

# Continuing Education and Graduate Studies

## Mission Statement

In support of the mission of Elmira College, the Office of Continuing Education and Graduate Studies promotes life-long learning through serving our community and region by providing a quality, distinctive, convenient, and affordable education. We assist our graduate and part-time undergraduate students through the successful completion of their academic and professional goals in a supportive, collaborative environment.

Reflecting its Mission, the Office of Continuing Education and Graduate Studies:

- I. adequately staffs a location from which students can receive and/or be referred for information and services.
- II. assures that all students are offered quality support and academic advising services.
- III. provides professional, supportive services for faculty teaching evening and weekend courses.
- IV. administers an evaluation process to assure that the unit's efforts are serving the needs of the students and faculty whom they serve.
- V. assists in coordinating the services by all campus offices so that the enrollment/registration process is seamless for students.
- VI. coordinates the efforts of recruiting graduate and part-time undergraduate students and marketing our programs to our service area.
- VII. works with regional business and service agencies to provide professional development opportunities to the local workforce.

The faculty and administrators of Elmira College have sought to present in this publication the official policies, rules, regulations, programs, courses and financial requirements of the College with all due care and accuracy. However, the College reserves the right to make such changes as may be required by unforeseen circumstances, or which may be deemed by the trustees, faculty, and administration to be in the best interests of the institution and its students.

The College will announce changes in financial requirements well in advance, and will implement new academic requirements so that no student will be penalized by them. At the same time, students

are responsible for their own academic programs, and are expected to cooperate with College officials in ensuring that all requirements are being met. Elmira College does not guarantee that discontinued programs or majors will be available beyond a reasonable length of time for completion of the program or major from the date of discontinuance.

More extensive information about Elmira College programs, policies, and services may be found in *The Elmira College Bulletin*.



# Academic Calendar

## Winter 2013 - Winter 2014

(Subject to Change)

<b>WINTER 2013</b>	<b>Term, January 7 - April 13</b>
November 12	Continuing Education Winter 2013 Registration Begins
January 7	WINTER 2013 TERM BEGINS
January 21	Withdrawal period begins; Students withdrawing from courses are required to have instructor's signature and an assigned grade of W or WF
February 16-24	Mid-Term Break
Feb. 25-Mar. 8	Students are able to elect Pass-Fail Option for Winter 2013 thirteen-week courses
March 11	Continuing Education Spring Term III and Spring Term IIIa Registration Begins
March 26	Commencement Fair
April 13	Winter 2013 Classes End
April 19	Spring Holiday (Offices Closed)
<b>SPRING 2013</b>	<b>Term III, April 22 - May 29; Term IIIa, April 22 - June 22</b>
March 11	Continuing Education Spring Term III and Spring Term IIIa Registration Begins
April 22	SPRING TERM III and IIIa Begins
April 26	Withdrawal period begins; Students withdrawing from courses are required to have instructor's signature and an assigned grade of W or WF
April 29	Continuing Education Summer 2013 Registration Begins
May 1	Withdrawal period begins for Spring Term IIIa; Students withdrawing from courses are required to have instructor's signature and an assigned grade of W or WF
May 20-31	Students are able to elect Pass-Fail Option for Spring Term IIIa classes
May 29	Spring Term III 2013 Classes End
June 1	Continuing Education and Graduate Studies Commencement Recognition Ceremony, 7 p.m.
June 2	Commencement, 11 a.m.
June 22	Spring Term IIIa Classes End
<b>SUMMER 2013</b>	<b>Term IV, Session I June 3 - August 3; Session 2 June 24 - August 3</b>
April 29	Continuing Education Summer 2013 Registration Begins
June 3	SUMMER TERM 2013 SESSION I BEGINS (three, six, and nine weeks)
June 5	Withdrawal period begins for Three-Week Summer Session I courses; Students withdrawing from courses are required to have instructor's signature and an assigned grade of W or WF
June 7	Withdrawal period begins for Six-Week Summer Session I courses; Students withdrawing from courses are required to have instructor's signature and an assigned grade of W or WF
June 12	Withdrawal period begins for Nine-Week Summer Session I courses; Students withdrawing from courses are required to have instructor's signature and an assigned grade of W or WF
June 17-28	Students are able to elect Pass-Fail Option for Summer Session I six-week courses
June 24	SUMMER TERM 2013 SESSION II BEGINS
July 4-5	Summer Holiday (Offices Closed)
July 22	Continuing Education Fall 2013 Registration Begins
August 3	Summer 2013 Classes End
<b>FALL 2013</b>	<b>Term I, September 2 - December 12</b>
July 22	Continuing Education Fall 2013 Registration Begins
September 2	FALL 2013 TERM BEGINS
October 14-15	Mid-Term Break
November 18	Continuing Education Winter 2014 Registration Begins
Nov. 24-Dec. 1	Thanksgiving Break
Nov. 27-29	Thanksgiving Break (Offices Closed)
December 14	Fall 2013 Classes End
Dec. 24-Jan. 1	Holiday Break (Offices Closed)
January 2, 2014	Offices Reopen
<b>WINTER 2014</b>	<b>Term II, January 6 - April 11</b>
November 19	Continuing Education Winter 2014 Registration Begins
January 6	WINTER 2014 TERM BEGINS
February 16-23	Mid-Term Break
March 10	Continuing Education Spring 2014 Registration Begins
March 25	Commencement Fair
April 12	Winter 2014 Classes End

# Undergraduate and Graduate Studies General Information

## Charter and Curricula

Founded in 1855, Elmira College is chartered by the Regents of the University of the State of New York. Curricula are registered with the New York State Education Department and are approved for the education of veterans and dependents of deceased and one hundred percent disabled veterans. The College is authorized under federal law to enroll nonimmigrant alien students.

## Accreditations and Memberships

Elmira College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104-2680, (267) 284-5000. Elmira College is registered for teacher education by the New York State Department of Education. The Nursing Program is fully accredited by the National League for Nursing Accrediting Commission, Inc., 61 Broadway, 33rd Floor, New York, NY 10006, phone number 800-669-1656, and is a member of the American Association of Colleges of Nursing.

Elmira College is a member of the National Association of Independent Colleges and Universities, the Council of Independent Colleges and Universities, the Service members Opportunity Colleges (SOC) Consortium and other national and regional councils and associations.

## Office of Continuing Education and Graduate Studies

The Office of Continuing Education and Graduate Studies is located in 117 McGraw Hall on the corner of Park Place and Fifth Street. The telephone number is (607) 735-1825 or 1 (800) 354-4720; fax, (607) 735-1150; e-mail, [continuinged@elmira.edu](mailto:continuinged@elmira.edu).

Offices are open Monday through Thursday, 7:30 a.m.-6 p.m. and Friday, 7:30 a.m.-5 p.m. Hours during Breaks, Spring Term IIIa, and Summer are Monday through Friday, 7:30 a.m.-5 p.m.

## Faculty

Courses are conducted by members of the Elmira College full-time faculty and well-qualified part-time faculty of recognized attainment in their fields, enabling the College to provide a considerable breadth of course selection. Part-time faculty include professionals from the arts, education, science and technology, business and industry, and human services.

## Advising

Advising is available for current and prospective students who need assistance on academic matters. Appointments may be made by calling the Office of Continuing Education and Gradu-

ate Studies at (607) 735-1825 or 1 (800) 354-4720 or e-mailing [continuinged@elmira.edu](mailto:continuinged@elmira.edu). Advising on Financial Aid matters is handled by the Office of Financial Aid, (607) 735-1728; e-mail [finaid@elmira.edu](mailto:finaid@elmira.edu). See page 10 of this bulletin.

## Student Responsibility

While the College will do all it can to assist the student in planning a program which meets all of the graduation requirements, the ultimate responsibility for knowing and complying with these regulations and for meeting all requirements rests with the student.

## Scholastic Standards

High academic standards are maintained in both the day and evening programs of Elmira College. These standards include academic attainment and the highest degree of integrity. The College reserves the right, at any time, to academically dismiss any student whose work does not meet the required standards of achievement.

## Attendance

Because specific class attendance policies vary from one instructor to another, students are encouraged to be certain they clearly understand the policy of each of their instructors. In any event, regular attendance at all classes and other scheduled appointments is expected of all students. Any student who, in the view of the instructor, is absent from class excessively, may be required to withdraw from the class with a grade of WF. The instructor may assign a portion of the grade based on attendance and participation.

Absence from scheduled tests and examinations automatically incurs a grade of zero for that test or examination, unless other arrangements have been made with the instructor.

Faculty members may not change the time of final examinations without permission of the Dean of Continuing Education.

## Veterans' Information

Veterans who wish to enroll at Elmira College should contact their local Veterans Administration field office or local office of the New York State Division of Veterans Affairs at the Veterans Affairs main web site at <http://www.va.gov>, or phone 1-888-GIBILL-1 or 1-888-442-4551, VA Regional Office, P.O. Box 4616, Buffalo, New York 14240-4616.

Certification is ultimately handled through the Office of the Registrar, McGraw Hall, Room 113, (607) 735-1895.

## New York State Immunization Requirement

Public Health Law 2165, passed in 1989, requires that college students show adequate protection against Measles, Mumps and Rubella. The purpose of the legislation is to eliminate outbreaks among college and university students.

All students born on or after January 1, 1957 are required to show proof of immunity unless exempt for medical or religious reasons. **All students must be in compliance prior to registration.** The grace periods for new registrants are 30 days for New York State residents and 45 days for out-of-state residents after the first day of the term. Students failing to be in compliance by the end of the grace period will be withdrawn. In conjunction, the College reserves the right to withhold grades and course credit. There is a fee of \$50 for re-registration once immunization requirements have been met.

Nursing students must meet health requirements based on State and agency standards.

## Student Records

The Family Educational Rights and Privacy Act of 1974 permits current or former students to inspect college educational records pertaining to them as individuals and to obtain copies for their personal use. Written consent from a student is required before personally identifiable information can be released from the individual educational record in all cases except those specifically exempt by law.

There is certain directory information which Elmira College may release without the student's permission: name, address, date and place of birth, major field of study, degree program, dates of attendance, degree received, and telephone number. However, students may withhold directory information by notifying the Office of the Registrar in writing within two weeks after the first day of class for the Fall Term of any year for continuing students, and within two weeks after the first day of class for the Winter Term for mid-year acceptances. Requests for non-disclosure of directory information will be honored by the Institution for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Office of the Registrar. In the case of graduating students wishing to have directory information withheld subsequent to their graduation, a request for non-disclosure should be filed at the time of graduation.

The full College policy and procedure for exercising student rights under this law is published in *The Elmira College Student Handbook*.

## Summary of Conduct Expectations

Students are expected to abide by local, state, and federal laws. The institution will not provide sanctuary for those who violate such laws, and the College reserves the right to go through the discipline process with those students charged with civil violations. While most disciplinary action will result from alleged infractions of College rules that occur while the student is on the campus, students involved in off-campus incidents may also be charged through the College's disciplinary procedures if it is judged that the alleged incident adversely affects members of the College community, interfered with the rights of local residents, or jeopardized the College's positive relationship to the local community, or if there are grounds for believing that the student may pose a threat to the safety of others or to the integrity of the educational function of the College.

