remain available during the pendency of the appeal.

If a party appeals, the institution will as soon as practicable notify the other party in writing of the appeal, however the time for appeal shall be offered equitably to all parties and shall not be extended for any party solely because the other party filed an appeal.

Appeals may be no longer than 5 (including attachments). Appeals should be submitted in electronic form using ARIAL or TIMES NEW ROMAN, 12 point font, and single-spaced. Appeals should use footnotes, not endnotes. Appeals that do not meet these standards may be returned to the party for correction, but the time for appeal will not be extended unless there is evidence that technical malfunction caused the appeal document not to meet these standards.

Appeals will be decided 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 and bias, and will not serve as investigator, Title IX Coordinator, or hearing decision maker in the same matter.

Outcome of appeal will be provided in writing simultaneously to both parties, and include rationale for the decision.

Retaliation

SUNY Empire will keep the identity of any individual who has made a report or complaint of sex discrimination confidential, including the identity of any individual who has made a report or filed a Formal Complaint of sexual harassment under this Title IX Grievance Policy, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding under this Title IX Grievance Policy.

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Title IX Grievance Policy.

Any intimidation, threats, coercion, or discrimination, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. This includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a report or complaint of sex discrimination or a report or Formal Complaint of sexual harassment.

Empire State University 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 University strongly encourages students to report incidents of domestic violence, dating violence, stalking, or sexual assault to university 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 University officials or law enforcement, will not be subject to the university'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.

Applicable Legislation and Regulations
Disability Accommodations

This Policy does not alter any institutional obligations under federal disability laws including the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the Title IX Grievance Process

that do not fundamentally alter the Process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the Parties, even where the Parties may be receiving accommodations in other institutional programs and activities.

Related References, Policies, Procedures, Forms and Appendices

Complaints alleging retaliation may be filed according to the Discrimination and Complaint Procedures. (https://sunyempire.edu/policies/?search=cid%3D89279)

Appendix A - Responsible Employees and Campus Security Authorities (https://sunyempire.edu/media/administration/compliance/Appendix-A---Responsible-Employees.pdf)(PDF 126kB)

Appendix B - Rules of Decorum (https://sunyempire.edu/media/administration/compliance/Appendix-B---Rules-of-Decorum.pdf)(PDF 28kB)

CHOSEN NAME POLICY

Purpose

This policy recognizes that members of the SUNY Empire community may choose to use names other than their legal names in order to identify themselves and ensures that the chosen name of students and employees can and should be used whenever possible, in the course of business, communication, and/or education. This policy is limited to first names and not surnames or family names.

Definitions

Chosen Name: For the purpose of this policy, the first name by which a student or employee choses to be known that differs from a person's legal first name. Please note: The GENDA legislation uses 'requested name' and this is synonymous with the definition of chosen name.

Institutional Identification Card: It is an identification document certifying the status of a student or employee.

Legal Name: The name that an individual is given at birth and which appears on a birth certificate recognized by a government or other legal entity, or the name which appears on a marriage certificate or other government-issued document (e.g. court order) on which a legal name change is recorded.

Student: A person who is enrolled at SUNY Empire for the purpose of taking courses and/or working towards obtaining a degree. This can include a matriculated undergraduate, graduate, international, and non-degree seeking student.

Employees: A person employed for wages or salary at SUNY Empire.

Statements

SUNY Empire acknowledges that a person's chosen name can and should be used whenever possible. When required for the protection of the individual, and as required by law, certain official correspondence will use a student or employee's legal name.

The Chosen Name policy applies to students and employees.

Prohibited uses of a Chosen Name

1. A chosen name shall not be used for the purpose of misidentification, misrepresentation, fraud, to avoid legal obligations, or in any other manner that violates SUNY Empire, SUNY, local, state, or federal policy, law, rules or regulations, including the student conduct policy and all employee-related rules and policies. Violations of

such policies, laws, rules, or regulations shall be addressed through established procedures.

2. A chosen name may not include words, symbols or numbers or be otherwise prohibited under the law and/or SUNY Empire policy or procedure, including the student code of conduct.

3. SUNY Empire reserves the right to reject the use of or remove from administrative systems or documents any chosen name that it deems in its sole judgment to be in violation of this policy.

For employees, requests will be reviewed by the Office of Human Resources. For students, requests will be reviewed by the Office of the Registrar.

SUNY Empire is obligated to use the legal name for many official records and reports, including, but not limited to, payroll records, billing records, tax forms, financial aid documents, official transcripts, medical records, enrollment reporting, and federal immigration documents.

This policy is consistent with current values and policies of SUNY Empire that protect students and employees against discrimination based on gender identity and expression, and aligns with state and federal regulations. This policy is drafted as a best practice for supporting transgender and gender non-conforming members of campus communities. The ability to use one's chosen name is not limited to use by transgender and gender non-conforming students and employees, however, and is available to anyone who uses a chosen name other than their legal/primary first name, on a daily basis.

Applicable Legislation and Regulations

The Gender Expression Non-Discrimination Act (GENDA) (https://www.nysenate.gov/legislation/bills/2019/s1047/)

Title IX of the United States

Related References, Policies, Procedures, Forms and Appendices Procedures

Students should complete the Chosen Name request form, which is found on the Office of the Registrar's page under personal identification change.

Employees should complete the Personal Information Form found in the Office of Human Resources website under Forms and reach out to the office for questions.

Students and employees should allow up to 10 business days for a response to the request.

Chosen name will appear in the following locations:

- Self-service Banner
- Learning Management System
- Email address/Office365
- DP Planner (excludes printed Degree Plans)
- PLA Planner
- Service Now
- MyESC
- ID Card
- Human Resources self-service and online time and attendance (for employees)
- SUNY Empire's directory (for employees)

Students who have registered a chosen name with SUNY Empire can obtain a new ID by visiting the Student Identification Number Card and Login (https://sunyempire.edu/begin/id/#IDCONTACTS) website.

Employees can obtain a new ID with their chosen name by sending an email to campus.safety@esc.edu.

While the chosen name will be on the front of the card, the legal name will be shown on the back. The first card for a chosen name change will be issued at no charge. Any card issued after this complimentary card will be charged a $10 replacement fee.

Students may choose to use their chosen name when requesting their diploma. However, students should be aware that some professional and licensing boards require use of legal name in the licensing process. As such, the use of a chosen name on the diploma may delay or complicate a certification or licensure process. In addition, some countries may require a diploma for various legal, immigration, or employment purposes. A student who has already graduated from SUNY Empire may contact the registrar's office to request a new diploma with their chosen name, however, a fee will be collected for reprinting.

Additional Information

SUNY Empire will make a good faith effort to update reports, documents, and systems that are designated to use one's chosen name. Adjusting the various information systems to include the use of the chosen name is a multiyear effort, due to the complexity and interrelated nature of systems and record sources.

Requests for chosen names should not be made more than once per academic year.

For Students Appealing a Denial for a Chosen Name
If a request for a chosen name was denied, a student can appeal the decision by email to titleIX@esc.edu (registrarsoffice@esc.edu). Please include any additional relevant information as to why the denial reason does not apply to this case. For example, a student requesting a change involving a common derivative for gender-affirming reasons should appeal their case to the Title IX Coordinator.

For Employees Appealing a Denial for a Chosen Name
If a request for a chosen name was denied, an employee can appeal the decision by email to titleIX@esc.edu. Please include any additional relevant information as to why the denial reason does not apply to this case.

Related References, Policies, Forms and Appendices
- SUNY Empire Non-Discrimination and Anti-Harassment Policy (https://sunyempire.edu/policies/?search=cid%3D35752)
- Discrimination Complaint Procedures (https://sunyempire.edu/policies/?search=cid%3D89279)
- Sexual Harassment Policy (https://sunyempire.edu/policies/?search=cid%3D41291)
- Sexual Violence Prevention and Response Policy (https://sunyempire.edu/policies/?search=cid%3D80187)
- Title IX Grievance Policy (https://sunyempire.edu/policies/?search=cid%3D126122)
- Student Conduct Policy and Procedures (https://sunyempire.edu/policies/?search=cid%3D37969)

STUDENT CONDUCT POLICY
Purpose
SUNY Empire State strives to maintain a community that promotes and values the academic experience, institutional and personal integrity, and justice, equality, and diversity. Members of the SUNY Empire community should be able to work and learn in an environment that is orderly, peaceful, and free of disturbances that impede individuals' growth and development, or their ability to perform their responsibilities. Respect for the rights of others and SUNY Empire property are essential expectations for each SUNY Empire student.

To maintain a fair, just, and safe community environment, this Student Conduct Policy defines the minimum expectations for behavior at SUNY Empire. It also provides for the procedures for responding to allegations of student misconduct, and the actions the SUNY Empire may take in dealing with policy violations, which are outlined in the Student Conduct System.

Definitions
A. **"Affirmative Consent"** is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by 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.

B. **"Business Day"** means a weekday or non-holiday when the SUNY Empire is open for regular business.

C. **"Bystander"** shall mean 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 SUNY Empire.

D. **"Complainant"** means any person or persons who have made a disciplinary complaint against a student and may or may not be the victim.

E. **"Faculty"** or **"Faculty Member"** means any employee of SUNY Empire engaged in teaching, learning, advising, or evaluation of learning.

F. **"May"** is used in the permissive sense.

G. **"Personal Property"** means anything of value to which a person has legal possession or title.

H. **"Reporting individual"** is the victim/survivor related to cases of rape, sexual assault, domestic violence, dating violence, and stalking. "Reporting Individual" status will also apply to cases where the respondent has been charged with conduct which violates the health and safety of an individual.

I. **"Respondent"** is used to describe an accused student.

J. **"Sanctions"** are educational and/or punitive measures assigned to a student after they have been found responsible for violating SUNY Empire policy.

K. **"Shall"** is used in the imperative sense.

L. **"Staff"** or **"Staff Member"** means any person employed by SUNY Empire.

M. **"Student"** means all persons enrolled in a program or engaged in credit or noncredit learning and/or assessment activities at SUNY Empire, both full-time and part-time, or those individuals who were students at the time of an alleged violation of the Student Conduct Policy, whether on SUNY Empire premises or remotely. Persons who are not officially enrolled for a particular term but who have a continuing relationship as a student with the SUNY Empire are considered "students." A continuing relationship exists for a student who has begun a first term of enrollment, has not

graduated, withdrawn or been expelled, and is within the 3-years of the end date of the last term of enrollment.

N. **"Student Conduct Body"** means any person or persons authorized by the Student Conduct Director to determine whether a student has violated the Student Conduct Policy and to recommend sanctions when necessary.

O. **"Student Conduct Director"** means the individual(s) designated to administer the SUNY Empire Student Conduct System.

P. **"Student Conduct Hearing Officer"** means any individual assigned to advise a Student Conduct Body.

Q. **"Student Conduct System"** means the procedures for responding to allegations of student misconduct and the delineation of actions SUNY Empire may take in dealing with policy violations.

R. **"Student Organization"** means any number of persons who have complied with the formal requirements for recognition by SUNY Empire and has official recognition.

S. **"Student Publication"** means written material including, but not limited to, brochures, newspapers, and special interest magazines published by students and distributed to the SUNY Empire community.

T. **"SUNY Empire"** means the Empire State University.

U. **"SUNY Empire Community Member "** means any person who is a student, faculty member, SUNY Empire official, or any other person employed by or affiliated with SUNY Empire. The Student Conduct Director shall determine a person's status in a situation.

V. **"SUNY Empire Official"** includes any person employed by the university.

W. **"SUNY Empire Premises"** or **"Campus"** includes all land, buildings, facilities, or other property in the possession of or owned, leased, used, or controlled by the university, including adjacent streets and sidewalks.

X. **"SUNY Empire Property"** means all items owned, leased, or on loan to the university.

Y. **"Title IX Coordinator"** shall mean the Title IX Coordinator or his or her designee

Z. **"Weapon"** any weapon or any device capable of use as a weapon by release of explosive material, noxious material, electric discharge, or projectile; any deadly weapon as defined in the NYS Penal Law Section 10.00(12); any weapon listed in NYS Penal Law Section 265; and as listed in the SUNY Board of Trustee Regulations 8 NYCRR Part 590 and SUNY Document #5403.

Statements

SUNY Empire strives to create an atmosphere of student success in direct support of its mission. Students, like all citizens, are afforded the right of free expression and advocacy and the SUNY Empire encourages and seeks to preserve freedom of expression and inquiry within the institution. Students are to conduct themselves civilly, lawfully, and responsibly. Students will not engage in disruptive, threatening, unethical, or abusive conduct toward other members of the SUNY Empire community, including other students, instructors, and staff.

SUNY Empire has a responsibility to maintain standards of student conduct essential to the orderly conduct of its function as an educational institution. Students are expected to be familiar with the Student Conduct Policy and the regulations included in the policy, and to abide by them.

Along with local, state, and federal laws and statutes, each student is accountable for his or her own behavior and for the behavior of their guests and/or those attempting to act on their behalf. Any violation of the Student Conduct Policy is strictly prohibited and may result in sanctions including, without limitation: disciplinary warning, disciplinary suspension, or disciplinary expulsion from SUNY Empire. The Student Conduct System is intended to be educational in nature and every effort is made to develop understanding and compliance with the SUNY Empire standards of conduct. However, occasions arise when disciplinary or punitive sanctions are necessary, and those actions are within the scope of the policy. Because disciplinary actions must be commensurate with the seriousness of the offense and the total conduct record of the student, each case is determined on its own merits.

A. Jurisdiction

SUNY Empire jurisdiction and discipline pertains to conduct which occurs on its premises, in/on properties or buildings it owns/leases/operates, through online tools and learning management systems provided by SUNY Empire, or off campus and which adversely affects the SUNY Empire community, including any of its members, and/or the pursuit of its objectives and mission. In addition, illegal conduct off campus or on external online platforms may be adjudicated on campus as a violation of the Student Conduct Policy, and students outside of the United States may be held responsible on campus for violations of the laws of the country where they are visiting/residing.

