

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

Table of Contents

Graduate Programs	4	Nursing, Combined Degree Pathways	62
GRADUATE DEGREES	6	Work and Labor Policy, Combined Degree Pathways	63
Adolescent or Middle Childhood Education, Master of Arts in Teaching	7	ADVANCED CERTIFICATES	64
Adolescent Special Education, Master of Arts in Teaching	11	American Studies, Advanced Certificate	64
Adolescent Special Education, Master of Education	14	Child and Family Advocacy, Advanced Certificate	64
Adult Learning, Master of Arts	16	Community Advocacy, Advanced Certificate	64
Agricultural Education, Master of Arts in Teaching	16	Cybersecurity, Advanced Certificate	65
Applied Analytics, Master of Science	19	Emerging Media and Technology for the Arts, Advanced Certificate	65
Applied Behavior Analysis, Master of Science	20	Financial Management and Analysis, Advanced Certificate	66
Business Management, Master of Business Administration	22	Global Brand Marketing, Advanced Certificate	66
Childhood Special Education, Master of Arts in Teaching	24	Global Finance and Investment, Advanced Certificate	67
Community and Economic Development, Master of Arts	26	Healthcare Management, Advanced Certificate	67
Curriculum and Instruction, Master of Education	28	Heritage Preservation, Advanced Certificate	67
Educational Leadership and Change, Educational Doctorate	28	Human Resource Management, Advanced Certificate	68
Educational Technology and Learning Design, Master of Arts	31	Information Technology Management, Advanced Certificate	68
Finance, Master of Science	33	Innovation Management and Entrepreneurship, Advanced Certificate	69
Healthcare Leadership, Master of Business Administration	35	Instructional Design and Emerging Technologies, Advanced Certificate	69
Information Technology, Master of Science	37	Labor Studies, Advanced Certificate	70
Liberal Studies, Master of Arts	38	Marketing Analytics and Brand Management, Advanced Certificate	70
Nursing Administration, Master of Science	41	Nonprofit Management, Advanced Certificate	70
Nursing Education, Master of Science	41	Nursing Education, Certificate of Advanced Study	71
Public Administration, Master of Public Administration	43	Optometry Business Management, Advanced Certificate	71
Public History, Master of Arts	45	Project Management, Advanced Certificate	72
Social and Public Policy, Master of Arts	47	Social Entrepreneurship, Advanced Certificate	72
Work and Labor Policy, Master of Arts	49	Public Administration, Advanced Certificate	72
COMBINED DEGREE PATHWAYS AND PROGRAMS	51	Public History, Advanced Certificate	73
Adolescent Education, Combined Degree Pathways	51	STEM Education and Emerging Technologies, Advanced Certificate	73
Adolescent Special Education, Combined Degree Pathways	52	Teaching and Training with Technology, Advanced Certificate	74
Business Management, Combined Degree Pathways	53	TESOL, Advanced Certificates	74
BS Accounting - MBA Business Management Combined Degree CPA-150 Qualifying Program	55	Women's and Gender Studies, Advanced Certificate	75
Community and Economic Development, Combined Degree Pathways	57	Workforce Development, Advanced Certificate	75
Finance, Combined Degree Pathway	58	Getting Started and Registration	77
Healthcare Leadership, Combined Degree Pathways	59	Graduate Course Inventory	80
Information Technology, Combined Degree Pathways	60	PADM: Public Administration (Graduate)	140
Liberal Studies, Combined Degree Pathways	61	Student Activities	150
		Graduate Student Services	151
		Online Library	154

Graduate Admission	154
Tuition and Fees	157
Financial Aid	162
Policies and Procedures	168
Graduate Administrative Personnel	206