1. Offensive, disruptive or disorderly acts which interfere with the rights of any other member of the College community are prohibited.
2. Plagiarism, cheating, and academic dishonesty in all forms are prohibited.
3. Destruction or defacement of or tampering with College property or the property of others is prohibited.
4. Students are prohibited from carrying or storing firearms, ammunition, bows and arrows, knives, pellet guns, and other weapons on campus.
5. Forgery, Falsification, alteration or misuse of College documents, records, or identification is prohibited.
6. Stealing is prohibited.
7. Removal or displacement of books or materials from College facilities without following prescribed procedures is prohibited. Students with improperly procured books or material in their possession will be considered as knowingly participating in the use of stolen articles.
8. Entering or exiting any College building or event except in accordance with established procedures is prohibited. Additionally unauthorized entrance to restricted areas is prohibited.
9. Setting fires, initiating false alarms, tampering with fire safety or fire fighting equipment, or failure to adhere to fire evacuation procedures are prohibited.
10. Harassment in every form is prohibited. Harassment is considered to be interference with the personal liberty of others and includes any act or domination by students over others which may lead to injury, emotional disturbances, physical discomfort, or humiliation.
11. Failure to comply with the directions of College officials acting in the performance of their duties is prohibited.
12. Physical violence (assault, battery, or any other

form of physical abuse), or threat of physical violence, whether against any member of the campus community, self, or any other individual, is prohibited.

13. Verbal abuse of a student or College employee is prohibited.
14. Sexual harassment or violations of the Sexual Assault Policy are prohibited.
15. Disorderly, lewd, indecent, or obscene conduct is prohibited.
16. Violation of establish health and safety procedures is prohibited.
17. Door-to-door soliciting by individuals or groups in the private areas of the dorms is prohibited.
18. Possession or use of fireworks or other pyrotechnics on the College campus is prohibited.
19. On or off campus possession, manufacture, consumption, provision, or sale of drugs or possession of drug paraphernalia is prohibited, except when prescribed by law.
20. Smoking or chewing tobacco in any college building or in an area covered by a permanent roof is prohibited.
21. Possession of alcohol by anyone under twenty-one or sale or distribution of alcohol to anyone under twenty-one is prohibited, as is possession of alcohol in all public common areas.
22. Interference with the normal operations of the College (i.e. disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic, or other college activities, including its public service functions) is prohibited.
23. Presenting false or misleading information in a disciplinary proceeding or other College investigation of improper conduct is prohibited.
24. Endangering the mental or physical health of another member of the college community, but not limited to, involving in the forced consumption of liquor or drugs, for the purpose of initiation into or affiliation with any organization is prohibited.
25. Elmira College promotes good sportsmanship by student-athletes, coaches and spectators. We request your cooperation by supporting the participants and officials in a positive manner. Profanity, racial or sexist comments or other intimidating actions directed at officials, student-athletes, coaches or team representative will not be tolerated and are grounds for removal from the site of competition.
26. Violation of the Copyright or Credit Card Marketing Policies.
27. Accruing three or more policy violations in one year will result in major (Tier II) disciplinary action.
28. Engaging in the unauthorized distribution of copyrighted material, such as peer-to-peer file sharing

## Disciplinary Process

Students who are involved in alleged violations of College conduct expectations or commonly accepted standards of behavior as outlined in the Elmira College Student Handbook while on campus will be subject to disciplinary proceedings by the College as administered by the Dean of Continuing Education. Complete copies of the disciplinary procedures and the appropriate link to the Elmira College Student Handbook are provided to students charged with a violation. Appeals of disciplinary decisions are explained in the disciplinary procedures. Copies of the disciplinary procedures and the Elmira College Student Handbook are also available upon request from the Office of Continuing Education and Graduate Studies.

## Complaints Procedure

Elmira College students have the right to feel safe and productive in a learning environment. Information on the formal procedures for candidates filing complaints and seeking redress of grievances are as follows:

- A student may express a complaint to an Academic Advisor. The Academic Advisor will provide appropriate procedural steps or make suggestions to assist the student to resolve the complaint. If the complaint relates to harassment or discrimination based on age, color, race, gender, sexual orientation, religion, national origin or disability, the student may be guided by the procedures outlined in the Elmira College Student Handbook. For Teacher Education Program complaints, please refer to page 26 of this Bulletin or contact the Office of Teacher Education for information.
- Subsequently, if the student believes that the complaint has not been satisfactorily resolved, the student may meet with the Dean of Continuing Education. The student may provide the Dean of Continuing Education with a written statement that describes the nature of the complaint. The Dean will either make a decision, communicated in writing, or forward the complaint to an appropriate individual, college official or committee. Information from other individuals involved with the complaint may be requested if necessary. The outcome will be documented and communicated to the student.

# Policies and Procedures

## Elmira College Policy on Academic Dishonesty

Honesty is essential to the proper functioning of an academic community and is the responsibility of each individual member. Therefore, this academic community must establish and enforce rules governing violations of the principles of academic honesty.

### I. Definition and Examples of Academic Dishonesty

Academic dishonesty is any treatment of, or representation of work as if one were fully responsible for it, when it is in fact the work of another or work in which one has received unacknowledged assistance from others. Academic dishonesty is also any collusion or cooperation in the academically dishonest activities of someone else; an accomplice in academic dishonesty is also guilty of academic dishonesty and subject to the same sanctions.

Academic dishonesty is a serious violation that is counter to the purposes and aims of Elmira College. Ignorance of what constitutes academic dishonesty is no excuse for violating the policy.

#### Examples:

- Submitting any fraudulent or plagiarized academic work, or knowingly cooperating in such activity. Specific examples include, but are not limited to:
- Verbatim use of a quotation without quotation marks.
- The use of another person's idea or work in one's own work without acknowledging its use.
- Submission of a paper prepared by another person as one's own work.
- Submission of the same piece of work (or significant portion thereof) for credit in more than one course without the approval of all instructors.
- Knowingly providing work to another person for submission as his or her own work.
- Materials plagiarized from the Internet.
- Giving or receiving answers and/or using or knowingly providing any materials pertinent to an examination without the permission of the instructor.
- Stealing, manipulating, or interfering with any academic work of another student.
- Falsification of attendance at any event required for a course.
- [NOTE: At the beginning of the term the instructor may choose to provide additional clarification or examples appropriate to the discipline or the course.]

### II. Procedure for Reporting Alleged Incidents of Academic Dishonesty

- A. When academic dishonesty is suspected, the instructor shall attempt to ascertain the facts and meet with the accused student(s).
- B. If the instructor believes that academic dishonesty

has occurred, a written report of the incident shall be made, with one copy for the student and one for the Dean of Continuing Education.

1. The instructor's report shall indicate whether the student admits or denies responsibility for the incident; it shall be accompanied by all relevant information (i.e., crib notes, copy of plagiarized materials, exams, statements of witnesses, etc.) and summarize the circumstances surrounding the incident.
2. The instructor's report shall indicate what sanctions she or he will apply regarding the assignment of grade (see III below) and status in the course. The instructor may also recommend that further sanctions be considered for imposition by the Discipline Committee such as placement of the student on disciplinary probation for up to one year, removal from academic honors such as the Dean's List or the list of Honors Scholars, suspension or loss of merit scholarship, or review by the Discipline Committee (as described below) for possible suspension or dismissal from the College.

### III. Assignment of Grade When Academic Dishonesty is Involved

- A. Should the course end before an instructor can meet with the student(s) to reach a decision on dishonesty, or before the appeal process is completed, an "I" shall be assigned for the course.
- B. A grade of "F" may be assigned for a course in which academic dishonesty has been substantiated, but an instructor may also assign a zero ("0") to the piece of work or assignment or exam in question, in which case the appropriate course grade may be assigned. The student may be asked to re-do the assignment or re-take an exam if the circumstances warrant in which case an "I" would be the appropriate grade.
- C. When the instructor believes that academic dishonesty has taken place but the student denies the allegation, the student should be allowed to continue in the course without prejudice, pending appeal.

### IV. Appeal and Hearing Processes

- A. If a student disagrees with the instructor's determination of dishonesty or with the instructor's determination of appropriate sanctions, the student may appeal in writing to the Dean of Continuing Education.
- B. The Dean of Continuing Education shall review the instructor's report and the student's written appeal, may consult with the parties involved, shall collect other relevant material, and shall forward all relevant material to the College Discipline Committee, providing copies of any added materials to the student and the instructor. The Discipline Committee shall be the final route of appeal for the student who disagrees with the decision of the instructor in a case involving academic dishonesty.
  1. The student shall also be informed that he or she will have the opportunity to present

materials relevant to the complaint and to call and question individuals before the Discipline Committee.

2. The instructor shall have the same opportunities.

### V. Documentation Concerning a Case of Academic Dishonesty

- A. In the event that a student is found not responsible for academic dishonesty, all documents concerning the case shall be destroyed.
- B. In the event that a student is found responsible and sanctions applied, the documents shall remain on file in the Office of Continuing Education for six years after a dismissed student leaves the College, or until the student graduates.
- C. The Office of Continuing Education shall maintain a list of the students for whom academic dishonesty was determined. In the event of a second substantiated charge, the Dean of Continuing Education shall notify the College Discipline Committee.

## Acceptable Computer and Network Use Policies

**Please note:** Updates to these policies may be made throughout the year. Information Technology will disseminate announcements of any policy changes that take affect during the academic year, but it is the responsibility of the user to remain informed of the policies posted at this site. Anyone connected to the network is expected to abide by these policies at all times.

In support of Elmira College's mission of teaching, research, and public service, Information Technology provides access to information resources, including computer networks and computer equipment to the College community. Computers and networks provide powerful communication tools and access to resources on campus and around the world. When used appropriately, these tools increase the open exchange of information and advance the mission of the College. Inappropriate use of these tools, however, can infringe on the rights of others.

Appropriate use must always be legal and ethical, reflect academic honesty, uphold community standards and prevent the overconsumption of shared resources such as network bandwidth. Appropriate use must demonstrate respect for intellectual property, ownership of data, system security mechanisms, and individuals' right to privacy and to freedom from intimidation, harassment, and unwarranted annoyance.

Users who connect to the Elmira College network must abide by the appropriate use policies described here and all relevant State and Federal laws, regulations, and contractual obligations. The use of the College's technology resources is a privilege that may be revoked if users fail to comply with these policies.

Elmira College supports freedom of expression and an open environment to pursue scholarly inquiry. The open sharing of information is

encouraged, supported and protected. The College does not limit access to information due to its content, provided that such information is accessed and used in compliance with applicable law and Elmira College policies, procedures, rules and regulations.

As a member of the Elmira College community you must abide by the general guidelines listed above, as well as the specific responsibilities listed below.

#### **You are responsible for:**

- **Registering your connection:** Every computer, mobile device, or gaming device that connects to the Elmira College network must be properly registered with Information Technology and be properly configured for the network.
- **Protecting Your Computer:** Your computer must have current and updated antivirus software and system updates installed before it can connect to the Elmira College network. For specific information on how to protect your computer go to <http://sites.elmira.edu/helpdesk> and choose IT Connect.
- **All network activity originating from your equipment:** Every bit of information that comes from your computer, whether you generate it or not, is your responsibility. For further details pertaining to College-owned computers refer to the Policy on Computers and Procedures, available from the Office of the Treasurer, ext. 1802.
- **Protecting the privacy of your accounts:** Never release your personal account information to friends, relatives, roommates, or others. Never share your password. Likewise, never use a computer account that you are not authorized to use or obtain a password for a computer account not assigned to you.
- **Ensuring the security and integrity of your computer system:** In cases where a computer is compromised ("hacked into" or "virus-infected"), the user's computer may be temporarily disconnected from the campus network to prevent an extension of the attack. Every effort will be made to inform the owner of the computer when such action is taken. Information Technology will provide the user with instructions on how to fix the compromised computer. Verification of problem resolution by Information Technology staff is required before the computer is reconnected to the network.
- **Appropriate compliance with all copyright laws.**

#### **I. Policy Enforcement and Possible Penalties**

Minor infractions of these policies are generally resolved informally by Information Technology staff with a written record retained. Repeated minor infractions or misconduct that are more serious will be referred to the Dean of Continuing Education for disciplinary action, or for faculty and staff, the appropriate College administrative authority. Cases that involve violation of the law may also be referred to local law enforcement agencies.