B. Due Process

The Student Conduct System is designed to support the right to due process, which is a process that is fair, consistent, provides adequate notice, and a meaningful opportunity to be heard. The student conduct proceedings provide the Student Conduct Body or officer a full opportunity to hear both sides of the issue in considerable detail. Except as otherwise provided in Section D below, no student shall be disciplined for a violation of this policy without being first given appropriate advance notice of the charges against him or her and a hearing before an appropriate body or officer. The student may waive in writing the requirement of a hearing when allowed by law or related regulations.

C. Violation of Law and Student Conduct Policy

Students may be charged with violations of both the SUNY Empire's Student Conduct Policy and the laws of the broader society. Proceedings under this Student Conduct Policy may be carried out prior to, simultaneously with, or following external civil or criminal proceedings for the same factual situation without regard to the status of civil litigation in court or criminal arrest and prosecution. Exceptions may be approved by the Student Conduct Director for temporary delays as requested by external legal or law enforcement entities. Temporary delays should not last more than 10 business days except when law enforcement specifically requests and justifies a longer delay.

When a student is charged by federal, state, or local authorities with a violation of law, SUNY Empire will not request or agree to special consideration for that individual because of the individual's status as a student. The alleged offense may also the subject of a proceeding before a Student Conduct Body under the Student Conduct Policy and SUNY Empire may advise off-campus authorities of the existence of the Student Conduct Policy and of how such matters will be handled within SUNY Empire. SUNY Empire will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and

in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty/staff members, acting in their personal capacities, remain free to interact with governmental representatives, as they deem appropriate.

D. Interim Suspension and Directives

The Student Conduct Director, or designee, may impose interim measures prior to and pending a hearing, and determination of said hearing, including interim suspension and loss of privileges, which may include no contact orders, and other reasonable measures, upon learning of a possible Student Conduct Policy violation. Students have the right to challenge the terms of the interim measure(s) or request a modification. Interim suspensions may only be imposed when, in the judgement of the Student Conduct Director, the continued presence of such student would constitute a danger to themself, to the safety of persons or property, and/or would pose an immediate threat of disruptive interference with the normal conduct of the SUNY Empire's activities and functions. Violation of any condition of the interim suspension shall be grounds for additional charges and sanctions up to and including expulsion from the SUNY Empire.

E. Amnesty In Sexual Misconduct Cases For Alcohol and/or Drug Use

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. SUNY Empire recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. SUNY Empire strongly encourages students to report incidents of sexual misconduct to SUNY Empire officials. A bystander or Reporting Individual, acting in good faith, who discloses any incident of sexual misconduct to SUNY Empire officials or law enforcement, will not be subject to the Student Conduct Policy for violations of alcohol and/or drug use policies occurring at or near the time that the sexual misconduct occurred.

F. Prohibited Conduct

The following list of prohibited conduct is not exhaustive and is intended to describe minimum standards for specific and/or general types of behavior that may result in sanctions outlined in the procedures for this policy. These prohibitions apply both to student behavior which occurs on campus, at SUNY Empire-sponsored events off campus, in SUNY Empire-sponsored virtual and online activities, and may apply to off campus behaviors as noted in "Section A: Jurisdiction" of this policy. Prohibited behavior includes not only completed actions, but also attempted violations of the Student Conduct Policy.

1. Fire Safety

1. Causing or creating a fire, regardless of intent (except as authorized for use in class, in connection with SUNY Empire-sponsored research, or other approved activities).
2. Tampering with safety measures or devices, including but not limited to, alarm systems, fire extinguishers, exit signs, emergency phone systems, smoke or heat detectors, fire hoses, security systems, locked exterior doors, etc.
3. Failing to conform to safety regulations, including but not limited to, falsely reporting an incident, failure to evacuate facilities in a timely fashion in emergency situations or in response to fire alarms, inappropriate use of the fire alarm system, and inappropriate, negligent or reckless behavior which results in the activation of a fire alarm.

2. Weapons

- The on-campus possession or use of any weapon or any device capable of use as a weapon whether it is through the release of explosive material, noxious material, electric discharge, or projectile; or cutting, thrusting, stabbing, striking.
- The on-campus possession or use of a deadly weapon as defined in NYS Penal Law Section 10.00(12) or any weapon listed in NYS Penal Law Section 265.

Note: in addition to SUNY Empire policy restrictions, possession of a weapon on school grounds, including all SUNY Empire locations, is a felony under NYS Penal Law Section 265.01-a.

3. Threatening or Abusive Behavior

Intentionally or recklessly causing physical harm to any person, or reasonable fear of such harm, verbally or in written form. Students cannot justify such behavior as defensive if:

- the behavior is a physical response to verbal provocation
- the student has the ability to leave the situation, but instead chooses to respond physically, and/or
- such actions are punitive or retaliatory.

Additionally, it is prohibited to use a self-defense spray in circumstances that do not justify the use of such device.

4. Harassment

Engaging in behavior that is sufficiently severe, pervasive, and objectively offensive that it unreasonably interferes with, denies, or limits any SUNY Empire Community Member's ability to participate in or benefit from the SUNY Empire's education program and/or activities, threatens or violates the personal safety of any SUNY Empire Community Member, and/or creates an academic environment that a reasonable person would find intimidating or hostile.

Activity protected by the First Amendment will not constitute harassment.

Harassment may include:

- directing unwanted physical, verbal, or electronic conduct at an individual based on one or more of that person's protected characteristics or status, including age, color, race, disability, marital status, national/ethnic origin, religion, military/veteran's status, sex [including pregnancy], gender expression or gender identity, sexual orientation, domestic violence victim status, criminal or arrest record, political activities, or predisposing genetic characteristics; or
- subjecting a person or group of persons to unwanted physical contact or threat of such; or
- repeated contact with an individual or office after being instructed to cease.

5. Intimate Partner Violence

Intimate Partner Violence includes Dating Violence and Domestic Violence, both of which are further defined below. Intimate Partner Violence can occur in relationships of the same or different genders.

1. **Dating Violence** - Any act of violence, including physical, sexual, psychological, electronic, and verbal violence, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Reporting Individual. Dating Violence can occur as a single act, or it can consist of a pattern of violent, abusive, or coercive acts that serve to exercise power and control in the context of a romantic or intimate relationship. The existence

of such a relationship shall be determined based on the victim's statement and with consideration of the type and length of the relationship and the frequency of the interaction between the persons involved in the relationship. Two people may be in a romantic or intimate relationship, regardless of whether the relationship is sexual in nature; however, neither a casual acquaintance nor ordinary fraternization between two individuals in a business or social context shall constitute a romantic or intimate relationship.

2. **Domestic Violence** - Any violent felony, non-violent felony, or misdemeanor crime, as those terms are defined by the laws of the State of New York and/or of the federal government, committed by a current or former spouse or intimate partner of the victim, a person sharing a child with the victim, or a person cohabitating with the victim as a spouse or intimate partner.

6. Stalking

Stalking is engaging in a course of conduct (including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, online tools, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property) directed at a specific person(s) that would cause a reasonable person(s) to:

1. fear for their safety or the safety of others; or
2. suffer substantial emotional distress (defined as significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling).

Stalking does not require direct contact between parties and can be accomplished in many ways, including through third parties or through the use of electronic devices and social media.

7. Endangerment

Acting to create or contribute to dangerous or unsafe environments anywhere on- or off-campus or electronically. Reckless or intentional acts which endanger, or put at risk, the welfare of oneself or others are prohibited.

8. Sexual Harassment

Sexual Harassment is unwelcome sexual advances, requests for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, nonverbal, graphic, physical, electronic, or otherwise, when the conditions outlined in subsections a. and/or b. below, are present:

1. Submission to, or rejection of, such conduct is made, either explicitly or implicitly, a term or condition of a person's employment, academic standing, or participation in any SUNY Empire programs or activities or is used as the basis for SUNY Empire decisions affecting the individual (often referred to as "quid pro quo" harassment); or
2. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual's ability to participate in, or benefit from, SUNY Empire's education or employment programs or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and an objective perspective.

9. Sexual Assault and Sexual Exploitation

1. **Sexual Assault I** - Intentionally engaging in any form of vaginal, anal, or oral penetration, however slight, with any object (an object includes but is not limited to parts of a person's body) without the person's Affirmative Consent

2. **Sexual Assault II** - Intentionally engaging in touching a person's intimate parts (defined as mouth, genitals, groin, anus, inner thigh, breast, or buttocks) whether directly or through clothing, without the person's Affirmative Consent. Sexual Assault II also includes forcing an unwilling person to touch another's intimate parts.

3. **Sexual Exploitation** - Intentionally engaging in, or attempting to engage in, abusive sexual behavior without Affirmative Consent that does not otherwise constitute Sexual Assault I or Sexual Assault II. Examples include, but are not limited to: intentional, nonconsensual tampering with or removal of condoms or other methods of birth control and STI prevention prior to or during sexual contact in a manner that significantly increases the likelihood of STI contraction and/or pregnancy by the nonconsenting party; nonconsensual video or audio recording of sexual activity; sharing and/or allowing others to watch consensual or nonconsensual sexual activity without the consent of a sexual partner; observing others engaged in dressing/undressing or in sexual acts without their knowledge or consent; trafficking people to be sold for sex; inducing incapacitation with the intent to sexually assault another person; creating, possessing, or distributing the sexual performance of a child (as defined in NYS Penal Code 263.00) ; and aiding, abetting, or otherwise facilitating sexual activity between persons without the Affirmative Consent of one or more party.

The following principles outlined in NYS Education Law Article 129-B apply to the SUNY Empire's interpretation of Affirmative Consent

1. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
2. Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
3. Consent may be initially given but withdrawn at any time.
4. Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
5. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
6. When consent is withdrawn or can no longer be given, sexual activity must stop.

10. Hazing

Hazing is any reckless or intentional conduct in connection with the initiation into, or affiliation with, any organization or group which degrades, humiliates, or endangers the mental or physical health of any person, regardless of the person's willingness to participate.

11. Forgery, Fraud, Dishonesty

Altering or misusing documents, records, stored data, or instruments of identification, or furnishing false information to any SUNY Empire, local, state or federal official. This includes possessing, creating, or using a fake or forged instrument of identification, or monetary notes, or knowingly making a false complaint to a SUNY Empire office. A good faith complaint which is later not substantiated is not considered to be a false complaint.

12. Property Damage
  1. Removing, destroying or damaging SUNY Empire property, or property under SUNY Empire administration or supervision.
  2. Destroying or damaging the property of others, on- or off-campus.

13. Theft
Stealing property and/or services; possessing stolen property. This includes identity theft (i.e., unauthorized possession or use of a financial instrument, SUNY Empire ID Card, etc.).

14. Unauthorized Entry, Presence, or Use

Entering, being present in/on, or using facilities or property on- or off-campus, belonging to individuals, SUNY Empire-recognized groups and/or corporate entities without proper authorization.

15. Drugs
Consistent with the federal Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101- 226), possessing, using, distributing, or intent to distribute, a controlled substance or dangerous drug, or any drug unlawful to possess, (i.e., marijuana) except as expressly permitted by law. Drug paraphernalia including, but not limited to bongs, water pipes, or hypodermic needles that are not specifically required for the administration of prescribed medications are not allowed on campus. Use of legal medication outside the parameters of the medical authorization is prohibited and prescription drugs must have an authentic medical prescription. Driving under the influence of drugs is prohibited. This applies to both on- and off-campus behavior.

While possession of marijuana by adults (21+) in New York State has been legalized, it remains prohibited on all state campuses as required by federal law. Possession while at a SUNY Empire location or event will result in a Student Conduct Policy violation.

16. Alcohol
Consistent with New York State Law, individuals under the age of 21 years are prohibited from using, possessing, or distributing alcoholic beverages. Individuals over the age of 21 may use and possess alcohol as permitted by the law and SUNY Empire policies. Open containers and public intoxication are prohibited. Students who are irresponsible in their use of alcohol or who provide alcohol to minors will be subject to this policy regardless of the student's age. Driving under the influence of alcohol is prohibited. This applies to both on and off-campus behavior.

17. Obstruction or Disruption
Impairing, obstructing, or disrupting the orderly conduct, processes, activities, and functions of SUNY Empire, including teaching and learning, or the community where the conduct occurs including, without limitation, teaching, research, administration, disciplinary procedures, or other authorized activities, including public service functions. It can include participation in campus demonstrations which disrupt the normal operations of SUNY Empire and infringe on the rights of other SUNY Empire Community Members by leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; and intentional obstruction which unreasonably interferes with freedom of movement, be it pedestrian, vehicular, or electronic on campus. It also includes, without limitation, excessive noise, abusive, or obscene language in a public place, littering, obstructing vehicular or pedestrian traffic, and boisterous, indecent, or threatening conduct that is unreasonable in the area, time, or manner in which it occurs. Behaviors, speech, or actions that interfere with the ability of the instructor(s) to teach or students to learn are considered disruptive.

Conduct protected by the First Amendment is excluded.

18. Student Group Violations
Students are expected to know and abide by the regulations governing their membership in a Student Organization. Prohibited conduct by officers/members of student groups and organizations may result in a referral to the Student Conduct System for individual students.

It is a violation of SUNY Empire policy for students to affiliate with organizations that have had recognition suspended or permanently revoked by SUNY Empire. The definition of affiliation includes joining or being involved in any activity that would normally be associated with being a member of such organization.