Graduate Programs

Degrees

- Adolescent or Middle Childhood Education, Master of Arts in Teaching (p. 7)
- Adolescent Special Education, Master of Arts in Teaching (p. 11)
- Adolescent Special Education, Master of Education (p. 14)
- Adult Education, Master of Arts (<http://catalog.sunyempire.edu/graduate/programs/ma-adult-education/>)
- Agricultural Education, Master of Arts in Teaching (p. 16)
- Applied Analytics, Master of Science (p. 19)
- Applied Behavior Analysis, Master of Science (p. 20)
- Business Management, Master of Business Administration (p. 22)
- Childhood Special Education, Master of Arts in Teaching (p. 24)
- Community and Economic Development, Master of Arts (p. 26)
- Curriculum and Instruction, Master of Education (<http://catalog.sunyempire.edu/graduate/programs/med-curriculum-instruction/>)
- Cybersecurity, Master of Science (<http://catalog.sunyempire.edu/graduate/programs/ms-cybersecurity/>)
- Educational Leadership and Change, Educational Doctorate (p. 28)
- Educational Technology and Learning Design, Master of Arts (p. 31)
- Finance, Master of Science (p. 33)
- Healthcare Analytics, Master of Science (<http://catalog.sunyempire.edu/graduate/programs/healthcare-analytics/>)
- Healthcare Leadership, Master of Business Administration (p. 35)
- Higher Education, Master of Arts (<http://catalog.sunyempire.edu/graduate/programs/ma-higher-education/>)
- Information Technology, Master of Science (p. 37)
- Liberal Studies, Master of Arts (p. 38)
- Marketing Analytics, Master of Science (<http://catalog.sunyempire.edu/graduate/programs/marketing-analytics/>)
- Nursing Administration, Master of Science (p. 41)
- Nursing Education, Master of Science (p. 41)
- Public Administration, Master of Public Administration (p. 43)
- Public History, Master of Arts (p. 45)
- Social and Public Policy, Master of Arts (p. 47)
- Work and Labor Policy, Master of Arts (p. 49)

- BS in Accounting to MBA in Business Management (p. 55) (CPA-150 and CPA-150E Licensure Qualified Program)¹
- Pathways to the MBA in Business Management (p. 53)^{1,2,3,4}
- Pathways to the MBA in Healthcare Leadership (p. 59)^{1,2}
- Pathways to the M.S. in Finance (p. 58)³
- Pathways to the M.S. in Information Technology (p. 60)³
- Pathways to the M.A. in Community and Economic Development (p. 57)¹
- Pathways to the M.A. in Liberal Studies (p. 61)¹
- Pathways to the M.A. in Work and Labor Policy (p. 63)³
- Pathways to the MAT in Adolescent Education (p. 51)¹
- Pathways to the MAT in Adolescent Special Education (p. 52)^{1,3}
- Pathways to the MS in Nursing Education or Nursing Administration (p. 62)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. 64)
- Child and Family Advocacy, Advanced Certificate (p. 64)
- Community Advocacy, Advanced Certificate (p. 64)
- Cybersecurity, Advanced Certificate (p. 65)
- Emerging Media and Technology for the Arts, Advanced Certificate (p. 65)

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.

- Financial Management and Analysis, Advanced Certificate (p. 66)
- Global Brand Marketing, Advanced Certificate (p. 66)
- Global Finance and Investment, Advanced Certificate (p. 67)
- Healthcare Management, Advanced Certificate (p. 67)
- Heritage Preservation, Advanced Certificate (p. 67)
- Human Resource Management, Advanced Certificate (p. 68)
- Information Technology Management, Advanced Certificate (p. 68)
- Innovation Management and Entrepreneurship, Advanced Certificate (p. 69)
- Instructional Design and Emerging Technologies, Advanced Certificate (p. 69)
- Labor Studies, Advanced Certificate (p. 70)
- Marketing Analytics and Brand Management, Advanced Certificate (p. 70)
- Nonprofit Management, Advanced Certificate (p. 70)
- Nursing Administration, Certificate of Advanced Study (<http://catalog.sunyempire.edu/graduate/programs/nursingadmin-cas/>)
- Nursing Education, Certificate of Advanced Study (p. 71)
- Optometry Business Management, Advanced Certificate (p. 71)
- Project Management, Advanced Certificate (p. 72)
- Public Administration, Advanced Certificate (p. 72)
- Public History, Advanced Certificate (p. 73)
- STEM Education and Emerging Technologies, Advanced Certificate (p. 73)
- Teaching and Training with Technology, Advanced Certificate (p. 74)
- TESOL, Advanced Certificates (p. 74)
- Women's and Gender Studies, Advanced Certificate (p. 75)
- Workforce Development, Advanced Certificate (p. 75)

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. 16)

*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. 154) 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. 9)

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		Credits
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		Credits
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		Credits
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 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
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. 154) 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. 11)
- **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 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		
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. 154) 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
<i>Foundation Courses</i>		
EDUC 6010	Middle Childhood & Adolescent Development	3
CURI 6050	Literacy Assessment	3
EDUC 6130	Literacy Across the Curriculum	3
<i>Core Courses</i>		
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
<i>Capstone Course</i>		
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.