Misuse of computing, networking, or information resources will result in the loss of computing

privilege and may include disciplinary action under College regulations and criminal prosecution under applicable statutes. In addition, illegal reproduction of material protected by U.S. Copyright Law is subject to civil damages and criminal penalties including fines and imprisonment.

The Department of Information Technology reserves the right to terminate a network connection or user account in order to prevent expansion of a threat to network security or in cases where a user's account is seriously degrading network performance. Information Technology staff will attempt to give advanced warning in these situations, but does not guarantee it.

#### **II. Network Security and Privacy**

Network data to and from your computer connection may be monitored to protect the network and users from viruses, hackers, and other malicious attempts to compromise the security of Elmira College's computing infrastructure. System administrators may access user files in order to protect the integrity of computer systems or to provide for the safety of any member of the campus community. For example, following organizational guidelines, system administrators may access or examine files or accounts that are suspected of unauthorized use or misuse, or that have been corrupted or damaged.

Furthermore, network administrators reserve the right to monitor traffic on the network for troubleshooting and statistical analysis. Network administrators reserve the right to ensure that systems connected to our network meet some minimum standard of security through the use of, but not limited to, active system scans across our network. This policy is in effect to preserve the integrity of our network and the safety of our users.

#### **III. Technical Support and Liability Release**

For student owned computers or other computers not owned by the college, Information Technology staff will make every effort to support your computer's connection to the Elmira College network. You must accept this liability release before a member of Information Technology staff is authorized to physically touch your computer:

By accepting technical support from Information Technology staff, I expressly waive all claims against Information Technology and its agents for any damages to my computer system or data that are incidental to the technical support rendered by Information Technology. I understand that technical support I receive from Information Technology may void manufacturer warranties and I understand that Information Technology offers no verbal or written warranty, either expressed or implied, regarding the success of this technical support. I understand that I have the right not to accept support from Information Technology staff and to seek technical assistance elsewhere.

#### **IV. Harassment**

You may not use Elmira College's computing

and network facilities to harass, threaten or defame others. For example, repeated and unwanted e-mail messages, instant messages, text messages, or any other electronic means of contact may constitute harassment. Likewise, e-mail containing discriminatory material—for example, race-related or sex-related material—is prohibited. If the College discovers that discriminatory, harassing, or other prohibited material is being sent on the e-mail system, the College will take appropriate action, including any appropriate disciplinary action.

#### **V. E-mail**

**Elmira College students are required to review their [elmira.edu](http://elmira.edu) e-mail on a daily basis. Critical information from faculty and administration offices will be communicated to students using this e-mail address. The College is not responsible for a student's not being aware of critical information sent by e-mail and not accessed by the student.** Internet communications are inherently not secure. The confidentiality of electronic mail (e-mail) cannot be assured for legal, policy, and technical reasons. Technical reasons may include misaddressed mail, excessive mail storage, and corrupt mailboxes.

You are expected to respect the privacy of others by not attempting to access their e-mail or other personal and confidential information.

Elmira College reserves the right to access e-mail messages sent or received on its system in order to enforce the provisions of this policy, monitor compliance with the anti-discrimination and harassment laws and for other operational and compliance purposes. E-mail messages on the College's systems at [Elmira.edu](http://elmira.edu) are the property of Elmira College. No individual or group of individuals have any rights with respect to those messages.

When corresponding with others, you must clearly identify yourself. You may not alter electronic communications to hide your identity or impersonate another person.

It is appropriate to use e-mail to communicate with other users and to create mailing lists. However, because available computer capacity is finite, it is not appropriate for individuals to use e-mail for mass communication to a large number of people (e.g. all Elmira College students).

#### **VI. Nathenson Computer Center**

People who use College computers for recreation such as games, social correspondence by e-mail, and casual use of the Internet must readily give up the computers when they are needed by others for academic work.

Please bring your Elmira College ID card to the Computer Center to ensure that our facilities and resources remain available only to those enrolled at Elmira College.

Software that generates sound may disrupt others working in the Computer Center. Please check out headphones from the Information Technology Help Desk when you want to listen to computer-generated sound.

## VII. Guidelines on the World Wide Web

The Internet is an important resource for communication, teaching, learning, scholarship, and student life. Elmira College provides Internet services to divisions and individuals for legitimate College business and for educational activity. For Elmira College web guidelines go to <http://sites.elmira.edu/helpdesk> and choose **Policies and Acceptable Use**.

## VIII. Revisions

The College reserves the right to change this policy if the need arises. You will be notified if these revisions occur.

# General Policies and Procedures

## Sign Language Interpreting Policy

Sign language interpreting accommodations involve a large commitment of institutional revenues. Students receiving this accommodation will adhere to the following guidelines:

1. A student with a hearing impairment must submit a written request to the Assistant Registrar and Director of Accessibility Services, Ms. Carolyn Draht, McGraw Hall Room 113, (607) 735-1857, for a sign language interpreter for each term the accommodation is requested. This request must include the name, number and section number, days of the week, and time of day for each class. Any change in schedule, either to add or delete accommodations, must be requested in writing to the Director of Accessibility Services.
2. If a student is unable to attend class, a twenty-four-hour notice to the Director of Accessibility Services or sign language interpreter(s) is required.
3. If a student does not show up for class, the sign language interpreter(s) will leave the class fifteen minutes after the class starts.
4. If a student has three or more recorded "no-shows," her or his accommodations may be suspended.
5. The student will immediately notify the Director of Accessibility Services in writing if a sign language interpreter is unsatisfactory (i.e. unsatisfactory ability to sign or caption, tardiness, absenteeism, unprofessional behavior, etc.).

## Individuals with Disabilities

These are the procedures for requests by individuals with disabilities for access to programs and activities.

Elmira College, founded in 1855, has buildings that may not be accessible to individuals with disabilities. It is the policy of Elmira College to provide to individuals with disabilities, access to programs and activities normally scheduled in non-accessible areas through the process of relocating programs and activities to an accessible area.

To facilitate this process of relocation, the following procedures are provided for receiving requests for access to programs and activities by individuals with disabilities. It is the responsibility of each office named to develop specific reasonable and timely accommodations to individuals requesting such reasonable accommodation.

### Academic Programs and Activities

Individuals with disabilities should be aware that academic programs and activities scheduled in Watson Fine Arts Building, Carnegie Hall, Gillett Hall, terrace level of McGraw Hall and on upper floors of Fassett Commons, Kolker Science Building and Harris Hall are not accessible. Requests for academic programs and activities to be relocated should be made to the Office of Continuing Education and Graduate Studies, McGraw Hall, Room 117, (607) 735-1825. Such requests should be made with reasonable notice.

### Administrative Programs and Services

Individuals with disabilities should be aware that administrative programs and services scheduled on the terrace level and the second floor of McGraw Hall, and third floor of Hamilton Hall are not accessible.

Requests for administrative programs and services to be relocated should be made to the Office of the Treasurer, McGraw Hall, Room 211, (607) 735-1802. Such requests should be made with reasonable notice.

## Students with Learning Disabilities

All students with learning or other disabilities are reminded that disclosure of a disability is voluntary, and the information is maintained on a confidential basis.

In order to receive services and accommodations, it is necessary that you provide the College with documentation attesting to the specific nature of your disability, and specifying any limitations and special accommodations required. This documentation and a consent form must be on file with the Director of Accessibility Services before you begin classes at Elmira College.

## Illegal Drugs On or Off Campus

More than a decade prior to the Federal Government expressing a concern about student use of illegal drugs, Elmira College implemented a one strike and you are out policy regarding the use of illegal drugs on or off our campus. Concerned about the behavior of individual students regarding the misuse of illegal drugs, the College reached the decision to involve the full support network in our work with students on these issues. Elmira College prohibits the possession, manufacture, consumption, provision or sale of drugs which are identified as illegal or use of prescription drugs by those other than who the drug is prescribed or the misuse of the prescribed drug by being used in a manner other than prescribed. A student need

only be present in a room where illegal drugs are being used to be in clear violation of this policy. Additionally, possession of drug paraphernalia is prohibited. Any student found possessing, manufacturing, consuming, providing, or selling such drugs on or off campus will be subject to suspension or dismissal by the College and possible referral to the civil authorities. Misuse of prescription drugs is viewed to be illegal drug use and is covered by this policy.

## Weapons

- All potentially dangerous weapons (i.e. firearms, replicas of firearms, bows and arrows, paint ball guns, air rifles, pyrotechnics, knives, air pistols, firecrackers, pellet guns, martial arts equipment, etc.) are prohibited everywhere on campus.
- Possession of a dangerous weapon anywhere on the College campus except by an individual with recognized peace officer status while on duty is a violation of New York State law.
- The use of any objects (causing them to be a weapon or to place others at risk) directed at people or buildings (i.e. throwing water balloons, snowballs, cans, bottles, swinging objects, etc.) that could result in injury to others or damages will not be tolerated by Elmira College. Violations will result in disciplinary action.

## Motor Vehicles

### Registration:

All students and staff are required to register any vehicle which they have at the College. This permits Security to recognize legally or illegally parked vehicles. Students who refuse to register their vehicles will be subject to disciplinary action. Vehicle registration also assists Security in notifying owners when they have left their lights on or damage has been done to their vehicle. The College has the right to ticket cars parked on city streets, especially in critical areas.

Vehicles must be registered within twenty-four hours after they are first brought to campus. Application for vehicle registration may be obtained at the Security Office on the terrace level of Tompkins Hall.

The following requisites for registration must be met for a motor vehicle to be registered:

1. The applicant and the vehicle must meet all requirements prescribed by the N.Y.S. Vehicle and Traffic Law for legal operation.
2. The motor vehicle to be registered must be operated by the applicant and owned either by the applicant or a family member.

### Parking Permits:

Virtually all parking on campus (except visitor areas) is by permit only. A parking permit (sticker) does not guarantee the holder a reserved space, only an opportunity to park within a specified area. Within each permit eligibility category, permits are issued on a first-come, first-served basis, and the College reserves the right to limit issuance so as to prevent exceeding the number of available

spaces. Thus, it is important that those desiring parking privileges obtain their permits without delay. All vehicles except those with purple stickers (faculty and staff), must register annually with the College; vehicle registration runs from August to August. Parking stickers are valid only for the areas for which they have been specifically designated. They must be affixed (as designed) to the window behind the driver of the vehicle. Parking stickers are not transferable. Lost or stolen stickers must be reported and replaced within twenty-four hours. The parking stickers issued by the College are the property of Elmira College. Any changes, tampering with, or misuses of the stickers may result in the withdrawal of the stickers.

#### **Parking Regulations:**

No vehicle may be parked in an area at a time for which it does not have the appropriate parking permit. Parking in the following places is prohibited at all times:

1. On the sidewalk or a crosswalk.
2. On the grass or lawn.
3. In front of a driveway, doorway, or steps.
4. In front or rear of Twin Towers.
5. In all service driveways, loading zones, and access roads.

Also, no person shall park a vehicle on the

grounds of the College in such a manner as to interfere with the use of a fire hydrant, fire lane, or other emergency zone; create any other hazard; or unreasonably interfere with the free and proper use of roadways.

Only authorized College vehicles and emergency vehicles (patrol cars, ambulances, fire trucks) are authorized to drive on the inner-campus roadways and walks. Insurance and safety regulations forbid parking of automobiles, motor scooters, and motor bikes inside or under cover of any building or extension of such building.

#### **Enforcement and Penalties for Traffic and Parking Violations**

All Elmira College students, staff, and visitors are expected to abide by the College and City rules and regulations with regard to traffic and parking or suffer the penalty as prescribed for any violation of these rules and regulations. All privileges may be withdrawn as the College may direct. The College has the right and will ticket cars parked on city streets.