19. Misuse of SUNY Empire Name and Mark
Use of the SUNY Empire name, symbols, logo, and wordmark inconsistent with the university's Use of University Name and Wordmark Policy, available here: https://www.sunyempire.edu/policies/?search=cid%3D37966 (https://sunyempire.edu/policies/?search=cid%3D37966)

20. Aiding and Abetting
Aiding, abetting, or otherwise facilitating an individual to commit or attempt to commit a violation of the Student Conduct Policy.

21. Non-Compliance
  1. Failure to comply with SUNY Empire policy and/or any local, state, public health directive, federal law, rule, or regulation.
  2. Failure to comply with the directions of an authorized local, state, federal, or SUNY Empire Official acting in the performance of their duties, or any other person responsible for a facility or registered function acting in accordance with those responsibilities. This includes, without limitation: not appearing at meetings when directed to do so; not providing identification; not abiding by any temporary and/or administrative directive; and not leaving areas/events/offices when directed to do so.
  3. Failure to notify SUNY Empire of a felony or misdemeanor crime. It is the obligation of every student to notify the SUNY Empire (via e-mail – Collegewidestudentservices@sunyempire.edu) five (5) calendar days from the date of arrest of any felony or misdemeanor arrests at any time after a student pays their orientation fee through graduation or separation from SUNY Empire, regardless of geographic location of the arrest or specific crime alleged. Failure to do so may result in conduct charges by the SUNY Empire or administrative/registration holds placed on the student's account. SUNY Empire may review the facts underlying the arrest to determine if there is an associated SUNY Empire policy violation.

22. Electronic Use
Misuse or abuse of the SUNY Empire computer systems, voice mail, or telephone services. This includes, without limitation:

  1. Unauthorized use or abuse of your SUNY Empire computer account, including failure to safeguard or sharing of user IDs and passwords
  2. Sending abusive or threatening messages to students, faculty, or staff.
  3. Accessing a student or staff account without authorization.
  4. Using a SUNY Empire office email account to send messages without authorization.
  5. Failure to comply with any SUNY Empire technology policies.
  6. Illegal use including, but not limited to illegal downloading, uploading, or use of file sharing programs with regard to copyrighted materials.

23. Hate or Bias-Related Crime

Intentionally selecting a person against whom a criminal offense is committed or intended to be committed because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation, or other classes protected by state or federal law regardless of whether the belief or perception is correct.

24. Abuse of The Student Conduction System

Abusing the Student Conduct System, including but not limited to:

1. Failure to obey the notice of a Student Conduct Body, Student Conduct Director, or SUNY Empire Official.
2. Falsification, distortion, or misrepresentation of information before a Student Conduct Body, Student Conduct Director, or SUNY Empire Official.
3. Disruption or interference with the orderly conduct of a student conduct proceeding.
4. Knowingly instituting a student conduct complaint without cause.
5. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct System.
6. Attempting to influence the impartiality of a member of a Student Conduct Body or any other party/individual that may choose to participate in a student conduct proceeding.
7. Harassment (verbal or physical) and/or intimidation of a member of a Student Conduct Body or any other party/individual that may choose to participate in a student conduct proceeding.
8. Failure to comply with the sanction(s) or directives imposed under the Student Conduct Policy.
9. Influencing or attempting to influence another person to commit an abuse of the Student Conduct System.

25. Retaliation

Retaliation is adverse action taken against an individual or groups for making a good faith report of prohibited conduct or for participating in any investigation or proceeding regarding prohibited conduct. Retaliation may include intimidation, threats, coercion, or adverse employment or educational actions. Retaliation may be found even when an underlying report, made in good faith, was not substantiated. Retaliation may be committed by the Respondent, the Reporting Individual, or any other students.

Applicable Legislation and Regulations

The following link to FindLaw's New York State Laws (https://codes.findlaw.com/ny/) is provided for users' convenience; it is not the official site for the State of New York laws.

NYS Education Law §356(3)(g) (https://codes.findlaw.com/ny/education-law/edn-sect-356.html) (Councils of state-operated institutions; powers and duties)

In case of questions, readers are advised to refer to the New York State Legislature site for the menu of New York State Consolidated (http://public.leginfo.state.ny.us/navigate.cgi).

Board of Trustees Established Guidelines - Student Conduct (8 NYCRR Part 500) (https://govt.westlaw.com/nycrr/Browse/Home/NewYork/NewYorkCodesRulesandRegulations/?guid=I098c5420ab3911dd9e3f9b6a3be71c54&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)

Board of Trustees Rules - Maintenance of Public Order (8NYCRR Part 535)

State University of New York Board of Trustee Resolution 82-261, adopted October 27, 1982 (https://www.suny.edu/sunypp/documents.cfm?doc_id=352)

Related References, Policies, Procedures, Forms and Appendices

Domestic Violence in the Workplace Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/domestic-violence-in-the-workplace-policy.php)

Non-Discrimination/Anti-Harassment Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/non-discriminationanti-harassment.php)

Sexual Harassment Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/sexual-harassment-policy.php)

Sexual Violence Prevention and Response Policies (https://sunyempire.edu/policies/reg-docs/reg-docs-html/sexual-violence-prevention-and-response-policy---student-affairs.php)

Workplace Violence Policy (https://sunyempire.edu/policies/reg-docs/reg-docs-html/workplace-violence-policy.php)

Student Conduct System (https://sunyempire.edu/policies/reg-docs/reg-docs-html/student-conduct-system-procedure.php)

RIGHTS OF STUDENTS WITH DISABILITIES POLICY

Purpose

The purpose of this policy is to assure university compliance with federal, state and local laws pertaining to the rights of prospective and current students with disabilities.

Definitions

Disability: A diagnosed physical or mental impairment that affects the performance of one or more major life activities. Individuals with a history of impairment or regarded as impaired are also protected from discrimination on the basis of that disability.

Qualified individual with a disability: A person with a disability, who with or without reasonable accommodation is able to perform the essential functions of his or her job.

Reasonable accommodation: A modification to an employee's work environment or tasks that does not reduce standards, fundamentally alter the nature of the employee's work or pose an undue burden on the institution.

Essential functions: Those tasks or functions that, if modified, would fundamentally change the nature of the job or occupation for which the position exists

Statements

Empire State University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. These acts " … no otherwise qualified handicapped individual … shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (29 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 University program shall be provided an equal opportunity to obtain a degree in the most integrated setting

appropriate to that person's needs. Empire State University makes reasonable accommodation to meet the needs of students with disabling conditions. Reasonable accommodation does not include academic adjustments that would fundamentally alter the nature, essential requirements or academic standards of the program.

The university considers each student's individual needs through consultation with the student's center or unit and the director of Accessibility Resources and Services.

The director of Accessibility Resources and Services, coordinates the university's compliance with Section 504, ADA and their implementing regulations with respect to students. Questions concerning the university's policy should be directed to the director of Accessibility Resources and Services, Empire State University, 113 West Ave., Saratoga Springs, NY 12866-4390, 518-587-2100, ext. 2244 or email Disability.Services@sunyempire.edu (Disability.Services@esc.edu).

Applicable Legislation and Regulations
Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

Americans with Disabilities Amendments Act of 2008

New York State Human Rights Law

Related References, Policies, Procedures, Forms and Appendices
Empire State University provides educational services through regional enrollment centers throughout New York state and the Center for Distance Learning. Students with disabling conditions may work out informal accommodations with their mentors/tutors. To make a formal declaration of disability and request a student may contact the center's disability representative (see A below).

1. Requesting Accommodations
   a. The student may first contact the disability representative for his/her center or the disability specialist in the Office of Accessibility Resources and Services. A list of the disability representatives and their contact information can be found in the student services section of the undergraduate catalog or on the Accessibility Resources and Services website (https://sunyempire.edu/accessibility/).
   b. The student completes the Disability Declaration and Request for Accommodation form (available from a disability representative or on the Accessibility Resources and Services website, forms page (https://sunyempire.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.
   c. The disability services staff review the request and determine appropriate accommodations, consulting with the dean, the student's mentor, and other faculty and staff as needed.
   d. The student, his/her primary mentor, other mentors, tutors or instructors the student is studying with and the disability representative are notified of the approved accommodations. The student contacts his/her mentors or tutors to discuss implementing the approved accommodations.

2. ADA Grievances or Appeals
   Students who wish to file a complaint about their treatment at the university or the determination of their accommodation request are welcome to do so. Internally, students may access the university's Student Grievance Procedure to do so.

   a. Informal resolution
   The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of the relevant center, program or central office administrator in a timely fashion. An attempt at informal resolution should begin no more than 30 days after the concern arises.

   b. Written Grievance
   If the student is unsatisfied with the response, the student may make a formal, written complaint to the relevant administrator.

      i. Any formal complaint must be submitted within 60 days of the concern arising. The student must state the nature of the grievance and the remedy s/he is seeking and describe any previous attempts to resolve the issue.
      ii. The administrator reviews the situation and should provide a written response within 15 days of receiving the complaint.

   c. Appeal
   If the student is unsatisfied with the first level of administrative response, the student may appeal in writing to the appropriate Vice President.

      i. Appeals regarding academic services are to be submitted to the Vice President for Academic Affairs. Appeals regarding financial issues are to be submitted to the Vice President for Administration.
      ii. Any appeal must be submitted within 30 days of the transmission of the first level administrative response. The student must state the nature of the justification for the appeal and describe any previous attempts to resolve the issue.
      iii. The Vice President reviews the situation and should provide a written response within 15 days of receiving the appeal. The Vice President's decision is final.

USE OF UNIVERSITY NAME AND WORDMARK POLICY
Purpose
To protect the university's trademark for all logos, symbols, etc. that pertain to SUNY Empire State University

Definitions
Statements
The SUNY Empire State University name, symbols, logo and wordmark are protected trademarks of Empire State University. It is the policy of the university to permit the use of these trademarks by centers, Coordinating Center offices and alumni/student associations for purposes of public relations and fund raising, where the proceeds benefit the university and its students. Notwithstanding such policy, the university reserves its right, at its sole discretion, to revoke or restrict such 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 senior director of marketing. 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 university reserves the right to approve samples showing the proposed use of the trademarked product or service prior to production and distribution.

The Empire State University trademarks should not be used in any manner suggesting advocacy or official position of the university regarding any issues including, but not limited to, political issues.

For further information to use the Empire State University trademarks, contact the senior director of marketing at 518-587-2100.

Applicable Legislation and Regulations
Related References, Policies, Procedures, Forms and Appendices
STUDENT EMAIL COMMUNICATION POLICY
Purpose
Empire State University assigns each student and employee an email account. The SUNY Empire email account serves as a primary method of communication between students and the institution. Use of the SUNY Empire email account and associated features provides a higher level of security and assurance of sender identity over correspondence through third party providers. This policy sets the requirements for official communication with students and students' responsibilities for the information sent through official university channels.

Definitions
Official communications are any communications related to matters concerning student, faculty, and staff interaction with SUNY Empire.

Student is defined as an individual who has enrolled in courses at/with SUNY Empire; has not graduated, has been dismissed or expelled, and/or has withdrawn from SUNY Empire; and it has been less than three years since the end-date of the last enrollment.

Statements
Email is an official communication channel at Empire State University and the institution provides all students with an email account. All faculty and staff shall use students' SUNY Empire email addresses when conducting official communications such university business via email. Other official channels and portals that require a login into university systems with students' credentials are also acceptable means of communication. Faculty and staff may require that students use other official channels and portals, such as those within the Learning Management System (LMS).

Students are accountable to SUNY Empire for information delivered to their SUNY Empire email and other assigned channels and portals. Thus, SUNY Empire expects students to receive and review official email communications in a timely fashion. As correspondence may be time-sensitive, students are encouraged to check their accounts daily. Communication prior to first enrollment as a student is not covered by this policy, however incoming students should begin using SUNY Empire email as soon as it is available. If a student has paused their enrollment during the three-year window in which they are defined as students, SUNY Empire may send emails to a student's non-SUNY Empire email addresses for re-enrollment activities provided that the communication contains no protected educational record information.

Students may request that their SUNY Empire email be forwarded to another service provider and do so at their own risk. Students are responsible for all information, including attachments, forwarded to any email account. SUNY Empire's responsibility ends with the proper delivery of the email to the official university channel. SUNY Empire does not guarantee delivery to forwarded addresses nor does it guarantee that documents attached to forwarded messages will function.

To ensure identity verification, students must correspond with SUNY Empire using their institution-provided email account or through other official channels.

Applicable Legislation and Regulations
34 CFR Part 99—Family Educational Rights and Privacy (https://studentprivacy.ed.gov/node/548/)

Related References, Policies, Procedures, Forms and Appendices
Electronic Mail (email) Policy (https://sunyempire.edu/policies/?search=cid%3D35660)

Computer Use Statement Policy – Students (https://sunyempire.edu/policies/?search=cid%3D35658)

STUDENT GRIEVANCE POLICY AND PROCEDURES
Purpose
The purpose of the Student Grievance Policy is to provide equitable and orderly processes to resolve grievances by students.

Definitions
Grievance -- formal difference or dispute between a student and a university employee about the interpretation and/or application of the university's non-academic policies and procedures, or provision of services, by members of the university's faculty or staff, that negatively affects the student. A grievance may be based on one of the following claims: failure to provide services, arbitrary and/or capricious actions by a university employee or administrative office; policy or procedure applied unfairly and/or in a different manner than it was applied to others; administrative error in the application of the policy or procedure.

Days – Monday through Friday excluding university holidays

Relevant Administrator— Appropriate Office Director or School Associate Dean or Dean. The locus of grievance is with the unit where the service is delivered. Questions about the appropriate locus are resolved by the provost, vice president or designee.

Relevant Provost, Vice President or designee—The office responsible for the service area.

Statements
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 university (office or individual) related to services rendered or non-academic decisions. The policy covers matters outside the scope of other policies of the university.

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 s/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 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.