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. 154) 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. 154) 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
<i>Management Concentration</i>		
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	
<i>Education Concentration</i>		
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. 154) 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
<i>CORE Courses</i>		
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
<i>CAPSTONE Courses</i>		
APPL 7001	Applied Behavior Analysis Capstone I	2
APPL 7002	Applied Behavior Analysis Capstone II	2
APPL 7003	Applied Behavior Analysis Capstone III	2
<i>PRACTICUM Courses</i>		
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. 154) 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

¹This 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. 154) 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 school². 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		
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. 154) 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.

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. 154) 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
<i>Core Courses (5)</i>		
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
<i>Concentration Electives (4)</i>		12
<i>Capstone</i>		
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. 69)
- Advanced Certificate in Teaching and Training with Technology (p. 74)
- Advanced Certificate in STEM Education and Emerging Technologies (p. 73)
- Advanced Certificate in Emerging Media and Technology for the Arts (p. 65)

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 program¹ 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. 154) 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
<i>Corporate Finance track</i>		
FSMA 6035	Financial Risk Management	
FSMA 6040	Mergers & Acquisitions	
FSMA 6045	Money Banking & Financial Institutions	
FSMA 6050	Financial Analysis & Control	
<i>International Finance track</i>		
FSMA 6080	International Accounting	
FSMA 6095	International Financial Law & Regulation	
MGMT 6065	Economics for Global Managers	
FSMA 6055	Financial Instruments & Derivatives	
<i>General Finance track</i>		
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 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. 154) 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 sequence¹:

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

- **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.

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:

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. 154) 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. 154) 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.

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 Administration, 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. 154) 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 makers 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. 154) 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
<i>Possible Electives in American History</i>		
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
<i>Possible Electives in Material/Visual Culture</i>		
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. 154) 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
<i>Core Courses</i>		
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
<i>Electives, 3cr (4)</i>		12
<i>Capstone Course</i>		
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. 154) 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.		
<i>For the General Concentration:</i>		
Choose 5 Electives (3cr each)		
<i>For the Workforce Development Concentration:</i>		
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.

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 admission¹ 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
<i>Teaching & Learning (choose one):</i>		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. 7) 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 admission¹ 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 application² 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. 11) 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 admission¹:

- 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 application¹ 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 application², 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. 22) 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 (<http://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/bs-accounting/>) to MBA in Business Management (p. 22).
- **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. 55)

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
<i>General Business Concentration</i>		
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 (<http://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/bs-accounting/#combinedtext>) 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 admission¹ 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. 26) 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 application¹, 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. 33) 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 admission¹:

- 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 application¹ 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 application², 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. 35) 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 application¹, 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. 37) 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 admission¹ 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. 38) 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
<i>Models of Critical Inquiry (Choose one):</i>		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 (<http://catalog.sunyempire.edu/undergraduate/areas-study-degrees-certificates/nursing-bsn/>) catalog pages and the M.S. in Nursing Education (p. 41) or M.S. in Nursing

Administration (p. 41) 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 requirements¹ 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. 49) section of this catalog, under Program Requirements.

ADVANCED CERTIFICATES

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		Credits
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 various 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) standards; 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.
- 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 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 strategic 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. 154) 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
<i>Fall Term</i>		
EDUC 6080	Second Language Acquisition	3
EDUC 6082	Research-Based Methods for Teaching English Language Learners	3
<i>Spring Term</i>		
EDUC 6081	Linguistics and Grammar for English Teaching	3
EDUC 6083	Teaching English Language Learners in the Content Areas	3
<i>Summer Term</i>		

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 of politics 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.