The fines which may be imposed upon any person subject to these rules and regulations for any violations are listed on the parking ticket.

The registering of a vehicle at the College is held to constitute an agreement on the part of

the registrant to abide by the College rules and regulations with regard to traffic and parking or suffer the penalty prescribed for any violations of these rules and regulations. All privileges may be withdrawn as the College may direct. The College has the right to ticket cars parked on city streets, especially in critical areas. The fines which may be imposed upon any person subject to these rules and regulations for any violation are listed on the parking ticket.

All fines are to be paid at the Business Office located in McGraw Hall. Tickets not paid within ten days of issuance will be charged a \$10 late fee.

#### **Violation Appeals:**

The imposition of fines and penalties set forth above may be initially appealed to the Director of Campus Security. Such appeals must be made in writing within three days of the violation by the registrant on an appeal form available at the Campus Security Office located in Tompkins Terrace Level.





# Tuition and Expenses

Charges below are effective for the Summer, Fall, Winter, and Spring Terms of the 2012-2013 academic year. Students should anticipate reasonable and appropriate increase in tuition and fees annually. Such increases go in effect each Summer Term and will be disclosed in registration information.

### 2012-13 Tuition and Other Charges (subject to change)

<b>Tuition</b>	
Part-time Undergraduate (per credit) .....	\$325
Undergraduate Audit (per credit) .....	\$162.50
Graduate (per credit) .....	\$535
Graduate M.S. Management Program .....	\$585
Graduate Audit (per credit) .....	\$267.50
Other Charges (where applicable)	
<b>Part-time Undergraduate</b>	
Application for Admission (Matriculation) .....	\$50
Applied Music Fee (per credit) .....	\$100
Deferred Payment Fee .....	\$30
Directed-Independent Study Fee .....	\$50
Equivalency Exam (per credit) .....	\$100
Graduate Matriculation Fee .....	\$100
Graduation Fee .....	\$200
Late Graduation Fee .....	\$75
Late Payment Fee .....	\$50
Late Registration Fee .....	\$125
Official Transcript Fee (no charge for first copy) .....	\$5
Unofficial Transcript Fee .....	no charge
Parking Fee	
(annual, sales tax included) .....	\$30
Re-registration Fee .....	\$50
Returned Check Fee .....	\$35
Replacement of Student	
Identification Card .....	\$25
Change of Status Fee	
Full-time/Full to Part-time .....	\$50
Technology Fee (per term)	
Mandatory .....	\$50

Charges below are effective for the Summer, Fall, Winter, and Spring Terms of the 2012-2013 academic year. Students should anticipate reasonable and appropriate increase in tuition and fees annually. Such increases go in effect each Summer Term and will be disclosed in registration information.

### 2013-14 Tuition and Other Charges (subject to change)

<b>Tuition</b>	
Part-time Undergraduate (per credit) .....	\$325
Undergraduate Audit (per credit) .....	\$162.50
Graduate (per credit) .....	\$535
Graduate M.S. Management Program .....	\$585
Graduate Audit (per credit) .....	\$267.50
Other Charges (where applicable)	
<b>Part-time Undergraduate</b>	
Application for Admission (Matriculation) .....	\$50
Applied Music Fee (per credit) .....	\$100
Deferred Payment Fee .....	\$30
Directed-Independent Study Fee .....	\$50
Equivalency Exam (per credit) .....	\$100
Graduate Matriculation Fee .....	\$100
Graduation Fee .....	\$200
Late Graduation Fee .....	\$75
Late Payment Fee .....	\$50
Late Registration Fee .....	\$125
Official Transcript Fee (no charge for first copy) .....	\$5
Unofficial Transcript Fee .....	no charge
Parking Fee	
(annual, sales tax included) .....	\$30
Re-registration Fee .....	\$50
Returned Check Fee .....	\$35
Replacement of Student	
Identification Card .....	\$25
Change of Status Fee	
Full-time/Full to Part-time .....	\$50
Technology Fee (per term)	
Mandatory .....	\$50

\*Payment as arranged with the Business Office must be received in the Business Office within three days of registration. Failure to do so will result in cancellation of registration. Once registration is cancelled, a fee of \$50 will be charged for re-registration.

- If a check is returned by the bank for any reason, a charge of \$35 will be placed on the student's account.
- No registration is permitted unless a financial account is clear.

## Payment Options

Tuition is payable upon registration during any given term. By arrangement with the Business Office, tuition may be paid on the Deferred Payment Plan. There is a service charge of \$30 for deferred payment. This applies to students approved for Federal Loans, Pell Grants and APTS.

Under the deferred payment plan for the Fall or Winter Term, forty percent of the tuition plus all fees are due at the time of initial payment, thirty percent on both October 1 and November 1 in Fall, and thirty percent on both February 1 and March 1 in Winter.

Under the deferred payment plan for Spring Term III or the six-week Summer Session, fifty percent of the tuition plus all fees must be paid at the time of initial payment. The remaining fifty percent is due on May 15 in Spring Term III, and on July 15 in Summer. Note: Deferment is available only for the six-week Summer Session.

Students who fail to make scheduled payments will be charged a late payment fee of \$50 for each late payment.

Elmira College accepts MasterCard and VISA. A statement of authorization must be submitted showing account number, expiration date, cardholder's name, and cardholder's signature. Alternatively, the student may use the authorization form on the registration form. This form may be used to give, in advance, Mastercard or VISA authorization for each subsequent payment on the Deferred Payment Plan. This may be handled also by calling the Business Office, (607) 735-1760, each time a deferred payment is due. Payments are not charged to a student's MasterCard or VISA account without prior authorization.

Students whose employers will be paying their tuition are asked to complete an Employer Tuition Deferral Program form available in the Office of Continuing Education and Graduate Studies.

## Refund of Tuition

Should a course be cancelled by the Office of Continuing Education and Graduate Studies, all tuition and fees paid for it will be refunded. If the course is continued, a student is responsible for the full tuition. **Tuition is charged until the date of official withdrawal, as indicated below.**

**Discontinuance of attendance or notice to the instructor does not constitute withdrawal. Application for withdrawal from a course or for change in class schedule must be made in writing on an official Drop-Add form available in the Office of the Registrar or in the Office of Continuing Education and Graduate Studies. Under no circumstances will fees be included as a refund.**

In authorized withdrawal from a course or courses, tuition refunds are based on the entire amount of tuition charged, not on amount paid, and will be made as follows:

## Financial Aid

### Refund of Tuition Schedule

#### Traditional Three- or Four-Credit Courses

A traditional course is any three or four credit course offered in six or more weeks.

Withdrawal	Tuition Refund
Before First Session .....	100%
After First Session.....	80%
After Second Session.....	60%
After Third Session.....	40%
After Fourth Session.....	30%
After Fifth Session.....	0%

#### Intensive Courses

An intensive course is any three or four credit course that is scheduled to be completed in less than six weeks.

#### Offered in Nine or More Sessions

Withdrawal	Tuition Refund
Before First Session .....	100%
After First Session.....	80%
After Second Session.....	60%
After Third Session.....	40%
After Fourth Session.....	30%
After Fifth Session.....	0%

#### Offered in Eight or Fewer Sessions

Withdrawal	Tuition Refund
Before First Session .....	100%
After First Session.....	75%
After Second Session.....	50%
After Third Session.....	0%

#### One and 1-1/2 Credit Courses, All Terms

Withdrawal	Tuition Refund
Before First Session .....	100%
After First Session.....	0%

All other situations will be handled on an individual basis by the Business Office.

Generally, there are two forms of financial aid: **Grants**—aid which does not have to be paid back, and **Loans**—borrowed money that must be repaid with interest.

Undergraduate degree-seeking (matriculated) students enrolled at least half-time (six-credits per term) may apply for financial assistance in the form of grants and loans.

Graduate degree-seeking (matriculated) students enrolled at least half-time (six credits per term) may apply for financial assistance in the form of loans.

There are no graduate grants or fellowships at Elmira College.

All students must be United States citizens, permanent residents, or eligible non-citizens. Students must be in good academic standing and must not currently be in default on a Federal student loan.

**Students are encouraged to make an appointment with the Office of Financial Aid for applications and further information on programs available and eligibility requirements.**

**Federal Pell Grant**—This is an award for students who have not earned a bachelor’s degree. A student must complete the Free Application for Federal Student Aid (FAFSA). Filing the FAFSA on-line at [www.fafsa.gov](http://www.fafsa.gov) with a PIN for electronic signature is the fastest way. Once the FAFSA is processed, Federal Student Aid will send you a Student Aid Report (SAR) which is a summary of the information from your FAFSA. The amount will depend on the Expected Family Contribution (EFC), enrollment status, including less than half-time, and period of attendance. Students must not have exhausted Federal Pell Grant eligibility. If eligible, students will receive credit on their accounts in the amount of the award.

**Aid for Part-Time Study (APTS)**—This is an undergraduate grant for New York State residents. To be eligible at Elmira College, a student must be enrolled for at least six, but fewer than twelve credits per term and have not exhausted Tuition Assistance Program (TAP) eligibility. Income limits refer to the net taxable income as taken from the New York State tax return. If you were claimed or were eligible to be claimed as a dependent by your parents, income of student and parents cannot exceed \$50,550. If you were not eligible to be claimed as a dependent by your parents, but you were eligible to claim dependents of your own, income of student and spouse, if married, cannot exceed \$50,550. If you were not eligible to be claimed as a dependent by your parents and you did not claim tax dependents, income of student and spouse, if married, cannot exceed \$34,250. Applications are available in the Office of Financial Aid, and must be returned along with a copy of your NYS tax return, no later than the first day of the term for

which aid is requested. Recipients are selected by the Office of Financial Aid and awards are based on State funding. Students must report any outside sources of funding to the Office of Financial Aid when being considered for this award. If eligible, students will receive credit on their accounts in the amount of the award. APTS is available for the Fall and Winter Terms only.

**Federal Direct Stafford Loans\***—Students may qualify for a “subsidized” loan which is based on financial need. The federal government pays the interest on the loan while the student is in college or in deferment. Students may also qualify for an “unsubsidized” loan regardless of need, however the student is responsible for the interest during in-school and deferment periods. Eligibility is determined upon completion of the Free Application for Federal Student Aid (FAFSA). Filing the FAFSA on-line at [www.fafsa.gov](http://www.fafsa.gov) with a PIN for electronic signature is the fastest way. Once the FAFSA is processed, Federal Student Aid will send you a Student Aid Report (SAR) which is a summary of the information from your FAFSA. **For undergraduate students**, Federal Stafford Loan limits are \$3,500 for the first year, \$4,500 for the second year, and \$5,500 for each of the third and fourth years of a program of study. Undergraduate students who are required to provide parental information on the FAFSA are eligible to receive an additional \$2,000 in Unsubsidized Stafford Loan. In addition, independent undergraduate students may borrow up to \$6,000 for each of the first and second years of a program of study and up to \$7,000 for each of the third and fourth years of a program of study in an unsubsidized Stafford Loan. Graduate students may borrow up to \$20,500 a year in the unsubsidized Stafford Loan. Note: The amounts given are the maximum students may borrow. Students may not borrow more than the cost of education as determined by the Office of Financial Aid minus any other financial aid. **Students must report any outside sources of aid (including teacher credits) to the Office of Financial Aid.** For periods of study that are less than an academic year, the amounts students may borrow may be less than those above. Federal Direct Stafford Loan Master Promissory Notes (loan application) and Stafford Loan Entrance Counseling must be completed at [www.studentloans.gov](http://www.studentloans.gov). The Elmira College Office of Financial Aid will then certify eligibility. The Master Promissory Note is valid for ten years and completion is required only for the student’s first loan certification. Four weeks should be allowed for approval of a loan. Generally, if the loan is for the academic year, the amount will be divided into at least two disbursements. Fees of up to 1 percent may be withheld by Federal Direct Loans. Currently the federal government offers a fixed interest rate for loans

disbursed after July 1, 2006. If the student already has outstanding loans, the interest rate is tied to the terms when the Stafford Loan was originally taken. Repayment begins six months after graduation, withdrawing from school or dropping below half-time status.