Applicable Legislation and Regulations
Middle States (https://www.msche.org/)

State Complaint Procedures *(https://sunyempire.edu/student-affairs/contact-for-support/student-problem-resolution/non-new-york-residents/)*

Related References, Policies, Procedures, Forms and Appendices
Discrimination Complaint Procedure

Rights of Students with Disabilities Policy *(https://sunyempire.edu/policies/reg-docs/reg-docs-html/rights-of-students-with-disabilities.php)*

Student Conduct Policy and Procedures *(https://sunyempire.edu/policies/reg-docs/reg-docs-html/student-conduct-policy.php)*

Student Academic Appeals Policy and Procedures (https://sunyempire.edu/policies/reg-docs/reg-docs-html/student-academic-appeals-policy-and-procedure.php).

PROTECTION OF HUMAN RESEARCH SUBJECTS POLICY
Purpose
To ensure the ethical treatment of human subjects involved with Empire State University research projects as well as to comply with federal and state regulations, the university has developed this policy as well as procedures with which to carry out the policy. Additionally, the university, in order to maintain its federal-wide assurance with the Office of Human Research Protections, which is necessary for federal grants, must have a policy for the protection of its human research subjects.

Definitions
Research: a systematic investigation including research development, testing and evaluation designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute "research" for purposes of this policy, whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

Human subject: a living individual about whom an investigator (faculty, staff or student) conducting research obtains; 1. Data through intervention or interaction with the individual, or 2. Identifiable private information.

Statements
All research involving human subjects conducted by university faculty, staff and students must be reviewed and approved by the Institutional Review Board prior to the start of the research. Those submitting protocols to the Institutional Review Board must have completed the CITI human subjects training within three years of the protocol submission or the protocol will not be approved.

Applicable Legislation and Regulations
U.S. Department of Health & Human Services (http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html)

SUNY Research Foundation Best Practices: Research Involving Human Subjects (https://www.rfsuny.org/media/RFSUNY/Documents/Sponsored-Programs/Research-Compliance/human_subjects_best_practices.pdf)

Related References, Policies, Procedures, Forms and Appendices
Empire State University human subjects in research guidance, procedures and protocol form (http://sunyempire.edu/irb/)

STUDENT CLUBS AND ORGANIZATIONS PROCEDURES
PURPOSE
To enhance the co-curricular experience for students

DEFINITIONS
STATEMENTS
1. Only officially recognized organizations may use the name of the State University of New York or Empire State University (the university) for identification purposes, obtain organizational privileges in the use of the university's facilities and services, or imply university sponsorship or approval of their activities.
2. Recognition (or withdrawal of recognition) of a group as a university 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/her designee.
3. 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, religions, age national origin, disability or sexual orientation. The names, purposes and procedures of organizations must reflect this policy of nondiscrimination.
4. Local affiliates of national organizations must be entirely free to select individual members from among the generally qualified; outside approval shall not be required.
5. 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.
6. Each group applying for recognition must agree to abide by all regulations of the university 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:

7. a brief statement of the organization's purpose and proposed activities

8. membership requirements

9. sources of income and costs to members

10. assurance of responsible financial accounting to its membership

11. a list of current officers with their addresses and telephone numbers, including national or regional officer, if applicable

12. name of university faculty/professional advisor

13. 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.

14. Student organization credentials are maintained by the Office of Alumni and Student Relations and must be renewed or updated yearly. Failure to renew credentials or to comply with other university regulations will result in temporary or permanent withdrawal of official recognition.

15. Recognition of student groups by the university will not extend beyond the university facilities. Any activities by student groups beyond university locations are the responsibility of individual students and not campus administration. Events and meetings held at university locations must be approved and registered with the Director of Alumni and Student Relations and the Center Dean. The Director and relevant Dean may approve, for posting purposes only, announcements of off-campus events.

16. Student organizations bringing discredit upon themselves or the university may lose their recognition at the discretion of the President.

17. Any organization that receives financial assistance from the Student Activity Fee fund must maintain all deposits in an account administered by the Office of Alumni and Student Relations. For further information on procedures, please contact the Office of Alumni and Student Relations.

***All informal groups meeting on a regular or ad hoc basis are not bound by this policy. Any group desiring official university recognition and financial assistance must submit an application and is subject to all policies described above.

APPLICABLE LEGISLATION AND REGULATIONS
RELATED REFERENCES, POLICIES, PROCEDURES, FORMS AND APPENDICES
TEACHER PROFESSIONAL EXPECTATIONS POLICY
Purpose
The main factor for having this policy is ethics. New York State teachers must be ethical and professional with regards to their encounters with school district personnel, program faculty and staff, and most importantly, with their students. This policy will allow us to review any candidate who demonstrates a lack of professional conduct and dismiss him/her from the teaching program.

Definitions
Disposition refers to professional conduct and judgment.

Statements
Empire State University 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 University 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 University 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 university'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 a state teaching certificate, 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, university 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; and

8. Whether the individual has met all the other program requirements for retention, graduation, or recommendation for state certification as set

forth in the Graduate Catalog and the program's written policies and procedures.

Procedures
Warning or Dismissal from a Teacher Education Program

1. Academic Warning or Dismissal

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

2. Professional Warning or Dismissal

   The dean of the School for Graduate Studies may issue a warning or dismiss a student from the program for failure to meet, satisfy, or demonstrate satisfactory performance with respect to one or more of the program's professional criteria (see Part I).

   a. Grounds for Professional Warning or Dismissal The dean of the School for Graduate Studies may issue a warning or dismiss a student from the program for failure to meet one or more of the following:
      i. 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.
      ii. The dean of the School for Graduate Studies determines that the student does not meet the professional criteria.
   b. Procedure for Warning or Dismissal
      i. 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 1 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 1 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 Office of Teacher Education will act in his/her place.
      ii. 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.
      iii. 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, Office of Teacher Education, the student's academic advisor and course instructor(s).
      iv. If the student is in a field experience or teaching role and is dismissed by the university, the dean also notifies appropriate school personnel of the dismissal. If the student has been issued transitional B certification and is dismissed, the Office of Teacher Education also notifies appropriate NYS Education Department personnel.
      v. 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.
      vi. A student who receives a warning or is dismissed may make an appeal following the university'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 Office 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 Office 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 Office of Teacher Education may decide not to recommend a candidate for certification. In making this decision, the division chair and/or Office of Teacher Education may obtain information, documentation, or consult with others as deemed necessary.
   b. The division chair and/or Office 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 Office 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 university'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 .

Incident Reporting
1. Violations of Criminal Law by Teacher Education Students

   a. Students charged with violations of criminal law must report such charges immediately to the division chair and Office of

Teacher Education. The dean is responsible for determining the student's status upon receipt of the information. The dean makes an evaluation and determination concerning the seriousness of the offense or offenses charged and the bearing, if any, that the criminal charges have on the student's fitness or ability to perform the duties and responsibilities of field experiences or teaching, until the charges have been dismissed.

b. Depending on the nature of the charges and the information available, the dean may immediately remove such students from participation in field experiences or teaching.

c. If further action is required, including interim suspension from the university, the dean follows the procedures outlined in the Student Conduct Policy and Procedures.

2. Legal Notice

a. 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 SUNY Empire division chair and Office of Teacher Education.

b. 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, SUNY Empire division chair and Office of Teacher Education.

Applicable Legislation and Regulations
New York State Code of Ethics for Educators (pdf) (http://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf)

New York State Education Law 3023 (https://www.nysenate.gov/legislation/laws/EDN/3023/)

Part 83 of the NYS Commissioner's Regulations, Determination of Good Moral Character (https://govt.westlaw.com/nycrr/Browse/Home/NewYork/NewYorkCodesRulesandRegulations/?guid=If811fe70ab3811dd9e3f9b6a3be71c54&transitionType=Default&contextData=(sc.Default))

Part 52 of the NYS Commissioner's Regulations, Registration of Curricula in Teacher Education (https://govt.westlaw.com/nycrr/Document/Ieca6da1bc22111dd97adcd755bda2840/?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Related References, Policies, Procedures, Forms and Appendices
UNDERGRADUATE ENROLLMENT IN GRADUATE COURSES
Purpose
Provides for undergraduate enrollment in graduate courses with explicit controls for such enrollment and the uses of the credit.

Definitions
SGS – School for Graduate Studies

Statements
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 nine credits of selected graduate course work as determined by the appropriate graduate program chair or coordinator (but only six hours during a single term), related to the student's 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 degree.

Applicable Legislation and Regulations
Title 8 Chapter II Regulations of the Commissioner part 52.2 (c)(3) "Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution."

Related References, Policies, Procedures, Forms and Appendices
Procedures for Undergraduate Students to Request Enrollment in Graduate Courses
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 the 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 university's academic appeals process and some 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.

WITHDRAWING FROM A COURSE PROCEDURE
If personal concerns or work demands make if 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. It is recommended that the student also consult with their academic advisor.

If alternative arrangements cannot be made, then the student will need to withdraw from the course. To withdraw from a course, the student will need to go to MySUNYEmpire (https://my.sunyempire.edu), click on **Registration and Course Offerings**, and then click on **Begin or Modify Registration**.

It is very important to note that a graduate 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 5th week of an 8-week term.

It is equally important for the student to note that they 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.)

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 University 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.

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 their 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 they want advice about other Empire State University graduate programs more suited to their particular interests or needs.

To formally withdraw, the student must submit the online Withdrawal from University form (https://secure.na3.documents.adobe.com/public/esignWidget/?

wid=CBFCIBAA3AAABLblqZhBKayD1J4DDQaBX-0bLYJxBkcB2W8_T6VzC_qJpeNrBa also available here - https://sunyempire.edu/registrar/forms-services/

Graduate Administrative Personnel
Leadership & Professionals

Matías, Audeliz
Associate Professor and Interim Dean, School for Graduate Studies
B.S., M.S., University of Puerto Rico-Mayagüez
Ph.D., Northwestern University
518-587-2100, ext. 2416
Audilez.Matias@sunyempire.edu

Stote, Kim
Dean, School of Nursing and Allied Health
R.D.N., The Cleveland Clinic Foundation
M.P.H., University of South Florida
Ph.D., Syracuse University
518-587-2100, ext. 2873
Kim.Stote@sunyempire.edu

Pepis, Tara
Assistant Dean for Accreditation, Licensure, and Partnerships, School for Graduate Studies
B.A., Smith College
M.A., New School University
MAT, Agnes Scott College
Ph.D., University of Massachusetts, Amherst
518-587-2100
Tara.Pepis@sunyempire.edu

Dinicola, Michael
Graduate Academic Advisor, School for Graduate Studies
B.S., College of St. Rose
M.S., College of St. Rose
518-580-2975
Michael.DiNicola@sunyempire.edu

Latimer, Bobbi

Coordinator of Certification and Licensure, School for Graduate Studies
A.A.S., Tompkins Cortland Community College
B.S. Bellevue University
315-460-3168
Bobbi.Latimer@sunyempire.edu

McEvoy, Jill
Graduate Student and Academic Services Coordinator, School for Graduate Studies
B.S., State University at Plattsburgh
M.A., State University at Stony Brook
518-587-2100, ext. 2220
Jill.McEvoy@sunyempire.edu

Pillsworth, Patricia
Coordinator of Operations, School for Graduate Studies
B.A., St. Bonaventure University
M.A., Ph.D., State University at Albany
518-587-2100, ext. 2549
Patricia.Pillsworth@sunyempire.edu

Ryan, Patricia
Director of Graduate Student and Academic Services, School for Graduate Studies
B.A., State University at Oswego
M.S., C.A.S., State University at Albany
2015 Empire State College Foundation Award for Excellence in Professional Service
518-587-2100, ext. 2267
Pat.Ryan@sunyempire.edu (pat.ryan@sunyempire.edu)

Sanborn, Rebecca
Clinical Experiences Coordinator, School for Graduate Studies
B.A., State University at Albany
MAT, Sage Graduate School
518-587-2100, ext. 2850
Rebecca.Sanborn@sunyempire.edu
teachereducation@sunyempire.edu
518-581-5320

Wise Foster, AMy
Clinical Experiences Coordinator, School for Graduate Studies
B.A., Mount Holyoke College
M.Ed., Boston University
518-587-2100, ext. 2903
Amy.Wisefoster@sunyempire.edu (amy.wisefoster@sunyempire.edu)
teachereducation@sunyempire.edu
518-581-5320

Academic Division Chairs & Academic Coordinators

Abendroth, Mark
Professor and Academic Coordinator, M.A.T. in Adolescent and Middle Childhood Education
B.S., Indiana University
M.P.A., Syracuse University
M.A.Ed., University of Colorado, Boulder
Ed.D., University of St. Thomas, Minneapolis
518-783-6203, ext. 5965
Mark.Abendroth@sunyempire.edu

Ait Si Mhamed, Ali
Associate Professor and Academic Coordinator, Ed.D. in Educational Leadership and Change
B.A.S., Universite Ibnou Zohr, Agadir, Morocco
M.Sc., D'Youville College
Ph.D., State University at Buffalo
518-587-2100, ext. 3861
Ali.AitSiMhamed@sunyempire.edu

Benke, Meg
Professor and Academic Coordinator, M.A. in Adult Learning
Academic Coordinator, M.A. in Educational Technology & Learning Design
B.S., Youngstown State University
M.Ed., Ph.D., Ohio University
518-587-2100, ext. 2263
Meg.Benke@sunyempire.edu

Chen, Ye
Assistant Professor and Academic Coordinator, M.S. in Finance
B.S., Wuyi University, China
Ph.D., Clarkson University
Ph.D., University of Massachusetts-Amherst
518-587-2100, ext. 2544
Ye.Chen@sunyempire.edu