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

A

- ADLC: Adult Learning (Graduate) (p. 81)
- APAN: Applied Analytics (Graduate) (p. 83)
- APPL: Applied Behavior (Graduate) (p. 84)

C

- CAED: Community & Economic Development (Graduate) (p. 86)
- CURI: Curriculum & Instruction (Graduate) (p. 87)

E

- EDET: Education in Emerging Tech (Graduate) (p. 97)
- EDHE: Higher Education (Graduate) (<http://catalog.sunyempire.edu/graduate/courses/edhe/>)
- EDLC: Educational Leadership and Change (Graduate) (p. 101)
- EDUC: Education (Graduate) (p. 105)

F

- FSMA: Finance (Graduate) (p. 113)

H

- HCAN: Healthcare Analytics (Graduate) (<http://catalog.sunyempire.edu/graduate/courses/hcan/>)
- HCLM: Healthcare Leadership & Mgmt (Graduate) (p. 115)

I

- INFT: Information Technology (Graduate) (p. 119)

L

- LABR: Labor Studies (Graduate) (p. 121)
- LACS: Liberal Studies (Graduate) (p. 122)

M

- MGMT: Management (Graduate) (p. 130)
- MKAN: Marketing Analytics (Graduate) (<http://catalog.sunyempire.edu/graduate/courses/mkan/>)

N

- NURS: Nursing (Graduate) (<http://catalog.sunyempire.edu/graduate/courses/nurs/>)

P

- PADM: Public Administration (Graduate) (p. 140)
- PBHS: Public History (Graduate) (p. 141)
- PPOL: Public Policy (Graduate) (p. 142)

S

- SPED: Special Education (Graduate) (p. 144)

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 articulate the meaning, purpose, and activities of HRD. Additionally, students will acquire a multifaceted understanding of HRD's evolution, which has not been without ambiguity and debate. Students learn about the history of the field, key theorists and debates in the field, and they will be able to identify HRD initiatives within their own professional experiences in order to connect theory with application. This course 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 of 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 United 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 overlapping, 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.

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 higher education 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 Directors; 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 place 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 in practical 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, diversification 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.

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, race, 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 its subject focus. Through a rich array of readings and engagement with primary sources, this course will help the student develop the skills and background of a practicing scholar in the field. This is a required course of the American Studies advanced certificate. This course 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 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. 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 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 Civil War and engaging a broad variety of primary and secondary sources, the student will achieve an understanding of the complexities of U.S. culture and social change and develop the skills of a practicing historian. This course satisfies one 3-credit elective requirement in the American Studies advanced certificate. 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 of Corporate Communication and the Marketing of brand and customer experience, as both are heavily dependent on a rapidly changing media environment that is approached differently. This environment is also illuminated to provide students with basic news literacy. What was once a theoretical model is now the dashboard for increasingly automated (or "programmable") 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.

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

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.

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.

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>).

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/](https://www.sunyempire.edu/service-desk/)) 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 (<http://catalog.sunyempire.edu/undergraduate/academic-policies-procedures/>) 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.

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 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. 168) 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. 28) 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.lce.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.lce.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 (<http://catalog.sunyempire.edu/undergraduate/college-calendar/>) 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 (<http://catalog.sunyempire.edu/undergraduate/financial-aid/>) 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	Technolog 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	Technolog 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	\$5,080	\$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	\$6,985	\$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	Technol 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

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.

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

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/sunypdp/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 must 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 Table¹

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.

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 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 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 policies, 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=Category>)
- 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 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.

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 Point 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 chooses 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

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 be 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

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/registrar 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 Conduct 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=\(sc.Default\)](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 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=\(sc,Default\)](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=CategoryPage&fromContext=Appeals>)

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 from the appeals (no default) 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 it difficult or impossible for a student to continue with a course after it has started, the student needs to alert his or her course instructor as soon as possible. Sometimes

alternative arrangements can be made, such as an incomplete. It is recommended that the student also consult with their academic advisor.

wid=CBFCIBAA3AAABLbqZhBKayD1J4DDQaBX-0bLYJxBkcB2W8_T6VzC_qJpeNrBa also available here - <https://sunyempire.edu/registrar/forms-services/>

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/>)

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.Aabendroth@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, Jelía

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
 Jelía.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