\*This program honors Senator Robert T. Stafford of Vermont. His daughter, Dinah, is an alumna of Elmira College, Class of 1972.

**Federal Direct PLUS Loan**—This loan can be borrowed by graduate students and parents of dependent undergraduate students to cover costs not already covered by the student’s financial aid package. Graduate students must use full Stafford eligibility before they are eligible for a Grad PLUS. Students must be enrolled at least half-time. The annual loan limit is Cost of Education minus financial aid. A good credit history is required. Currently the federal government offers a fixed interest rate for loans disbursed after July 1, 2006. Fees of up to 4 percent apply. Federal Direct PLUS Loan applications and Federal Direct PLUS Loan Master Promissory Notes must be completed at [www.studentloans.gov](http://www.studentloans.gov). PLUS borrowers generally must begin repayment sixty days after the loan is fully disbursed; however, PLUS loans disbursed after July 1, 2008, may be deferred by request until six months after the student ceases to be enrolled at least half-time.

**Good Academic Standing**—The minimum standards for Good Academic Standing, as approved by the New York State Commissioner of Education, consist of two components:

**1. Academic Requirements for Aid Eligibility**—It is important that financial aid recipients read and understand the following information. If you have any questions, please contact the Office of Financial Aid.

Students who fail to enroll for the credit hours specified in their award letter could face a possible reduction in their Federal and State Grants. **A drop or withdrawal from a course may result in a decrease or cancellation of awards.** Students must meet grade point average requirements for continuance of aid. **The academic records of financial aid recipients will be reviewed at the end of the Fall Term for continuance of State Grants and at the end of the academic year for continuance of all financial aid.** As outlined below, the minimum standards for **Satisfactory Academic Progress**, currently approved by the N.Y. State Commissioner of Education require that a student achieve a **specified cumulative grade point average (qualitative measure) and accrue a specified number of**

**credits (credits accrued or earned versus credits attempted, quantitative measure or pace).** In addition, the Higher Education Act requires that at the end of the student’s second academic year or its equivalent, the student must have a GPA of at least a 2.0 or have academic standing consistent with the College’s graduation requirements. **The maximum time frame to maintain financial aid eligibility cannot exceed 150% of published length of the program.** For instance, a student enrolled in an undergraduate program normally consisting of 120 credit hours must complete their program after attempting a maximum of 180 credit hours, measured by the credits attempted and transfer credits (accepted and applied to the degree).

**2. Program Pursuit**—For the first and second payments of a state award, a student must receive a passing or failing grade (A-F letter grade) in at least 50 percent of the minimum half-time requirement (i.e. 3 credit hours). For the third and fourth payments of a state award, a student must receive a passing or failing grade in at least 75 percent of the minimum half-time requirement (i.e. 4.5 credit hours). For five or more payments of a state award, a student must receive a passing or failing grade in 100 percent of the minimum half-time requirement (i.e. 6 credit hours). According to statutory requirement, students who do not have a C average (2.000 GPA) and who have already received twenty-four payment points or the equivalent of two years or more of State-funded student financial aid are not eligible to receive payment for APTS.

**Important Contact Information:**

**Federal Student Aid Information Center**—for questions about student aid, to check on the status of a FAFSA or to request a duplicate Student Aid Report 1 (800) 433-3243, [www.fafsa.gov](http://www.fafsa.gov)

**New York State Higher Education Services Corporation**—  
1 (888) 697-4372, [www.hesc.ny.gov](http://www.hesc.ny.gov)

**Elmira College Office of Financial Aid**  
Hamilton Hall, Terrace Level (607) 735-1728,  
Fax: (607) 735-1718, e-mail: [finaid@elmira.edu](mailto:finaid@elmira.edu)

**Satisfactory Academic Progress**

Applies to students first receiving aid in 2007-08 through and including 2009-10.

Before Being Certified For This Payment	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth
A Student Must Have Accrued At Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	.0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

**Satisfactory Academic Progress**

Applies to students first receiving aid in 2010-11 and thereafter.

Before Being Certified For This Payment	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth
A Student Must Have Accrued At Least This Many Credits	0	6	15	27	39	51	66	81	96	111
With At Least This Grade Point Average	.0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

# Registration Information

## Registration for Classes

Students may register by mail, by telephone, by fax, or in person each term. All course schedules are mailed to students prior to the registration period for each term. Schedules and additional forms are available from the Office of Continuing Education and Graduate Studies and on-line at [www.elmira.edu](http://www.elmira.edu) during registration periods. **Please note that all registrants must be in compliance with New York State Immunization Requirements.** Details may be found on page 3. Following registration for each term, any changes in class schedules must be made in writing using an official Drop-Add form available in the Office of the Registrar or in the Office of Continuing Education and Graduate Studies.

## Late Registration

Students are required to register prior to the beginning of each term. In some instances, students may be allowed to register up to the time of the second class, provided the course is of at least six weeks duration. Late registration fees are assessed in accordance with published schedules for each academic term.

Elmira College reserves the right to close a course if there is full enrollment. It is to the student's advantage to register early in the registration period.

## Auditing Courses

An auditor is expected to attend classes, do the assigned reading and participate in class discussions, but is not required to take examinations. Under no circumstances is credit given for an audited course. The cost of auditing a course is one-half of the per-credit tuition cost plus the full amount of any applicable course fees. Senior citizens (aged 60 or over) may audit courses on a space available basis. Senior citizens who audit courses pay no tuition but are responsible for course supply fees. Registrations must indicate "AUDIT." No student will be permitted to change from audit to credit or from credit to audit after the course has begun.

A student may audit a course with the consent of the instructor and on a space available basis. Arrangements to audit classes must be made through the Office of Continuing Education. Fees and supplies associated with registration and specific courses are the responsibility of the auditor. If the materials used by the auditor exceed the fee charged, the auditor will be charged accordingly.

## Student Identification Card

Student identification cards are issued upon initial registration at the College. For each subsequent term of registration, a term validation sticker is issued. A validated card grants a student

use of the Gannett-Tripp Library, the Nathenson Computer Center, and the Campus Center pool tables; free admission to Elmira College theatre productions (student only) and student rates to Elmira College home athletic events (for the student and immediate family members.) When activated, a student's last name and the number on the back of the I.D. card may be used as a login to the College library database. The card is also affixed with a magnetic strip, making it possible for students to participate in a Dining Services meal plan. This I.D. card may not be used as a charge card on campus. There is a fee of \$25 for replacing lost or damaged cards. **The student identification card must be presented upon the request of a College official.**

## Course Changes

### Adding a Course

1. A student may add term-long courses during Fall and Winter
  - a. through the first week of classes.
  - b. through the second week of classes with approval of the Dean of Continuing Education and the instructor.
  - c. after the second week of class only if unusual circumstances necessitate it.
2. A student may add term-long courses during Spring Term III, Summer, and six-week courses during Fall and Winter
  - a. prior to the second class meeting.
  - b. through the first week of classes with the approval of the Dean of Continuing Education and the instructor.
  - c. after the first week of classes only if unusual circumstances necessitate it.
3. A student may not add courses of less than six weeks duration once the class has begun.

### Withdrawing from a Course

Official or approved withdrawal from a course occurs only when the student has submitted to the Office of the Registrar an appropriately

authorized Drop-Add Form. Discontinuance of class attendance does not constitute official withdrawal. It is the responsibility of the student to contact the instructor regarding withdrawal.

A grade of W is assigned through the end of the first week of classes, with the exception of three-week and intensive sessions, when a W is assigned before the end of the first day.

Withdrawal from a course after the first week of classes must be approved by the Dean of Continuing Education or the student's advisor. The grade assigned for withdrawals will be a W or WF at the discretion of the instructor according to the time lines in the chart:

Except for unusual circumstances, such as prolonged illness, a student who withdraws from a course other than the time periods listed will receive a grade of WF. Unapproved withdrawal from a course will result in the student's receiving a grade of WF, irrespective of the date of withdrawal.

### Change of Course

Course changes may be made by submitting to the Office of the Registrar an appropriately authorized Drop-Add Form.

### Cancellation of Classes

#### Inadequate Enrollment

Elmira College reserves the right to cancel any course which does not have an adequate enrollment, although classes are cancelled as infrequently as possible.

#### Weather Conditions

Classes will be cancelled because of weather conditions only when absolutely necessary. The decision to cancel classes will be made by 3 p.m. and local radio and television will be notified. Please listen and or watch local media for announcements.

	Thirteen-Week Term	Nine-Week Term	Six-Week Term	Three-Week Term
Time during which course is removed from the transcript	First week of the term	First week of the term	First three days of the term	First three days of the term
Time during which a grade of "W" or "WF" is posted on the transcript at the discretion of the instructor	Second week through the eighth week	Second week through the sixth week	Fourth day of class through the fourth week	Fourth day of class through the second week
Time during which a "WF" is posted on the transcript unless instructor action is taken	After the eighth week	After the sixth week	After the fourth week	After the second week

# Undergraduate Continuing Education

## General Information

### Programs of Study

All Elmira College majors are available to part-time students. Requirements for all associate degree programs and the following bachelor's degree programs may be completed by taking evening and Saturday classes except where noted. After each field is the Higher Education General Information Survey (HEGIS) code number.

#### Associate Degrees

Business	5004
General Studies	5699
Human Services	5501

#### Baccalaureate Degrees

Accounting*	0502
Adolescence Education: Biology*	0401.01
Adolescence Education: Chemistry*	1905.01
Adolescence Education: English*	1501.01
Adolescence Education: French*	1102.01
Adolescence Education: Mathematics*	1701.01
Adolescence Education: Social Studies	2201.01
Adolescence Education: Spanish*	1105.01
American Studies*	0313.00
Art*	1002
Biology*	0401
Biology-Chemistry*	4902
Business Administration	0506
Chemistry*	1905
Childhood Education	0802.00
Classical Studies*	1504
Criminal Justice*	2105
Economics*	2204
Educational Studies	0801
English Literature*	1502
Environmental Studies*	1999.10
Foreign Language French*	1102
Foreign Language Spanish*	1105
General Studies	4901
History	2205, 2205.01
Human Services	2101
Individualized Studies	4901
International Studies*	2210.00
Mathematics*	1701
Medical Technology*	1223
Music*	1005
Nursing*	1203
Philosophy and Religion*	1599.10
Political Science*	2207.00
Psychology	2001
Public Affairs*	2102
Social Studies	2201
Sociology and Anthropology*	2299.00
Speech and Hearing*	1220
Speech and Language Disabilities*	0815.00
Theatre*	1007
Visual Arts*	0831

\*Attendance in day classes may be necessary.

### Part-Time Status

Generally, part-time students are expected to enroll in evening classes and adhere to credit limits as outlined below. Part-time students are subject to the same degree requirements and academic regulations as are full-time students, with the exception of the Core curriculum, Field Experience, Community Service, the Encore Program, and Physical Education.

Part-time students must be matriculated to qualify for financial aid and to register for a field experience.

Part-time tuition rates are presented in the Expenses and Financial Aid section on page 9.

### Part-Time Credit Load

Term	Credits
Fall .....	fewer than 9
Winter .....	fewer than 9
Spring III-IIIa .....	maximum 6 (provided at least three credits are taken in Spring Term IIIa)
Summer .....	maximum 9 (provided no more than six credits are taken concurrently)

### Policy on Part-Time Undergraduate Student Overloads

#### Education Students:

- Part-time education students may register for student teaching for a maximum of twelve credit hours for one term only to complete their student teaching.