Domingo, Jelia
Professor and Academic Coordinator, MAT and M.Ed. in Adolescent
& Childhood Special Education
B.A., Monroe College & University of Massachusetts-Amherst
M.S., Virginia State University
Ph.D., Fordham University
518-587-2100
Jelia.Domingo@sunyempire.edu

Eisenberg, Barry
Associate Professor and Academic Coordinator, MBA in Healthcare
Leadership
B.A., City University of New York, Queens College
M.A., Ph.D., Temple University
646-230-1298
Barry.Eisenberg@sunyempire.edu

Hegel, Rebecca
Associate Professor and Program Director, School of Nursing and Allied
Health
B.S., M.S., C.A.S., SUNY Institute of Technology
DNP, State University at Buffalo
518-580-4091
Rebecca.Hegel@sunyempire.edu

Kim, Sewon
Professor and Chair, Business, Management and Leadership Division
B.B.A., University of Ulsan, South Korea
Ph.D., Texas A&M University
SUNY Chancellor's Award for Excellence in Scholarship
Sewon.Kim@sunyempire.edu

Lus, Betul
Associate Professor and Academic Coordinator, M.S. in Applied Analytics
Academic Coordinator, M.S. in Marketing Analytics
Academic Coordinator, M.S. in Healthcare Analytics
B.S., M.S., Bogazici University, Turkey
Ph.D., University of Massachusetts, Amherst
518-587-2100, ext. 2913
Betul.Lus@sunyempire.edu

Rajabion, Lila
Associate Professor and Academic Coordinator, M.S. in Information
Technology
Academic Coordinator, M.S. in Cybersecurity
B.A., B.S., University of Windsor, Canada
M.S., University of Detroit Mercy
D.M.I.T., Lawrence Technical University
212-647-7800
Lila.Rajabion@sunyempire.edu

Reynolds, Heather
Professor and Academic Coordinator, M.Ed. in Curriculum and Instruction
B.A., Cornell University
M.Ed., Harvard University
Ph.D., The University of Michigan
518-587-2100
Heather.Reynolds@sunyempire.edu

Sanders, Rosilyn
Assistant Professor and Academic Coordinator, M.S. in Industrial
Organizational Psychology
B.A., Philander Smith University
M.A., University of Arkansas

PsyD., William James College
Rosilyn.Sanders@sunyempire.edu

Soderstrom, Mark
Professor and Academic Coordinator, M.A. in Liberal Studies
Academic Coordinator, M.A. in Public History
B.A., Metropolitan State University
M.A., Ph.D., University of Minnesota
315-472-5730, ext. 3164
Mark.Soderstrom@sunyempire.edu

Syed, Noor
Assistant Professor and Susan H. Turben Director of Autism Advocacy
Academic Coordinator, M.S. Applied Behavior Analysis
Director, Center for Autism Advocacy: Research, Education, and Supports
B.A., State University at Binghamton
M.A., M.Phil., Ph.D., Teachers College, Columbia University
518-587-2100, ext. 2724
Noor.Syed@sunyempire.edu

Tally, Peggy
Distinguished Teaching Professor and Academic Coordinator, M.A. in
Social and Public Policy
Academic Coordinator, M.A. in Work and Public Policy
Academic Coordinator, M.A. in Community and Economic Development
B.A., Cornell University
M.A., Ph.D., The Graduate Faculty, New School University
2020 Distinguished Teaching Professor, SUNY Board of Trustees
2018 SUNY Chancellor's Award for Teaching
2002 Susan H. Turben Award for Excellence in Scholarship
518-587-2100
Peggy.Tally@sunyempire.edu

Toma, Roxana
Associate Professor and Chair, Graduate Liberal Arts and Sciences
Division
B.Sc., The Bucharest University of Economic Studies, Romania
Ph.D., North Carolina State University
2015 Susan H. Turben Award for Excellence in Scholarship
518-580-2914
Roxana.Toma@sunyempire.edu

Wagle, Tina
Distinguished Teaching Professor and Chair, Graduate Education Division
B.A., Colgate University
M.A., Middlebury College
Ph.D., State University at Buffalo
2020 SUNY Chancellor's Award for Excellence in Teaching
716-686-7800, ext. 3862
Tina.Wagle@sunyempire.edu

Warzala, Ed
Associate Professor and Academic Coordinator, Master's in Public
Administration (M.P.A.)
B.A., State University at New Paltz
M.A., New York University, Graduate School of Arts and Sciences
Ph.D., State University at Albany, Nelson Rockefeller Graduate School of
Public Affairs and Policy
518-587-2100
Ed.Warzala@sunyempire.edu

Wiese, Thomas
Assistant Professor and Academic Coordinator, M.B.A. in Business
Management

B.S., Thomas Edison State University
MBA, Pennsylvania State University
Ph.D., Long Island University
518-587-2100, ext. 6831
Thomas.Wiese@sunyempire.edu

LONG ISLAND BUSINESS INSTITUTE TEACH OUT

Due to the closure of Long Island Business Institute (LIBI), current LIBI students will be offered enrollment at Empire State University for the Spring 2024 academic term and subsequent terms. Students must start their enrollment at SUNY Empire no later than Fall 2024.

SUNY Empire will offer a teach-out pathway for current LIBI students enrolled in their accounting, business management, hospitality management, office technology (medical track), and office technology programs.

Program F.A.Q.
WHAT DO I DO WITH FINANCIAL AID?
Visit FAFSA® Application | Federal Student Aid to update your 2023-2024 FAFSA to add SUNY Empire State University's federal school code 010286 in order to have your financial aid results sent to us.

ARE YOUR CLASSES ONLINE?
Your courses will be delivered through a hybrid model that will use Brightspace, our learning management system, for assignment submission and discussion posts, and Microsoft Teams for virtual class sessions.

IF I'M AN INTERNATIONAL STUDENT AT LIBI, WILL I BE ABLE TO STUDY AT EMPIRE STATE UNIVERSITY?
Unfortunately, the university is not able to serve international students who are required to hold an I-20, F1 student visa to study in this country.

I DON'T HAVE A HIGH SCHOOL DIPLOMA OR GENERAL EDUCATION DIPLOMA (GED), CAN I STUDY AT EMPIRE STATE UNIVERSITY?
If you entered LIBI through Ability To Benefit testing and do not have a high school diploma or GED, you must complete a special course distribution requirement to qualify for a college diploma. This distribution requirement enables you to receive both a high school equivalency diploma (GED) and a college degree.

- You will be able to take your GED & LIBI courses simultaneously.
- All GED courses are LIBI GED courses.

GED special course distribution based on earned college credits:

- Mathematics (3 credits)
- English Language arts (6 credits)
- Humanities (3 credits)
- Natural Science (3 credits)
- Social Science (3 credits)
- College Degree Program Requirements/such as Electives (6 credits)

WHO WILL GRANT MY ASSOCIATES DEGREE?
SUNY Empire will grant your degree.

HOW LONG ARE THE COURSES EACH SEMESTER?
Each course is 15 weeks long.

WHAT TUITION WILL I BE PAYING?
You will be paying SUNY Empire tuition rates (https://sunyempire.edu/student-accounts/tuition-fees/undergrad-tuitionfees/).

Degrees Available
- Accounting (p. 751): A.O.S. (p. 751)
- Business Administration (p. 751): A.O.S. (p. 751)
- Hospitality Management (p. 752): A.O.S. (p. 752)
- Office Technology (medical track) (p. 752): A.O.S. (p. 752)
- Office Technology (p. 752): A.O.S. (p. 752)

A.O.S. - Associate in Occupational Studies

Accounting: A.O.S.

Code	Title	Credits
General Education Requirements		
LENG 106	College English	3
LENG 207	College English II	3
or LENG 208	Contemporary Amer Short Story	
LPSY 104	Intro to Psychology	3
LSPE 100	Speech Communication	3
Requirements for the Major		
LACC 100	Principles of Accounting I	3
LACC 101	Principles of Accounting II	3
LACC 202	Intermediate Accounting I	3
LACC 203	Intermediate Accounting II	3
LACC 209	Income Tax	3
LADM 100	Administrative Management	3
LBUS 100	Busn Legal Concepts & Term	3
LBUS 102	Customer Service Management	3
LBUS 188	Introduction to Business	3
LBUS 197	Business Mathematics	3
LBUS 198	Business Communications	3
LCAC 205	Computerized Accounting	3
LCOM 100	Introduction to Computers	3
LFYS 100	First Year Seminar	3
LPCD 200	Prof Career Dev & Mgmt	3
Elective		
Elective to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met		3
Total Credits		**60**

Business Management: A.O.S.

Code	Title	Credits
General Education Requirements		
LENG 106	College English	3
LENG 207	College English II	3
or LENG 208	Contemporary Amer Short Story	
LPSY 104	Intro to Psychology	3
LSPE 100	Speech Communication	3
Requirements for the Major		
LACC 100	Principles of Accounting I	3
LADM 100	Administrative Management	3
LBUS 100	Busn Legal Concepts & Term	3
LBUS 188	Introduction to Business	3
LBUS 197	Business Mathematics	3

LBUS 198	Business Communications	3
LBUS 289	Org Behavior & Management	3
LBUS 290	Human Resources Management	3
LBUS 291	Business Finance	3
LBUS 292	Principles of Marketing	3
LBUS 294	Small Business Management	3
LCAC 205	Computerized Accounting	3
LCOM 100	Introduction to Computers	3
LFYS 100	First Year Seminar	3
LPCD 200	Prof Career Dev & Mgmt	3
Elective Requirement		
Elective to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met.		3
Total Credits		**60**

Hospitality Management: A.O.S.

Code	Title	Credits
General Education Requirements		
LENG 106	College English	3
LENG 207	College English II	3
or LENG 208	Contemporary Amer Short Story	
LPSY 104	Intro to Psychology	3
Requirements for the Major		
LBUS 101	The Hospitality Industry	3
LBUS 188	Introduction to Business	3
LBUS 198	Business Communications	3
LFYS 100	First Year Seminar	3
LCOM 100	Introduction to Computers	3
LBUS 197	Business Mathematics	3
LACC 100	Principles of Accounting I	3
LBUS 110	Hotel & Resort Management	3
LBUS 107	Casino Gaming Operations	3
LBUS 250	Events & Convention Management	3
LBUS 102	Customer Service Management	3
LBUS 200	Food Safety	1
LBUS 201	Food & Beverage Operations	3
LBUS 205	Travel & Tourism	3
LBUS 210	Hospitality Marketing	3
LBUS 211	Revenue Management	3
LPCD 200	Prof Career Dev & Mgmt	3
Elective Requirement		
Electives to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met.		3
Total Credits		**61**

Office Technology with Medical Option: A.O.S.

Code	Title	Credits
General Education Requirements		
LENG 106	College English	3
or LENG 208	Contemporary Amer Short Story	

LENG 207	College English II	3
LPSY 104	Intro to Psychology	3
LSPE 100	Speech Communication	3
Requirements for the Major		
LBUS 197	Business Mathematics	3
LBUS 198	Business Communications	3
LCOM 105	Records Management	3
LCOM 100	Introduction to Computers	3
LCOM 200	Busn Appl of Personal Comps	3
LHRW 100	Human Relations in Workplace	3
LFYS 100	First Year Seminar	3
LPCD 200	Prof Career Dev & Mgmt	3
Medical Office Track		
LMET 100	Medical Terminology	3
LMET 119	Basic Procedural Coding	3
LMET 115	Basic ICD-CM Coding	3
LMET 135	Medical Ethics	3
LMET 170	Electronic Health Records	3
LMET 200	Computerized Medical Billing	1
LMET 201	Medical Office Procedures	3
LMET 202	Intro to Human Anat & Phys	3
LMET 218	Medical Insurance Billing	3
Total Credits		**61**

Office Technology: A.O.S.

Code	Title	Credits
General Education Requirements		
LENG 106	College English	3
LENG 207	College English II	3
or LENG 208	Contemporary Amer Short Story	
LPSY 104	Intro to Psychology	3
LSPE 100	Speech Communication	3
Requirements for the Major		
LBUS 197	Business Mathematics	3
LBUS 198	Business Communications	3
LCOM 105	Records Management	3
LHRW 100	Human Relations in Workplace	3
LCOM 100	Introduction to Computers	3
LCOM 200	Busn Appl of Personal Comps	3
LFYS 100	First Year Seminar	3
LPCD 200	Prof Career Dev & Mgmt	3
Office Technology Track		
LADM 100	Administrative Management	3
LBUS 102	Customer Service Management	3
LBUS 188	Introduction to Business	3
LOFP 104	Office Procedures	3
LWEB 100	Introduction to Web Design	3
LNET 101	Introduction to Networking	3
Elective Requirements		

Electives to be selected from approved electives or courses in other programs provided prerequisites and corequisites are met	6
Total Credits	**60**

FACULTY

This listing is accurate at the date of publication. For the most up-to-date listing, please visit the college's online Faculty Directory (https://directory.esc.edu/faculty/).

SUNY Distinguished Faculty at Empire State University

Created by the State University Board of Trustees as a prestigious system-level distinction, the Distinguished Faculty Rank programs recognize and reward SUNY's finest and most accomplished faculty. The Distinguished Professorship (DP), Distinguished Service Professorship (DSP), Distinguished Teaching Professorship (DTP), and Distinguished Librarian (DL) designations constitute the highest system tribute conferred upon SUNY faculty. Distinguished Faculty at Empire State University are:

- **Elaine Handley**, Distinguished Teaching Professor, School of Arts and Humanities.
- **Alan Mandell**, Distinguished Service Professor, School of Social and Behavioral Sciences.
- **Ian Reifowitz** Distinguished Professor, School of Arts and Humanities.
- **Margaret (Peggy) Tally**, Distinguished Teaching Professor, School for Graduate Studies.
- **Tina Wagle**, Distinguished Teaching Professor, School for Graduate Studies.

Faculty at Empire State University

A

Abendroth, Mark
Professor, (Education).