#### Nursing Students:

- Part-time nursing students, as defined above, may register to finish the nursing program for one term of nine credits and one term of twelve credits.

#### All Other Students:

- All other students must finish their work on a part-time basis, less than nine credits in Terms I and II and a maximum of six credits in Term III-IIIa (provided at least three credits are taken in Spring Term IIIa) with no exceptions.

OR

- Part-time students may transfer to full-time status. In this case, full-time tuition will apply.

### Change in Status

Students may change from part-time to full-time status (or vice versa) after consulting with their academic advisor. **If a student has completed fewer than ninety credits as a part-time student, he or she will be required to apply for admission as a full-time student through the regular admissions process and should contact the Office of Admissions.** Other students seeking this transfer must have at least a 2.000 cumulative GPA in order to be considered for admission as a full-time student. If a student is full-time for more than fifty percent of his or her Elmira College career up to the ninetyth hour, then the graduation requirements for full-time students will apply even if the student becomes part-time. If a student is part-time for more than fifty percent of his or her Elmira College career up to the ninetyth credit hour, then the graduation requirements for part-time students apply, even if the student becomes full-time. Special cases will be decided by the Educational Standards Committee.



## Admission to Part-time Undergraduate Study

### Admission to Degree Candidacy (Matriculation)

The process of admission to degree candidacy is known as matriculation. Any student who has been accepted as a degree candidate is referred to as a matriculated student.

Application for degree candidacy as a part-time student is made through the Office of Continuing Education and Graduate Studies by the submission of an Application Form and completion of an admissions interview. A fee is charged; please refer to page 9. Application must be made by transfer students prior to the completion of 20 credits at Elmira College and by others prior to the completion of 30 credits at Elmira College. Applications are considered on an individual basis. If desired, application for financial aid may be made through the Office of Financial Aid. Financial assistance is available to qualified part-time, degree-seeking (matriculated) students. Students may apply for matriculation in one of the following ways:

1. Students with 12 or more credits of prior college coursework at Elmira College or elsewhere must request that official transcripts be sent to the Office of Continuing Education and Graduate Studies from the Office of the Registrar of each college or university (except Elmira College) previously attended.
2. Students with no prior college coursework or those who have completed fewer than 12 college credits must request that an official high school transcript as well as official transcripts of any prior college coursework be sent to the Office of Continuing Education and Graduate Studies. The student must also schedule an admission interview with the Office of Continuing Education and Graduate Studies.
3. Students are not required to have graduated from high school in order to register for credit courses or to matriculate for a degree. These students must satisfactorily complete 12 credits of collegiate study prior to applying for matriculation. The New York State High School Equivalency Diploma is granted by the State Education Department to anyone who has provided satisfactory evidence that

they have successfully completed 24 credits or the equivalent as a recognized candidate for a college-level degree or certificate at an approved institution. Beginning with applications made on or after September 30, 2004, the 24 credits shall be distributed as follows:

- English language arts, including writing, speaking, and reading (literature)  
(6 credits or the equivalent)
- Mathematics  
(3 credits or the equivalent)
- Natural Sciences  
(3 credits or the equivalent)
- Social Sciences  
(3 credits or the equivalent)
- Humanities  
(3 credits or the equivalent)
- Any other courses within the registered degree or certificate program  
(6 credits or the equivalent)

4. Any student seeking admission into the nursing major as a part-time student who is not currently licensed as a Registered Professional Nurse in New York State is required to take the NLN Pre-Admission Examination-RN prior to declaring nursing as a major. All non-licensed part-time students are required to successfully complete the examination prior to majoring in nursing or enrolling in a nursing course. Students are responsible for contacting the Nurse Education Program to register for the exam. The cost of the exam is the responsibility of the student.

### Transfer Credit

Elmira College welcomes qualified students who desire to transfer to Elmira to complete degree requirements. To obtain a degree from Elmira College students must complete at least 30 credit hours at Elmira including at least 15 credit hours in the desired major. A maximum number of 68 credit hours from two-year colleges or 90 credit hours from four-year institutions will be allowed to transfer. Some students entering at the junior level may require more than 60 additional credits to complete all requirements, depending on the program selected.

Full-time transfer students are routinely guided by the degree requirements that apply to

their expected graduating class rather than the requirements in The Elmira College Bulletin when they matriculate. (With advisor approval, the student may choose to graduate under the terms of a later Bulletin.)

The Registrar, according to the following guidelines, evaluates credits transferred to Elmira College:

1. Undergraduate credit for which the student received a grade of C- or above will be considered for transfer to Elmira College only from institutions accredited by an agency that is a member of the Council for Higher Education Accreditation (CHEA).
2. Courses of a generally similar nature, content, and level to Elmira College courses will be accepted. Narrowly vocational or remedial courses will not be accepted.
3. Courses taken at another college in which the student received a grade of D-, D, or D+ may be accepted to waive a prerequisite or a degree requirement but will not be transferred for credit toward the Elmira College degree. Elmira College, however, does accept "D" grades on courses which comprise part of certain associate degrees from community and junior colleges with which Elmira College has articulation agreements, in accordance with the specific terms and conditions set forth in each agreement.
4. If another college permitted the student to repeat a course to raise a grade, Elmira College will accept the higher grade.
5. Students who transfer to Elmira College, regardless of class rank at the time of transfer, must complete all requirements for the degree in effect at that time, for his or her graduating class.
6. Elmira College accepts credit recommendations as given by the commission on the Accreditation of Service Experience, the Educational Testing Service, New York State Department of Education, and the American Association of Collegiate Registrars and Admissions Officers.
7. All other credit determinations will be made by the Registrar in consultation with the Dean of Faculty and other appropriate officials on the basis of guidelines recommended by the Educational Standards Committee and approved by the faculty.

# Undergraduate Academic Services and Regulations

## Credits

The Elmira College credit unit is the credit hour, which is equivalent to the semester hour at other colleges. Earning one credit hour requires at least 750 minutes of instruction and another 1800 minutes of supplementary assignments.

## Residency Requirement

The last 30 credits of any undergraduate program must be taken at Elmira College.

## Grading System

The following grades are included in computation of the grade point average (GPA).

- A, A- (90%-100%) indicates a mastery of the knowledge and skills of the course. The student receiving this grade has demonstrated the ability to recognize, analyze, and solve new problems independently.
- B+, B, B- (80%-89%) indicates achievement of a high order, involving high proficiency in the attainment and application of knowledge and skills.
- C+, C, C- (70%-79%) represents an adequate performance, indicating familiarity with the content of the course and active participation in the work of the class.
- D+, D, D- (60%-69%) indicates work which is in one or more respects below the acceptable standard for graduation, but which is sufficient in quantity and quality to be given credit toward the degree if offset by a sufficient amount of superior work in other courses.
- F (Below 60%) indicates failure. No credit is awarded. It is calculated into the GPA.
- WF Withdrawal Failing: indicates withdrawal while failing the course, or withdrawal from the course after the eighth week of a long term or after the fourth week of a six-week term. No credit is awarded and an F is calculated into the GPA.

## Honor Points

Each of the grades identified above carries the Honor Points indicated below:

A = 4.0	C+ = 2.3	WF = 0
A- = 3.7	C = 2.0	F = 0
B+ = 3.3	C- = 1.7	
B = 3.0	D+ = 1.3	
B- = 2.7	D = 1.0	
	D- = 0.7	

Additional grades which are available for use, but which are not computed in the grade point average are:

I = Incomplete; final examination or project deferred for reasons of health or serious emergency; not a computable grade. It must become a computable grade within thirty days into the next term; if not completed, will become an F. Students must be passing the course in order to receive this grade.

## “Incomplete”

An Incomplete grade (“I”), is given at the discretion of the instructor when the student normally would have received a passing grade, but has been prevented from completing a course by an unforeseen emergency beyond her or his control. **The Incomplete grade must be removed within thirty days of the beginning of the term following that in which it was assigned.** An Incomplete not removed within the stipulated time period automatically becomes an F. An Incomplete grade received at the close of Term III or the Summer Session must be removed within thirty days after the opening of Term I.

The instructor who gives an “I” must accompany the grade with a statement of requirements the student must complete to remove the “I.” Copies of this statement must be given to the student and the Registrar. When the stated requirements have been completed, the instructor who gave the “I” must notify the Office of the Registrar in writing of the new grade to be assigned. Although instructors may extend incomplete grades into the following term, grades of incomplete may continue for no longer than two years. At that point, the instructor must submit a computable grade, or an administrative F will be posted by the Office of the Registrar effective beginning with Incompletes initially assigned during the 2011-2012 academic year.

P = Passing; represents A through D- as defined above.

L = A grade noting a leave, recommended by the Dean of Continuing Education, after consultation with the instructor, when emergency circumstances dictate a student’s leaving Elmira College for a period of time that forces them to miss the conclusion of the term in which they are registered. A student who is either on a leave of absence or withdrawing may receive this grade. The L grade must be made up within one year of the term in which it is taken and will be replaced by grades A-F, W, or WF as deemed appropriate by the course instructor. L grades may be extended by the course instructor when appropriate. Students must be passing the course in order to receive this grade.

W = Withdrawal; indicates withdrawal while passing the course.

## Grade Point Average

Grade point average (GPA) is calculated according to the following formula:

$$\text{GPA} = \frac{\text{Sum of Quality Points}}{\text{Sum of Credits Received (A-F, WF)}}$$

Only credits received from Elmira College are included in this calculation. A student must achieve an overall grade point average of at least 2.000 as well as a grade point average of 2.000 in the major in order to graduate. The awarding of graduation honors (to undergraduate students only) is based on Elmira College and transfer credits described under Graduation Honors on page 17.

## Grade Changes

Grades once submitted to the Office of the Registrar may be changed only under specific circumstances. Clerical and calculation errors may be corrected by the instructor and submitted to the Office of the Registrar until the end of the following term. Requests for grade changes resulting from other circumstances (such as illness, family death, miscommunication) should be brought by the instructor to the Educational Standards Committee for consideration. Grades may not be changed for the purpose of ensuring good academic standing. Once a course has been finished and the final grade submitted, the grade may not be changed by the completion of missed assignments or additional (extra credit) work.

## Grade Appeal

Complaints from students about grades must be registered in writing with the Dean of Continuing Education within six months of the date the grade was recorded by the Office of the Registrar.

## Good Academic Standing and Satisfactory Progress

Students are in good academic standing if their cumulative grade point average is 2.000 or better. The Dean of Continuing Education reviews the academic performance of all students at the end of every term, considering students for academic dismissal, for removal from good academic standing, and for reinstatement to good academic standing.

Students who do not achieve a cumulative grade point average of 2.000 are placed on academic probation for their next term. If students raise their cumulative grade point averages to 2.000 or better by the end of either of the next two consecutive terms (excluding summer if so elected by the student), they will be restored to good academic standing. Those who do not achieve a 2.000 cu-

mulative grade point average by that time will be considered for dismissal.

Students who do not achieve a 1.500 grade point average at the end of their first term of work at the College will be considered for possible dismissal. Also, students who meet the minimum standards for good overall academic standing, but whose term grade point average is below a 1.500 for two consecutive terms will be reviewed by the Dean of Continuing Education for possible probation.

Students on academic probation should be making every effort to improve their academic performance. Students may improve their overall grade point average, and possibly their grade point average in the major, by retaking courses in which they have received a grade of C- or lower. Please note that retaking courses or taking a reduced load of courses, although often warranted, may slow a student's progress toward a degree.

The Director of Continuing Education will notify in writing all students who have been dismissed. The Educational Standards Committee will hear appeals made within ten working days of the date the dismissal notifications are issued.

Questions concerning academic probation and dismissal should be directed to the Registrar, the Chair of the Educational Standards Committee of the Faculty, or the Dean of Continuing Education.

NOTE: Standards for Federal and State student financial aid eligibility differ from the academic standards described in this section and are discussed on page 11.

**Academic Dishonesty** (please refer to page 5)

### Transcript of Grades

Official and unofficial transcripts will be issued through the Office of the Registrar only.

There is no charge for unofficial transcripts or for the first official transcript. A fee for an official transcript is charged thereafter. No certificate of work completed will be issued for a student who is not in good financial standing with the College.

Transcript request forms are available in the Office of the Registrar and in the Office of Continuing Education and Graduate Studies.

### Mid-Term Academic Warnings

Progress reports are made to all undergraduate students at mid-term periods during each long term. A student will receive a "Warning Notice" in a subject when, in the opinion of the instructor, the student is not making satisfactory progress toward the completion of academic requirements. Students who receive a mid-term warning are expected to discuss the situation with their advisors and instructors immediately.

### The Pass-Fail Option

Students may elect to take up to 12 credits of work in which the announced grading system is A-F on a Pass-Fail basis according to the following guidelines:

1. Such election cannot be taken in courses that apply to the major, minor, or Education concentration.
2. Prorations for transfer students will be administered by the Office of the Registrar
3. **Students electing a Pass-Fail grade must indicate this option during the seventh and eighth weeks of classes in a thirteen-week term and during the third and fourth week in a six-week term.** Pass-Fail forms may be picked up in the Office of Continuing Education, 117 McGraw Hall, and must be filed with the Office of the Registrar during the appropriate period. The advisor must sign all Pass-Fail Forms.
4. Instructors are not to be notified of the student's choice and will submit letter grades for all students. The Office of the Registrar will convert the grades for those students electing the Pass-Fail Option.
5. Passing (P) grades do not affect the GPA; however, credits are awarded toward earned credit hours. Failing (F or WF) grades affect the GPA and no credit is granted.

### S/D/F Option

*Note: This option will replace the Pass/Fail Option as of September 1, 2013.*

Students may elect to take up to 12 credits of work in which the announced grading system A-F on a S/D/F basis according to the following guidelines:

1. Such election cannot be taken in courses that apply to the major, minor, or Education concentration or specialization.
2. Prorations for transfer students will be administered by the Office of the Registrar
3. Students electing a S/D/F grade must indicate this option during the last two weeks of classes in a thirteen-week term, during the last 5 days in a six-week term, and during the last 3 days in a three-week term. S/D/F forms may be picked up in the Office of Continuing Education and must be filed during the appropriate period. The advisor must sign all S/D/F forms.
4. Instructors are not notified of the student's choice and will submit letter grades for all students. The Office of the Registrar will convert the grades for those students electing the S/D/F option.
5. Satisfactory (S) grades do not affect the GPA (Satisfactory grades represent A through C-). However, credits are awarded towards earned credit hours. D+, D, D-, F, and WF grades affect the GPA and no credit is granted for F and WF grades.
6. Students planning to enter a graduate or professional school are reminded that their admission might be affected by S/D/F coursework.

### Repeating a Course

Students may improve their overall grade point average, and possibly their grade point average in the major, by retaking courses in which they have received a grade of C- or lower. Please note that retaking courses or taking a reduced load of courses, although often warranted, may slow a student's progress toward earning a degree.

For required courses, students may retake a given course once in which the original grade was C-, D+, D, or D-. Students must retake a given course if the original grade was F until they achieve a passing grade. For elective courses, students may retake a given course once in which the original grade was C- or lower.

All attempts at courses that are repeated will be labeled to that effect on the student's transcript and will count of part of the student's academic load. However, only the higher grade will be used in the computation of the grade point average for all students not yet graduated from Elmira College. Should any course be repeated at an institution other than Elmira College, and a higher grade achieved, the original Elmira College grade would not be used in computation of the grade point average, nor would the grade from the other institution in accordance with the Transfer of Credit policy. Students normally receive credit toward the minimum 120 credit hours required for graduation only once for the same course.

### Tutoring

Any part-time student desiring tutoring may contact the Tutorial Center, (607) 735-1769, located in the Gannett-Tripp Library. The Tutorial and Education Services Associate will provide names of tutors whom the part-time student may contact. The Math Laboratory, located in 303 Watson Fine Arts, has both day and evening hours. All tutoring is free of charge for current Elmira College students.

### Placement Testing

Placement assessments in Communication Skills and Mathematics may be arranged by contacting the Office of Continuing Education and Graduate Studies.

The assessments are designed to determine students' present levels of ability and the appropriate course with which to begin in each area. On the basis of their performance, some students may be identified as having skills at a level which will exempt them from the normal required Communication Skills or Mathematics coursework.



## Academic Honors

### Dean's List

Part-time undergraduate students who have, during the current academic year, achieved a grade point average of 3.600 or higher at the end of the Summer Term and who have completed at least twelve graded credits during the current academic year will be placed on the Dean's List for the Division of Continuing Education.

### Alpha Sigma Lambda

The Beta Tau Chapter of Alpha Sigma Lambda Honor Society was instituted at Elmira College in the Spring of 1980. The purpose of the chapter is to recognize and encourage superior scholarship among undergraduate students matriculated at Elmira College through the Office of Continuing Education and Graduate Studies.

Members are elected on the basis of the following qualifications:

1. Members must have completed a minimum of 24 graded credit hours at Elmira College and shall be matriculated students.
2. Students must have taken at least 12 credit hours (including transfer credit) in liberal arts and sciences; no applied arts or applied science courses may be included.
3. Students must be enrolled regularly and making steady progress toward their degrees.
4. Members shall be elected only from the highest ten percent of the class\* in scholarship, provided, however, that on a 4.000 scale or its equivalent, the minimum grade point index shall not fall below 3.200.

\*Class is interpreted to mean all students who have earned 24 credit hours and are matriculated in an undergraduate degree program.

## Graduation

### Graduation Requirements

1. Completion of all course requirements of the degree for which the student is a candidate.
2. Achievement of an overall grade point average of 2.000 or higher for all college work, and an average of 2.000 or higher for all work taken at Elmira College, (as well as a 2.000 minimum average in courses taken in completion of the major).
3. Completion of at least the last thirty credit hours at Elmira College for both the associate's and the bachelor's degrees. Transfer students must complete at least fifteen credit hours of their academic major at Elmira College.

Although advisors as well as other members of the faculty and administration are available to assist in planning and completion of the degree program, the ultimate responsibility for completion of degree requirements rests with the student.

### Application for Graduation

Applications for Graduation must be submitted to the Office of Continuing Education and Graduate Studies no later than October 20 for those completing degree requirements by June or August of the current academic year. Students completing degree requirements in the nine-week Spring Term IIIa or in the Summer Term are required to submit a Summer Completion Form with their Application for Graduation. For information on Graduation Application fees please refer to page 9. Please note there is a late fee for applications submitted after the deadline.

Upon request, students completing degree requirements at the end of Fall, Winter, Spring IIIa and Summer terms will be sent a Letter of Completion by the Registrar. The transcript will reflect the degree in late January for Fall completers, after Commencement for Winter completers, and in late September for Spring Term IIIa and Summer completers.) Students completing their degrees at the end of Spring may request official transcripts which will reflect their degrees after Commencement.

In order to participate in Commencement, an undergraduate student must be within 9 credit hours of completing the degree at the time of Commencement.

### Graduation Honors

Graduation Honors are awarded to part-time students receiving their bachelor's degrees who achieve the cumulative grade point average indicated below for all undergraduate work attempted at any regionally accredited college or university, including transfer credits not accepted.

**Summa cum laude** - 3.800 and above  
**Magna cum laude** - 3.600 to 3.799  
**Cum laude** - 3.400 to 3.599

**The Kathryn L. Jenkins Education Prize** (\$50) is awarded to a graduating part-time Elmira College senior who shows the greatest promise in the field of Elementary Education.

**The Alpha Sigma Lambda Prize** (amount determined annually) is awarded to a graduating part-time Elmira College senior with the highest cumulative grade point average at Elmira College.

### Second Baccalaureate Degree

A graduate of any accredited college, including Elmira College, may earn a second bachelor's degree at Elmira College by completing an additional 30 credit hours at the College, including at least 15 credit hours in the desired major, provided the work then completed fulfills all general degree requirements for graduation from Elmira, as well as all the specific requirements of the College in the major subject of the second degree as specified in *The Elmira College Bulletin* in effect at that time. Any student completing the above will be issued a diploma and may participate in Commencement.

### Second Major

A graduate of Elmira College may return to the College for a second major, completing requirements in the second major, including at least 15 credit hours at the College, as specified in the Bulletin in effect at that time. The second major will be listed on the student's transcript; however, a second diploma will not be issued and the student may not participate in Commencement.

### Field Experience

Elmira College offers its matriculated students the opportunity to participate in field experience programs which enable them to apply concepts they have learned in the classroom, test possible career choices, develop the ability to deal effectively with new people in different settings, and develop an understanding of community life.

Whereas the field experience program is not required of part-time students, a six-credit field experience, involving two hundred and forty hours of work, may be elected to achieve the goals mentioned above.

The career-related field experience is a work experience related to the major or to a career that the student may wish to pursue after graduation. Each student takes an active role in developing an appropriate experience. Additional information is available from the Office of Continuing Education and Graduate Studies or the Office of Counseling and Career Services, (607) 735-1830.

### Credit for Prior Learning

General regulations pertaining to Excelsior College Examinations, CLEP, Elmira College Equivalent Examinations and Credit by Evaluation:

Credit will be accepted only for students who have matriculated in an Elmira College degree program.

The maximum credit which may be applied toward an associate degree is 15 credit hours; toward a bachelor's degree, 30 credit hours.

### College Level Examination Program (CLEP)

CLEP is a testing program of the College Entrance Examination Board. There are two types of examinations:

**General Examinations:** The CLEP General Examinations provide a comprehensive measure of achievement in five basic areas of liberal arts. Each examination assesses the extent to which general knowledge in an area has been mastered. At Elmira College, the CLEP general examinations (English, Humanities, Mathematics, Natural Sciences, Social Sciences-History) could be used to satisfy distribution requirements or as electives.

**Subject Examinations:** The CLEP Subject Examinations are achievement tests for widely offered undergraduate college courses and are similar in content and scope to many New York College Proficiency Examinations. They stress understanding, ability to perceive relationships, and the grasp of principles, concepts, and factual materials in the respective courses. Some cover material studied in

a typical full-year course, while others are limited to material studied in a one-semester course. At present, forty CLEP Subject Examinations are available in such fields as data processing, business law, economics, geology, human growth and development, statistics, and trigonometry.

The CLEP Subject Examinations may satisfy specific course requirements at Elmira College. This determination is made by the Registrar in conjunction with the Division Chair or faculty advisor in a specific field.

Elmira College is not a testing site for CLEP examinations. Information may be obtained directly from:

College Level Examination Program  
P.O. Box 6600  
Princeton, New Jersey 08540  
609-771-7865  
www.collegeboard.com/clep

### New York State Excelsior College Examinations

The program of Excelsior College (formerly Regents College) Examinations is a college level testing procedure offering single-subject examinations in a variety of subject matter fields. The examination may be taken by anyone to validate knowledge gained outside the formal college classroom, primarily for the purpose of earning college credit, but also for satisfying teacher certification of Excelsior College Degree requirements, for job-related reasons or for personal satisfaction. The Board of Regents established the program in 1961.

All individuals who believe they know the subject matter may take a Excelsior College test—there are no prerequisites. Excelsior College Examinations are given several times each year at specified testing locations.

Elmira College (and other institutions) may grant course credit or advanced standing for acceptable Excelsior College grades. Candidates are advised to check with the Registrar before taking an examination to determine its acceptability. The University of the State of New York will send an official transcript of the candidate's Excelsior College grades to Elmira College. The Registrar may request the University to provide a copy of the candidate's answers to the essay or problem section

of an Excelsior College Examination for review.