Adler, Moshe
Visiting Associate Professor. B.Sc. (Mathematics) Tel-Aviv University, Ph.D. (Economics) University of California at Los Angeles.

Ait Si Mhamed, Ali
Associate Professor, (Education).

Allen, Lauren
Assistant Professor, (Education). Master of Arts (Psychology), Bachelor of Science (Psychology).

Amory, Deb
Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. Ph.D. (Anthropology) Stanford University, B.A. (Scholar of the House Program/African Studies) Yale University.

Anadio, Anthony
Visiting Assistant Professor, Historical Studies. School Of Arts And Humanities. Ph.D. (History) University at Albany - State University of New York, M.A. (History) University at Albany - State University of New York, B.A. (History) University at Albany - State University of New York.

Anderson, James
Lecturer, Mathematics. School Of Science, Mathematics And Technology. B.S. (Physics) Stanford University, M.S. (Materials Science) Stanford University, Ph.D. (Mathematics) Stanford University.

Angiello, Joe
Associate Professor, (Graduate Liberal Arts & Sciences). Ph.D. (Philosophy) University at Albany - State University of New York.

Arnold, Tai
Associate Professor, (Education).

Avery, Kimberly
Lecturer, Educational Studies. School Of Social And Behavioral Science. Bachelor of Science (Early Childhood Education) Oakland University, Master of Science (Education of Young Children) Nova Southeastern University.

B

Balko, Kimberly
Associate Professor, School of Nursing and Allied Health. Ph.D (Nursing Education) Capella University, (Business Leadership) Capella University, RN (Registered Professional Nursing) Albany Memorial School of Nurisng.

Ball, Eric
Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. B.S. (Mathematics) Clarkson University, M.S. (Applied Mathematics) University of Chicago, Ph.D. (Modern Greek Studies) Ohio State University, M.A. (Modern Greek Studies) Ohio State University.

Basile, Kristi
Lecturer, Psychology and Human Development. School Of Social And Behavioral Science.

Bassini, Judi
Lecturer. School Of Science, Mathematics And Technology.

Bates, Anna
Professor, Historical Studies. School Of Arts And Humanities. M.A. (Historical Studies) University of Houston Clear Lake.

Bates, Cynthia
Professor, Arts and Media. School Of Arts And Humanities. B.A. (Political Science) Siena College, M.A. (Performance Studies) New York University Tisch School of the Arts, D.F.A. (Dramaturgy and Dramatic Criticism) Yale University.

Beckem, John
Associate Professor, Business, International Business, and Marketing. School Of Business. B.S. (Industrial Operations Management) Lawrence Technological University, B.S. (Business Administration) William Tyndale College, M.Div. (Pastoral Care, Theology and Clinical Counseling) Ashland Theological Seminary, M.S. (Business Administration/Management Information Systems) Central Michigan University, Ph.D. (Educational Administration/Higher Education, General Business Administration and Planning/Policy Development).

Becker, Ann
Professor, Historical Studies. School Of Arts And Humanities. MAT (Social Studies) Stony Brook University - State University of New York, M.A. (History) Stony Brook University - State University of New York, Ph.D. (Early American History) Stony Brook University - State University of New York.

Bedenbender, Brandon
Visiting Assistant Professor, School of Nursing and Allied Health.

Bejou, David
Professor, Business, International Business, and Marketing, (Business, Management and Leadership). School Of Business.

Belasen, Alan
Professor, (Business, Management and Leadership). Ph.D. (Organizational Behavior) University at Albany - State University of New York, MPA (Public Management) Hebrew University.

Benke, Meg
Professor, (Education). B.S. (Business Administration) Youngstown State University, Ph.D. (Student Personnel) Ohio University.

Benno, Suzanne
Lecturer, Accounting, Finance, Economics and Management Information Systems. School Of Business. B.A. (History and Government) Russell Sage College, M.S. (Education) Russell Sage College, MBA (Business Management) University at Albany - State University of New York.

Bliss, Catherine
Assistant Professor, Mathematics. School Of Science, Mathematics And Technology. Ph.D. (Mathematical Sciences) University of Vermont, M.S. (Mathematics) University of Vermont, M.A. (Marine Affairs and Policy) University of Miami, B.A. (Psychology) Syracuse University.

Blitzer, Melinda
Associate Professor, Psychology and Human Development. School Of Social And Behavioral Science. Ph.D. (Clinical Psychology) Adelphi University, (Psychoanalysis) Adelphi University, (Group Psychotherapy) Adelphi University.

Blue, Jennifer
Assistant Professor, Mathematics. School Of Science, Mathematics And Technology. B.A. (Physics) Texas A&M University, B.S. (Mathematics) Texas A&M University, Ph.D. (Mathematics) Rensselaer Polytechnic Institute.

Boccolucci, Nicholas
Visiting Assistant Professor, Management and Human Resource Management. School Of Business. Ph.D. (Educational Administration, with a concentration in the Design and Management of Instructional Systems) University at Buffalo - State University of New York, M.S.Ed. (Student Personnel Services) Buffalo State College - State University of New York, B.A. (Liberal Arts with a major in Sociology) Buffalo State College - State University of New York.

Boddie, Terry
Lecturer, Arts and Media. School Of Arts And Humanities. B.F.A (Photography) New York University, M.F.A. (Combined Media) Hunter College - City University of New York.

Bonfiglio, Gennaro
Lecturer, Social Science and Public Affairs. School Of Social And Behavioral Science. B.A. (Economics/Education) Hunter College - City University of New York, MBA (Financial Management) Pace University.

Borden, MaryAnn
Visiting Assistant Professor, Arts and Media. School Of Arts And Humanities. B.A. (Art History) University at Albany - State University of New York, M.A. (History/Public History) University at Albany - State University of New York, Ph.D. (American History) University at Albany - State University of New York.

Borgos, Jill

Boyce, Frances
Lecturer, Accounting, Finance, Economics and Management Information Systems. School Of Business.

Bradley, Elizabeth
Professor, (Education). B.A. (Clinical Psychology, French) Tufts College, Ph.D. (School Psychology) University of Massachusetts Amherst.

Britton, Dee
Associate Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. Ph.D. (Social Science (PhD)) Syracuse University.

Buzick, Joan
Assistant Professor, Educational Studies. School Of Social And Behavioral Science. B.A. (Music Education (minor in Early Childhood Education)) Kean University, Ph.D. (Higher Education Leadership, Management, and Policy: Concentration in Research, Assessment, and Program Evaluation) Seton Hall University, M.A. (Applied Psychology) New York University, M.A. (Educational Administration: Concentration in Curriculum, Instruction, and Supervision) Rider University.

C

Camacho, Luis
Assistant Professor, Business, International Business, and Marketing. School Of Business.

Cattron, Kelly
Lecturer, Psychology and Human Development. School Of Social And Behavioral Science.

Cera, Cinzia
Lecturer, Natural Sciences. School Of Science, Mathematics And Technology.

Cetiner, Mete
Associate Professor, Computer Science and Technology. School Of Science, Mathematics And Technology. B.S. (Industrial Engineering) Gazi University, M.S. (Information Systems) Middle East Technical University, M.S. (Management of Information Systems) Claremont Graduate University, Ph.D. (Management of Information Systems and Technology) Claremont Graduate University.

Chandra, Bidhan
Professor, Business, International Business, and Marketing. School Of Business. MBA (Industrial Geography) University at Buffalo - State University of New York, Ph.D. (International Business) University at Buffalo - State University of New York.

Chen, Jianhao
Associate Professor, Computer Science and Technology. School Of Science, Mathematics And Technology.

Chen, Ye
Assistant Professor, (Business, Management and Leadership).

Chukhlomin, Valeri
Professor, Business, International Business, and Marketing. School Of Business. M.S. (Mathematical Economics) Novosibirsk University, Ph.D. (Economics and International Political Economy) The Russian Academy of Sciences.

Cianfarani, Lynn

Lecturer, Computer Science and Technology. School Of Science, Mathematics And Technology. B.S. Cornell University, M.Ed. University at Albany - State University of New York.

Cirigliano, Marc
Associate Professor, Arts and Media. School Of Arts And Humanities. B.A. (Art History) Baldwin-Wallace College, M.A. (Aesthetics) Syracuse University, M.Phil. (Humanities) Syracuse University.

Clarkplaskie, Margaret
Associate Professor, Psychology and Human Development. School Of Social And Behavioral Science. M.S. (Developmental Psychology) Rutgers - State University of New Jersey, B.A. (Psychology) Barnard, PhD (Developmental Psychology) Rutgers - State University of New Jersey.

Clemans, Shantih
Associate Professor, Human Services, Academic Affairs. B.A. (Social Work) Hood College, M.S.W. (Social Welfare) University at Albany - State University of New York.

Cline, Barrie
Visiting Assistant Professor.

Coleman, Cynthia
Lecturer, Social Science and Public Affairs. School Of Social And Behavioral Science. M.S. (Social Policy) Cornell University, BS (Social Relations) Cornell University.

Conaway, Cindy
Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. Ph.D (American Culture Studies) Bowling Green State University, Master of Science (Instructional Systems Design) Florida State University, Bachelor of Arts (English Language and Literature) University of Chicago.

Congemi, Robert
Associate Professor, Arts and Media. School Of Arts And Humanities. M.A. (English) University at Albany - State University of New York.

Covington, Herbert
Assistant Professor, Psychology and Human Development. School Of Social And Behavioral Science.

D

D'adamo-Weinstein, Lisa
Visiting Associate Professor, Arts and Media. School Of Arts And Humanities. M.S. (Language Education) Indiana University, Ph.D. (Language Education, Thesis: Kaleidoscope Tapestries: Weaving Patterns from First-Generation College Women's Telling-Stories) Indiana University.

Das, Ajay
Associate Professor, (Education).

DeJonge, Bernadet
Assistant Professor. School Of Human Services. M.A. (Rehabilitation Counseling), Ph.D (Counseling).

Dermody, Kate
Lecturer, Historical Studies. School Of Arts And Humanities. B.A. (History) Plattsburgh - State University of New York, Master of Science (Teaching) Plattsburgh - State University of New York.

Deshpande, Anant

Professor, Management and Human Resource Management. School Of Business. Ph.D. (Business Administration) University of Texas-Pan American.

DeYoe, Tammie
Lecturer, Human Services. School Of Human Services. B.A. (Sociology) Cortland - State University of New York, M.S. (Social Work) University of Pittsburgh, Ph.D (Social Work) Capella University.

Dilling, Petra
Associate Professor, (Business, Management and Leadership).

Domingo, Jelia
Professor, (Education). B.A. (Psychology, Spanish) University of Massachusetts Amherst, M.S. (Special Education) Virginia State University, Ph.D. (Education) Fordham University.

E

Eades-Baird, Michelle
Associate Professor, (Education). Ph.D. (Curriculum, Instruction and the Science of Learning, Science Education) University at Buffalo - State University of New York.

Edwards, Gregory
Associate Professor, Historical Studies. School Of Arts And Humanities. A.B. (Religion) Syracuse University, M.A. (History) St. Bonaventure University, Ph.D. (American History, European Military and Diplomatic History, 1914-1945) University at Buffalo - State University of New York.

Eisenberg, Barry
Associate Professor, (Business, Management and Leadership). B.A. (Political Science) Queens College - City University of New York, Ph.D. (Communication) Temple University.

Eliseo-Arras, Rebecca
Associate Professor, Child and Family Services. School Of Human Services. PhD (Social Welfare) University at Buffalo - State University of New York, MSW (Social Work) University at Buffalo - State University of New York, B.A. (Psychology and Political Science) University at Buffalo - State University of New York.

Engle, Collen
Lecturer, School of Nursing and Allied Health.

Epstein, Sue
Associate Professor, Management and Human Resource Management. School Of Business. B.S. (Business Economics) Cornell University, MBA (Marketing) New York University, Ph.D. (Organizational Studies) University at Albany - State University of New York.

F

Fernandez, Nadine
Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. B.A. (Urban Studies, American History) University of Pennsylvania, Ph.D. (Cultural Anthropology) University of California, M.A. (Cultural Anthropology) University of California.

FitzGerald, Karin
Lecturer, Psychology and Human Development. School Of Social And Behavioral Science. B.S. (Psychology) Lafayette College, M.S. (Child Development, Early Childhood Education) Wheelock College.

Foncette, Leslie-Ann

Visiting Assistant Professor. School Of Social And Behavioral Science.

Forte, Michele
Associate Professor, Human Services. School Of Human Services. PhD (Humanities/Women's Studies and Social Welfare) University at Albany - State University of New York.

Fortunato, Michael
Associate Professor, (Business, Management and Leadership). Ph.D. (Economics) Harvard University.

Franz, Jonathan
Visiting Professor, Psychology and Human Development. School Of Social And Behavioral Science.

Frederick, Brian
Assistant Professor, Psychology and Human Development. School Of Social And Behavioral Science. Doctor of Philosophy (Cultural and Global Criminology) University of Kent (England) & Universität Hamburg (Germany), Master of Science (Criminal Justice) California State University – Long Beach, Bachelor of Arts (Criminal Justice) California State University – Fullerton.

Fuchs Abrams, Sabrina
Professor, (Graduate Liberal Arts & Sciences). Ph.D (English and Comparative Literature) Columbia University, B.A. (English and American Literature) Harvard University.

Fullard, Dave
Visiting Associate Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. B.F.A. (Liberal Arts, specialization in photojournalism and studio photography) School of Visual Arts, M.A. (Criminal Justice) John Jay College for Criminal Justice, Ph.D. (Forensic Psychology and Forensic Behavioral Science) The Union Institute.

G

Gal, Diane
Professor, (Education). B.A. (Political Philosophy) Fordham University, M.A. (Area Studies, Politics) Hunter College - City University of New York, Ed.M. (International Educational Development) Teachers College at Columbia University, Ed.D. (Comparative and International Education) Teachers College at Columbia University.

Galuski, Tracy
Professor, Educational Studies. School Of Social And Behavioral Science. PhD (Elementary Education/Early Childhood Education) University at Buffalo - State University of New York.

Garner, Karen
Professor, Historical Studies. School Of Arts And Humanities. M.A. (Humanities) University of Texas at Dallas, Ph.D. (History) University of Texas at Austin.

Gechlik, Dave
Associate Professor, Human Services. School Of Human Services. Ph.D. (Health Psychology) New York University.

Giordano, Justin
Professor, Business, International Business, and Marketing. School Of Business. J.D. (Law) Touro College Jacob D. Fuchsberg Law Center, MBA (Masters of Busines Administration in Finance) St. John's University, Bachelor of Commerce (Major: Managemennt & Mnor: Marketing) Concordia University.

Gleason, Catherine
Lecturer, Natural Sciences. School Of Science, Mathematics And Technology. M.S. (Environmental Biology) George Mason University, B.A. (Biology) Oneonta - State University of New York.

Gliserman- Kopans, Dana
Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. Ph.D. (Literary and Cultural Studies) Carnegie Mellon University.

Goldberg, Joel
Associate Professor, Management and Human Resource Management. School Of Business.

Goldberg, Ruth
Associate Professor, Arts and Media. School Of Arts And Humanities.

Goodwin, Valerie
Lecturer, Accounting, Finance, Economics and Management Information Systems. School Of Business. St. Bonaventure University.

Green, Cailyn
Assistant Professor, Human Services. School Of Human Services.

Grill, Christopher
Lecturer, Social Science and Public Affairs. School Of Social And Behavioral Science. B.A. (Political Science/History) Oneonta - State University of New York, Ph.D. (Political Science) University at Albany - State University of New York.

Gupta-Carlson, Himanee
Professor, Historical Studies. School Of Arts And Humanities. B.S. (Journalism) Northwestern University, M.A. (American Studies) University of Hawaii-Manoa, Ph.D. (Political Science) University of Hawaii-Manoa.

H

Harvin, Kymn
Associate Professor, Management and Human Resource Management. School Of Business. B.A. (Journalism and Political Science) Indiana University of Pennsylvania, Ph.D. (Organization Development and Spirituality) Union Institute and University.

Hegel, Rebecca
Associate Professor, School of Nursing and Allied Health.

Hertz, Sarah
Associate Professor, Accounting, Finance, Economics and Management Information Systems. School Of Business. B.S. (Business, Management and Finance) Brooklyn College - City University of New York, Ph.D. (Finance) Rutgers - State University of New Jersey.

Hetherington, John
Lecturer, Literature and Communication and Cultural Studies. School Of Arts And Humanities. B.A. (Fine Arts) Empire State College - State University of New York, M.S. (Communications) Ithaca College.

Hewitt, Kimberly
Professor, Historical Studies. School Of Arts And Humanities. Ph.D. (American Civilization) University of Texas at Austin.

Hilpert, Kirsten
Lecturer, School of Nursing and Allied Health.

Hines, Rodlyn

Assistant Professor, Child and Family Services. School Of Human Services.

Hurd, Andrew
Assistant Professor, (Graduate Liberal Arts & Sciences).

Hutchins, Hartley
Lecturer, Business, International Business, and Marketing. School Of Business. B.S. (Liberal Arts and Sciences) University of Illinois, M.S. (Biological Sciences) Illinois State University.

I

Ivanov, Ivan
Professor, Computer Science and Technology. School Of Science, Mathematics And Technology.

Izard, Blair
Assistant Professor, (Education).

J

Jones, Karis
Assistant Professor, (Education). PhD (English Education) New York University.

Jones, Linda
Associate Professor, Natural Sciences. School Of Science, Mathematics And Technology. M.A. (English) Eastern Michigan University, M.S. (Geography) Northern Illinois University, Ph.D. (Geology and Environmental Geosciences) Northern Illinois University.

K

Kadaba, Sujatha
Visiting Assistant Professor, Natural Sciences. School Of Science, Mathematics And Technology.

Kallet, Cory
Lecturer, Business, International Business, and Marketing. School Of Business. MBA (Marketing) Columbia University.

Keane, Kjrsten
Lecturer, Educational Studies. School Of Social And Behavioral Science. B.A. (Mass Communication) University of North Carolina at Asheville, M.Ed. (Instructional Technology) University of Maryland University College, Ed.D. (Instructional Technology and Human Development) University of Maine.

Kennedy, Jolie
Assistant Professor, (Education).

Kernodle, Thomas
Associate Professor, Management and Human Resource Management. School Of Business.

Kim, Dongho
Professor, Business, International Business, and Marketing. School Of Business. BBA (Management with International Business Option) University of Alaska Anchorage, MBA (Business Administration) Murray State University, M.E. (Economics with Minor in Statistics) North Carolina State University, Doctor of Philosophy (Organization & Management) Capella University, MA (Theological Studies).

Kim, Sewon

Professor, Management and Human Resource Management, (Business, Management and Leadership).

Knapp-Elvidge, Joanne
Lecturer. School Of Human Services. Bachelor of Science (Community and Human Services) Empire State College - State University of New York, Master of Arts (Family Development) Empire State College - State University of New York.

Knowles, Martin
Visiting Assistant Professor, Child and Family Services. School Of Human Services.

Kochut, Renata
Assistant Professor, Accounting, Finance, Economics and Management Information Systems. School Of Business. M.A. (Law and Administration) University of Warsaw, Ph.D. (Economics) American University.

Kolisnyk, Mary
Visiting Assistant Professor. M.A. (Cinema Studies) New York University, Ph.D. (Comparative Literature) New York University.

Kram-Fernandez, Debra
Associate Professor, Child and Family Services. School Of Human Services. B.A. (English and Theater) University at Albany - State University of New York, MSW (Social Work) Hunter College - City University of New York, M.S. (Dance-Movement Therapy) Hunter College - City University of New York, Ph.D. (Social Welfare) Hunter College - City University of New York.

Kramer, Gloria
Assistant Professor, (Education).

Kravec, Maureen
Assistant Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. Ph.D. (English) SUNY Binghamton.

Krolick, Michael
Lecturer. School Of Business.

Kronenberg, Mindy
Visiting Assistant Professor, Arts and Media. School Of Arts And Humanities. B.A. (Humanities, Literature) Empire State College - State University of New York, M.F.A. (Creative Writing and Literature) Stony Brook University - State University of New York.

L

Lai, Alice
Professor, Arts and Media. School Of Arts And Humanities. B.A. (Art/Graphic Design) California State University, M.A. (Art Education) California State University, Ph.D. (Art Education) Ohio State University.

Lambe, Jeffrey
Associate Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. MPS (Community and Rural Development) Cornell University, Ph.D. (Indigenous Studies) Trent University.

Lawless, John
Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. Ph.D. (Child and Family Development) University of Georgia, MPH (Public Health) Drexel University, M.S. (Counseling Psychology) University at Albany - State University of New York.

Levine, Joanne

Professor, Human Services. School Of Human Services.

Lubecki, Lynn
Assistant Professor, Educational Studies. School Of Social And Behavioral Science.

Lus, Betul
Associate Professor, (Business, Management and Leadership). Ph.D (Industrial Engineering and Operations Research) University of Massachusetts Amherst, M.S. (Mathematics) Boaziçi University, B.S. (Teaching Mathematics) Boaziçi University.

M

Mackey, Tom
Professor, Arts and Media. School Of Arts And Humanities. Ph.D. (Writing, Teaching, and Criticism) University at Albany - State University of New York, M.A. (English) University at Albany - State University of New York, B.A. (Communication) University at Albany - State University of New York.

MacMillan, Thalia
Professor, Human Services. School Of Human Services. MSW (Social Work Research and Policy) Fordham University, PhD (Social Welfare) Fordham University, B.A. (Psychology and Human Services) Mount Saint Mary College.

Mandell, Alan
Distinguished Teaching Professor, Social Science and Public Affairs, Center for Mentoring, Learning & Academic Innovation. B.A. (History) University of Chicago, M.A. (Sociology) New School for Social Research, Ph.D. (Sociology) The Graduate Center at City University of New York.

Mangona, Nancy
Lecturer, Accounting, Finance, Economics and Management Information Systems. School Of Business. B.A. (Mathematics) State University of New York at Potsdam, M.S. (Industrial Administration) Union College.

Manzano, Raul
Visiting Assistant Professor, Arts and Media. School Of Arts And Humanities. Doctor of Philosophy (Humanities and Culture with specialization in Museum Studies) Union Institute and University, M.A.L.S. (Liberal Studies with specialization in Studio Practice and Curatorial Studies) Empire State College - State University of New York, B.A. (Illustration and Painting) School of Visual Arts.

Marikyan, Gohar
Professor, Mathematics. School Of Science, Mathematics And Technology. M.S. (Computer Science) Yerevan University, Ph.D (Mathematics) National Academy of Sciences of Armenia.

Masella, Norine
Assistant Professor, School of Nursing and Allied Health. M.S. (Nursing) Sage Graduate School, B.S. (Major in Nursing) Hartwick College.

Mather, Ronnie
Associate Professor, Psychology and Human Development. School Of Social And Behavioral Science.

Mendelsohn, Frieda
Lecturer, Computer Science and Technology. School Of Science, Mathematics And Technology. M.A. (Economics) Washington University, B.A. (Economics) University of California at Los Angeles.

Michaels, Jacqueline

Associate Professor, School of Nursing and Allied Health. M.S. (Nursing) Sage Graduate School, Doctor of Philosophy (Nursing) University at Buffalo - State University of New York.

Miller, Paul
Associate Professor, Historical Studies. School Of Arts And Humanities.

Mincin, Jennifer
Associate Professor, Human Services. School Of Human Services.

Munro, Heather
Lecturer, Psychology and Human Development. School Of Social And Behavioral Science. M.A. (Forensic Psychology, Research) Castleton State College, B.A. (Psychology (Honors)) Castleton State College.

Murphy, Cheryl
Lecturer, Literature and Communication and Cultural Studies. School Of Arts And Humanities.

Murphy, Yvonne
Professor, Arts and Media. School Of Arts And Humanities. Ph.D (Creative Writing and Literature) University of Houston.

Mwarumba, Njoki
Assistant Professor, Psychology and Human Development. School Of Social And Behavioral Science.

N

Nastacio, Michael
Lecturer, Mathematics. School Of Science, Mathematics And Technology. Master of Education; Bachelor of Arts (Mathematics) Wagner College, M.S.Ed. (Education) Wagner College, B.A. (Finance) Pace University.

Nelson, Bradford
Lecturer, Business, International Business, and Marketing. School Of Business. A.A.S. (Mechanical Technology) Jamestown Community College - State University of New York, A.S. (Mathematics and Science) Jamestown Community College - State University of New York, B.S. (Industrial Management) State University of New York at Fredonia, M.S. (Project Management) George Washington University.

Nesler, Mitch
Professor. School Of Social And Behavioral Science. Ph.D. (Social Personality Psychology) University at Albany - State University of New York.

Nyaronga, Dan
Professor, Psychology and Human Development. School Of Arts And Humanities. MALS (Human Behavior and Society) Valparaiso University, Ph.D (Human Development) Iowa State University.

O

Oaks, Susan
Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. Ph.D. (American Literature 1865-1914) New York University, M.A. (English) University at Albany - State University of New York, B.A. (English / Secondary Education) Elmira College.

Ogeen, Veronica
Lecturer, Human Services. School Of Human Services.

P

Parato, JULIE

Assistant Professor, Natural Sciences. School Of Science, Mathematics And Technology.

Parkins, Lisa
Visiting Assistant Professor, Arts and Media. School Of Arts And Humanities. B.A. (Arts) Empire State College - State University of New York, M.F.A. (Theater) Sarah Lawrence College, Ph.D (Performance Studies) Northwestern University.

Pascucci, Justin
Assistant Professor, School of Nursing and Allied Health.

Pellettiere-Calix, Lorette
Lecturer, International Education. B.A. (International Relations) Beloit College, M.A. (Organizational Management) University of Phoenix.

Pennucci, Marie
Lecturer, Social Science and Public Affairs. School Of Social And Behavioral Science. M.A. (Interpersonal/ Intercultural Communication) University at Albany - State University of New York.

Perilli, Diane
Assistant Professor, Accounting, Finance, Economics and Management Information Systems. School Of Business. A.S. (Business Administration) Westchester Community College, B.S. (Accounting) University at Albany - State University of New York, M.S. (Taxation) Pace University.

Perry, Leah
Associate Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. B.A. (English and World Religions) Manhattanville College, M.A.R. (Religion and the Arts) Yale University, M.A. (Humanities and Social Thought) New York University, Ph.D. (Cultural Studies) George Mason University.

Pichardo, Glenn
Visiting Assistant Professor, (Education).

Pilgrim, Karyn
Associate Professor, Arts and Media. School Of Arts And Humanities. B.F.A. (Playwriting) Brooklyn College - City University of New York, M.F.A. (Fiction) Brooklyn College - City University of New York.

Pratt, Anastasia
Associate Professor, Historical Studies, (Graduate Liberal Arts & Sciences). School Of Arts And Humanities. B.A. (History) Plattsburgh - State University of New York, Ph.D (American Culture) University of Michigan.

Pritchard, David
Associate Professor, Business, International Business, and Marketing. School Of Business. PhD (International Trade) University at Buffalo - State University of New York, M.A. (International Business) University at Buffalo - State University of New York, B.S. (Procurement and Contract Adminstration) University at Buffalo - State University of New York.

R

Rajabion, Lila
Associate Professor, (Graduate Liberal Arts & Sciences). Doctor of Philosophy (IT) Lawrence Technological University, BS (Computer Science).

Ramdeholl, Dianne

Professor, (Education). Ed.D. (Adult Education (with a focus on Education for Democratic Social Change/Critical Pedagogy)) National-Louis University.

Reifowitz, Ian
Distinguished Professor, Historical Studies. School Of Arts And Humanities. B.A. (History) Brown University, Ph.D. (History) Georgetown University.

Reynolds, Heather
Professor, (Education). Ph.D. (Education and Psychology) University of Michigan, Ed.M. (Human Development and Psychology) Harvard University, B.A. (Psychology) Cornell University.

Robey, Alison
Assistant Professor, Psychology and Human Development. School Of Social And Behavioral Science. Ph.D. (Cognitive & Neural Systems) University of Maryland, M.A. (Psychology) University of Maryland, M.A. (Measurement, Statistics, & Evaluation) University of Maryland.

Robinson, Jim
Associate Professor, Historical Studies. School Of Arts And Humanities. B.S. (English) New York University, M.A. (History) New York University, Ph.D. (Political Science) New York University.

Rodriguez, Connie
Lecturer, Accounting, Finance, Economics and Management Information Systems. School Of Business. M.S. (Accountancy) Polytechnic University of New York, M.S. (Systems Management) University of Southern California, BS (Business, Management, & Economics: Concentration in Accounting) Empire State College - State University of New York, BA (Computer Science) State University of New York at Oswego.

Ross, Anamaria
Lecturer, Health Services. School Of Human Services. Ph.D (Medical Anthropology) Tulane University, MPH (Public Health) SUNY Upstate Medical University and Syracuse University, HSMP Certificate (Health Services Management and Policy) Syracuse University.

Roufaiel, Nazik
Professor, Accounting, Finance, Economics and Management Information Systems. School Of Business. B.S. (Business Administration Accounting & Finance) Cairo University, M.S. (Accounting and Information Systems) Cairo University, Ph.D. (Accounting and Information Theory) Cairo University.

Rush, Alexandra
Assistant Professor, Psychology and Human Development. School Of Social And Behavioral Science. Ph.D. (Family Science and Human Development) Montclair State University, M.A. (Psychology) Long Island University, B.A. (Psychology) Rutgers - State University of New Jersey.

Russell, Jason
Professor, (Graduate Liberal Arts & Sciences). Ph.D. (History) York University.

RyanMann, Duncan
Professor, Accounting, Finance, Economics and Management Information Systems. School Of Business. BA (Liberal Arts) Evergreen State College (1976), Ph.D. (Economics) University of Pennsylvania (1984).

S

Salvati, Amy

Lecturer, Mathematics. School Of Science, Mathematics And Technology. M.A (Mathematics) University at Albany - State University of New York.

Sanders, Rosilyn
Assistant Professor, (Graduate Liberal Arts & Sciences).

Savior, Richard
Associate Professor, Management and Human Resource Management. School Of Business. Ed.D. (Educational Leadership, Administration and Policy) Fordham University.

Sawyer, Jim
Visiting Assistant Professor, Natural Sciences. School Of Science, Mathematics And Technology. B.A. (Biology) Saint John's University, Ph.D. (Developmental Biology) University of Cincinnati.

Schmidt, Matt
Visiting Assistant Professor, Natural Sciences. School Of Science, Mathematics And Technology. B.S. (Environmental and Forest Biology) State University of New York College of Environmental Science and Forestry, Ph.D. (Genetics) Stony Brook University - State University of New York.

Schuhrke, Jeff
Assistant Professor.

Shaw, Julia
Professor, Psychology and Human Development. School Of Social And Behavioral Science. B.S. (History) University of Kansas, M.S. (Special Education) University of Kansas Medical Center, Ed.D. (Human Development) Harvard University Graduate School of Education, Ph.D. (Human and Organizational Development) Fielding Graduate University.

Sherin, Starra
Lecturer, Mathematics. School Of Science, Mathematics And Technology. MBA (Concentration in Accounting) Union College, B.S. (Mathematics) Union College.

Shichtman, Diane
Associate Professor, Computer Science and Technology. School Of Science, Mathematics And Technology. B.S. (Interdisciplinary Science, Computer Science) Rensselaer Polytechnic Institute, M.A. (Technology and Society Program of Media Studies) New School for Social Research, MBA (Masters of Business Administration) University at Albany - State University of New York, Ph.D. (Science and Technology Studies) Rensselaer Polytechnic Institute.

Shorkey, Christi
Lecturer, Human Services. School Of Human Services. M.S. (Social Work) University at Albany - State University of New York, B.A. (Psychology) Marymount University.

Shrimpton, Nikki
Professor, Natural Sciences. School Of Science, Mathematics And Technology.

Siberio-Perez, Diana
Associate Professor, Mathematics. School Of Science, Mathematics And Technology. B.S. (Chemical Engineering) University of Puerto Rico-Mayaguez, Ph.D. (Macromolecular Science and Engineering) University of Michigan.

Sileo, Michele

Lecturer, Social Science and Public Affairs. School Of Social And Behavioral Science.

Silverman, Robyn
Lecturer, Management and Human Resource Management. School Of Business. B.S. (Elementary Education) Oneonta - State University of New York, M.S. (Management) Antioch/New England Graduate School.

Sithole, Margaret
Associate Professor, Management and Human Resource Management. School Of Business. B.A. (English, History,) University of Rhodesia, MBA (Educational Leadership, Higher Education Administration) Idaho State University.

Smith, Teresa
Assistant Professor, School of Nursing and Allied Health. M.S. (Nursing) Sage Graduate School.

Soderstrom, Mark
Professor, (Graduate Liberal Arts & Sciences). Ph.D. (History) University of Minnesota.

Solano, Thurman
Lecturer, Mathematics. School Of Science, Mathematics And Technology.

Starnawska, Sylwia
Associate Professor, (Business, Management and Leadership). M.S. (Economics/International Trade) Warsaw School of Economics, MBA (Financial Management) University of Exeter, Ph.D. (Economics, World Economy and International Business Strategy) Warsaw School of Economics.

Starr-Glass, David
Lecturer, International Education. MBA (Business Administration) Notre Dame de Namur University, M.Ed. (Flexible Education and Online Learning) University of Southern Queensland (Australia), M.Sc. (Occupational Psychology) University of London.

Steinman, Carrie
Assistant Professor, Human Services. School Of Human Services. Ph.D (Social Welfare) Stony Brook University - State University of New York, LMSW (Social Work) Hunter College - City University of New York.

Stever, Gayle
Professor, Psychology and Human Development. School Of Social And Behavioral Science. M.Ed. (Counseling Education) Arizona State University, Master of Counseling (Counseling Psychology) Arizona State University, Ph.D. (Lifespan Development Psychology) Arizona State University.

Stewart, Lynette
Associate Professor, Child and Family Services. School Of Human Services. MA (Human Development and Family Studies) University of Missouri, B.A. (Psychology) Stephens College, PhD (Human Development and Family Studies) University of Missouri.

Stone, Michael
Assistant Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. B.A. (Psychology and Sociology) State University of New York - College at Geneseo, MSW (Community Organization Planning and Development) West Virginia University, Ph.D. (Social and Public Policy Analysis) University of Pittsburgh.

Sun, Hope

Associate Professor, (Business, Management and Leadership).

Sun, Yanqing
Assistant Professor, Psychology and Human Development. School Of Social And Behavioral Science.

Syed, Noor
Susan H. Turben Director of Autism Advocacy and director of Center for Autism Advocacy: Research, Education, and Supports, Hartsdale. Doctor of Philosophy (Applied Behavior Analysis) Teachers College at Columbia University.

Szymanski, Sharon
Professor. B.A. (English Literature) University of Wisconsin-Milwaukee, M.A. (Economic History) Goddard College, Ph.D. (Labor Economics) New School University.

T

Tally, Peggy
Distinguished Teaching Professor, (Graduate Liberal Arts & Sciences). B.A. (Government) Cornell University, M.A. (Philosophy) New School for Social Research, Ph.D. (Sociology) New School for Social Research.

Tcherepashenets, Nataly
Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. B.A. (English linguistcs, Hispanic Literatures and Cultures) Hebrew University, M.A. (English Literature, Latin American Literature) Hebrew University, Ph.D. (Hispanic Languages and Literatures) University of California at Los Angeles.

Thurston, Cathryn
Associate Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. B.A. (International Studies) University of Denver, Ph.D. (Conflict Analysis and Resolution) George Mason University, M.A. (International Relations) Syracuse University.

Tobol, Amyruth
Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. B.A. (French) University at Buffalo - State University of New York, J.D. (Law) University at Buffalo - State University of New York, Ph.D. (American Studies) University at Buffalo - State University of New York.

Toma, Roxana
Associate Professor, (Graduate Liberal Arts & Sciences). Ph.D. (Public Administration) North Carolina State University, B.Sc. (Economics) The Bucharest University of Economic Studies.

Torino, Gina
Associate Professor, Psychology and Human Development. School Of Social And Behavioral Science. Ph.D. (Counseling Psychology) Columbia University.

Tratner, Susan
Professor, Business, International Business, and Marketing. School Of Business. B.S. (Anthropology and Political Science) Macalester College, M.A. (Latin American Studies) University of Florida, Ph.D. (Anthropology, Latin American Business) University of Florida.

Turner, Lue
Assistant Professor, Child and Family Services. School Of Human Services. B.S. (Family Science) Brigham Young University, M.S. (Marriage and Family Therapy) Brigham Young University, Ph.D. (Human Development & Family Studies/Marriage & Family Therapy) Iowa State University.

U

Unangst, Lisa
Assistant Professor, (Education). Ph.D. (Higher Education) Boston College, Ed.M. (International Education Policy) Harvard University Graduate School of Education, BA (American Studies/German Studies) Smith College.

V

Valentine, Sarah
Assistant Professor, School of Nursing and Allied Health.

VanWinkle, Melissa
Lecturer, Business, International Business, and Marketing. School Of Business. B.S. (Business Management and Economics) Empire State College - State University of New York, MBA (Business Adminstration) Alfred University.

Vernon, Victoria
Associate Professor, Accounting, Finance, Economics and Management Information Systems. School Of Business. Ph.D. (Economics) University of Texas at Austin, M.A. (Economics) Indiana University.

W

Wagle, Tina
Distinguished Teaching Professor, (Education). Ph.D. (Educational Leadership and Policy) University at Buffalo - State University of New York, M.A. (Spanish) Middlebury College.

Warzala, Ed
Associate Professor, Social Science and Public Affairs, (Graduate Liberal Arts & Sciences). B.A. (Political Science) State University of New York at New Paltz, M.A. (Politics) Graduate School of Arts and Sciences - New York University, Ph.D. (Comparative Government) University at Albany - State University of New York.

Wasserlauf, Robert
Lecturer, Business, International Business, and Marketing. School Of Business. B.A. (Economics) University of Arizona, MBA (Marketing) Wright State University.

Wedderburn, Nadine
Associate Professor, Social Science and Public Affairs. School Of Social And Behavioral Science. B.S. (Civil Engineering Technology) Rochester Institute of Technology, M.S. (Engineering Management) Florida Institute of Technology, Ph.D. (Public Affairs) Florida International University.

Weeks, Electra
Lecturer, Social Science and Public Affairs. School Of Social And Behavioral Science. Doctor of Philosophy (Anthropology of Science and Technology) New School for Social Research.

Welfeld, Joseph
Lecturer, Management and Human Resource Management. School Of Business. B.E. (Mechanical Engineering) The Cooper Union, MBA (Healthcare Administration) Baruch College - City University of New York.

Wells, Melissa
Assistant Professor, Educational Studies, Academic Affairs. Ed.D. (Special Education), MAT (Special Education- Severe and Multiple

Disabilities), Bachelor of Arts (General & Special Education - Sociology/Anthropology).

Wells, Richard
Professor. B.S. (History) Northeastern University, Ph.D. (Anthropology) New School for Social Research.

Whann, Christopher
Associate Professor, Social Science and Public Affairs. School Of Social And Behavioral Science.

White, Dianne
Associate Professor, School of Nursing and Allied Health.

Wiese, Thomas
Assistant Professor, (Graduate Liberal Arts & Sciences).

Wilde-Biasiny, Betty
Professor, Arts and Media. School Of Arts And Humanities. B.F.A. (Painting and Printmaking) Ohio University, M.F.A. (Fine Arts, Contemporary Art) Columbia University.

Williams, Margaret
Lecturer, Human Services. School Of Human Services. B.A. (French) Siena College, MBA (International Marketing) Saint John's University, M.S. (Guidance and Counseling) Sage Graduate School.

Winn, Sandra
Visiting Associate Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. B.S. (Communication and Education) Western State Colorado University, M.S. (Educational Administration and Policy Studies) University at Albany - State University of New York, D.A. (Humanistic Studies: Communication and Education emphasis) University at Albany - State University of New York.

Woo, Kevin
Associate Professor, Natural Sciences. School Of Science, Mathematics And Technology. B.S. (Interdisciplinary Psychology/Biology) Long Island University - Southampton College, M.S. (Ecology and Biodiversity) Victoria University of Wellington, Ph.D. (Animal Behavior) Macquarie University.

Y

Yogtiba, Joseph
Assistant Professor, Human Services. School Of Human Services. (Social Adminstration) University of Ghana.

Young, Erin
Associate Professor, Literature and Communication and Cultural Studies. School Of Arts And Humanities. Master of Arts (English) San Diego State University, Doctor of Philosophy (English) University of Oregon.

Z

Zanfini, Mary
Lecturer, Literature and Communication and Cultural Studies. School Of Arts And Humanities. M.A. (English Literature) New York University, Ph.D (Educational Administration) College of Staten Island - City University of New York, B.A. (English Literature) Pace University.

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