Elmira College will grant credit for satisfactory performance, a grade of "C" or higher, in Excelsior College Examinations if the material covered by the examination is included in courses accepted for a degree at Elmira College, and in those cases where applicable, if there has been adequate evaluation of laboratory or other performance skills.

The College will provide opportunities to demonstrate such skills. In some cases, credit may be denied, but the student may be exempt from taking an equivalent course.

Excelsior College Examinations credit will be given only to students who have met Elmira College's entrance requirements.

Information may be obtained from:

Excelsior College  
7 Columbia Circle  
Albany, New York 12203-5159  
888-723-9267 or 518-464-8500  
www.excelsior.edu

### Elmira College Equivalency Examination

This program was developed to provide matriculated students at Elmira College with a method of acquiring college credits in those cases where neither Excelsior College Examination nor the College Level Examination (CLEP), administered by the College Board, is available for a given course subject.

Students who request an equivalency or "challenge" examination must demonstrate that they have acquired the knowledge and skills on which they wish to be examined. Students must complete the examination during the term in which they register for it. The last possible date to register for such an examination in any academic year is one month before Commencement.

Any student who wishes to take an examination must proceed as follows:

1. The student must first obtain from the Office of Continuing Education and Graduate Studies the proper application forms.
2. The student must seek the agreement of a full-time faculty member in the appropriate discipline that he or she is willing to administer an examination.
3. The student must seek the approval of the Dean of Continuing Education for permission to sit for this examination. This requires submission of the following:
  - a. A written statement from the faculty member who has agreed to develop, administer,

and evaluate the examination;

- b. The title, course number, and credits for which the examination is intended;
  - c. Written evidence of the approval of the student's academic advisor. The Dean of Continuing Education will not grant approval for equivalency exams for courses prerequisite to those for which the student has already received credit or is currently enrolled, or those preliminary to or significantly overlapping with such courses. Students may appeal rejection of their application to the Educational Standards Committee.
4. After written approval has been granted by the Dean of Faculty, the student must complete in duplicate the Elmira College Equivalency Examination Application Form, which is available in the Office of Continuing Education and Graduate Studies. Such application serves as the examination registration.

5. The student must then pay the examination fee in the Business Office, currently set at \$100 per credit hour.

When the examination has been administered, the grade will be submitted to the Registrar and recorded as follows:

1. The instructor will submit a grade to the Registrar in the space provided on both copies of the application form. Current regulations stipulate that the grade must be P (Pass) in all areas except those courses used to fulfill a major requirement; in such cases the grade must be "A" through "D-."
2. The Registrar will record the instructor's grade on the student's academic record as follows: "Equivalency examination, course title, number of credits, and grade awarded." No record of failures or attempts will be maintained.
3. The Registrar will use the application form to authorize and initiate payment to the faculty member for his or her service (half of examination fee).

# Undergraduate Academic Programs

## The Associate's Degree

Elmira College offers the Associate in Arts degree in Liberal Arts and the Associate in Science degree in two areas of study. Associate degrees require the completion of a minimum of 60 credits of work as prescribed below, with a cumulative grade point average of 2.000. At least the last 30 credits must be completed at Elmira College.

### Associate in Arts

The Associate in Arts degree in Liberal Arts with a major in General Studies requires the following:

I. General Degree Requirements

For a description of these requirements, see I of the Associate in Science degree.

II. Completion of sufficient general electives to reach a total of 60 credits.

III. At least 45 of the 60 credit hours must be in the Liberal Arts and Sciences.

### Associate in Science

The Associate in Science degree requires the following:

I. General Degree Requirements

A. Communication Skills Program

- WRT 1030 Critical and Analytical Thinking 3 credits
- ENG 1600 Writing Seminar 3 credits

B. Mathematical Competency

- MAT 1030 College Algebra 3 credits

Students may be exempted from any of the above courses based on a demonstrated level of accomplishment or appropriate college-level coursework taken at another institution.

C. Distribution Requirements

1. Culture and Civilization

Students must select one course in each of the broad areas:

- United States Culture and Civilization
- European Culture and Civilization
- Non-Western Culture and Civilization 9 credits

2. Contemporary Social Institutions

- (A.A. degree only) 3 credits

3. The Scientific Method

Students must select one course from each of the following areas, one of which will include a laboratory experience.

- Physical and Life Science
- Social and Behavioral Science 6-9 credits

4. The Creative Process 3 credits

II. Completion of the major requirements in one of the following two areas. At least 15 credits in the A.S. specialization must be completed at Elmira College. At least 30 credit hours must be in the Liberal Arts and Sciences.

### Business (A.S.)

28 credits

ACC 2010	Principles of Accounting I	3 credits
ACC 2021	Principles of Accounting II	3 credits
ECO 2010	Principles of Microeconomics	3 credits
ECO 2020	Principles of Macroeconomics	3 credits
MAT 2090	Statistical Methods	4 credits
MGT 2240	Principles of Management	3 credits
MGT 2010	Business Law I	3 credits
MKT 2250	Principles of Marketing	3 credits

### Human Services (A.S.)

27 credits

Human Services Core (15 credits)		
HMS 1000	Human Services in Contemporary America	3 credits
PSY 1010	Introductory Psychology	3 credits
SOC 1010	Introductory Sociology	3 credits
HMS 3300	Basic Counseling Techniques	3 credits
HMS 3005	Family Assessment	3 credits
HMS 2515	Human Services Practicum	6 credits

### Human Behavior and Development

3 credits

Select one of the following:

(In making choices, note that courses may have prerequisites.)

HMS 3006	Observing Child Development	
PSY 2030	Personality	
PSY 2060	Child and Adolescent Psychology	
PSY 3000	Psychology of Maturing and Aging	
PSY 3010	Social Psychology	
PSY 3140	Abnormal Psychology	
PSY 3220	Theories of Human Development	
PSY 4031	Contemporary Problems: Issues of Adolescence	
SOC 2600	Sociology of Aging	

### Human Service Delivery

3 credits

Select one of the following:

(In making choices, note that courses may have prerequisites.)

HMS 1010	Services to Families with Young Children	
HMS 2010	Chemical Dependency: Treatment and Rehabilitation	
HMS 2020	Mental Health Services	
HMS 2025	Death and Dying OR	
HMS/NSG 2030	End-of Life-Issues	
HMS 3010	Management of Human Services Agencies	
HMS/SOC 3025	Services for Children and Youth	
HMS/SOC 3120	Community Organization	
HMS 3140	Social Group Work	
HMS 3150	Social Casework	
PSY 2020	Introduction to Clinical Psychology	

## The Baccalaureate Degree

To receive a Bachelor of Arts or a Bachelor of Science degree from Elmira College, a student must complete a minimum of 120 credits (including transfer credits) with a cumulative grade-point average of at least 2.000. The last 30 of these credits must be earned at Elmira College. For the A.B., at least 90 semester hours must be in the Liberal Arts and Sciences; for the S.B. degree, at least 60 semester hours must be in the Liberal Arts and Sciences. Each student must also earn a minimum grade-point average of 2.000 within the major.

### I. General Degree Requirements

#### A. Communication Skills Program

WRT 1030 Critical and Analytical Thinking	3 credits
ENG 1600 Writing Seminar	3 credits

#### B. Mathematical Competency

MAT 1030 College Algebra	3 credits
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#### C. Distribution Requirements

These requirements aim to acquaint students with a global perspective and also to expose them to the ways in which fundamental academic disciplines seek knowledge and deal with problems. No more than 9 credits from any one field code may be applied to fulfill this requirement.

##### 1. Culture and Civilization

United States Culture and Civilization	15 credits
European Culture and Civilization	
Non-Western Culture and Civilization	
General Culture and Civilization	
Students must select at least 3 but no more than 6 credits from each of the United States, European and Non-Western categories. The General category may be used to obtain the remaining credit hours.	

##### 2. Contemporary Social Institutions 3 credits

##### 3. The Scientific Method

Students must select one course from each of the following areas, one of which will include a laboratory experience.

Physical and Life Science	6-9 credits
Social and Behavioral Science	

##### 4. The Creative Process 3 credits

### II. Major Requirements

All majors require at least 12 credits of upper-level courses (those numbered 3000 and above). The specific requirements for each of the majors are listed below. Lower-level courses are listed first, so that students will be encouraged to complete their general major requirements and prerequisites for upper-level courses first. At least 15 credits in the major must be completed at Elmira College.

Elmira College does not guarantee that discontinued programs or majors will be available for completion of the program or major beyond a reasonable length of time from the date of discontinuance.

## Accounting (Bachelor of Science)

121 credits

Because it offers a New York State registered Accounting program which prepares students to sit for the Certified Public Accountant (CPA) Examination, Elmira College must meet the standards established by the State Board of Accountancy. For that reason, the S.B. degree in Accounting is a highly structured major with very specific requirements. Students must complete 27 credits in accounting, 34 credits in business and related courses, and 60 credits in the Liberal Arts and Sciences. Students may include ECO 2010 Principles of Microeconomics and ECO 2020 Principles of Macroeconomics in their Liberal Arts and Sciences requirements if they wish to take additional business courses. Physical Education and Field Experience may not be included.

To meet required standards, Elmira College limits to 12 the number of credits in Accounting which may be transferred from community and junior colleges.

MAT 2090 Statistical Methods	4 credits
ACC 2010 Principles of Accounting I	3 credits
ACC 2021 Principles of Accounting II	3 credits
ACC 3540 Intermediate Accounting I	3 credits
ACC 3541 Intermediate Accounting II	3 credits
ACC 3610 Cost Accounting	3 credits
ACC 3730 Tax Accounting I	3 credits
ACC 4550 Advanced Accounting	3 credits
ACC 4740 Auditing	3 credits
ECO 2010 Principles of Microeconomics	3 credits
ECO 2020 Principles of Macroeconomics	3 credits
ECO 3030 Money and Financial Institutions	3 credits
FIN 3010 Corporation Finance	3 credits
MGT 2010 Business Law I	3 credits
MGT 2020 Business Law II	3 credits
MGT 2240 Principles of Management	3 credits
MIS 3010 Introduction to Management Information Systems	3 credits
MKT 2250 Principles of Marketing	3 credits
Accounting Elective	3 credits
Business Elective (ACC, BUS, ECO, MGT, MKT)	3 credits
Liberal Arts and Sciences Courses*	61 credits

\*Including courses to fulfill the College's general degree requirements.

## Art (Bachelor of Arts)\*

48 credits

ART 1210 Drawing I	3 credits
ART 1220 Painting I	3 credits
ART 1360 Sculpture I	3 credits
ART 2100 Introduction to Art History: Prehistoric to Gothic	3 credits
ART 2101 Introduction to Art History: Renaissance to Modern	3 credits
ART 3163 Contemporary Art	3 credits
ART 4590 Seminar in Art Criticism	3 credits
Electives, including at least 6 credits at or above the 3000 level:	
Art History	3 credits
Painting, Drawing, Printmaking	6 credits
Sculpture or Ceramics	6 credits
Digital Imaging, Photography or Video Art	6 credits
Studio Art Specialization	6 credits

\*It may be necessary to attend some day classes in order to fulfill requirements for this program.

**Art Education (Visual Arts)** See page 24.

**Business Administration  
(Bachelor of Science)**

49-50 credits

**Common Curriculum and Business Administration:**

<b>Core Requirements:</b>		34 credits
ACC 2010	Principles of Accounting I	3 credits
ACC 2021	Principles of Accounting II	3 credits
ECO 2010	Principles of Microeconomics	3 credits
ECO 2020	Principles of Macroeconomics	3 credits
ECO-FIN 3030	Money and Financial Institutions	3 credits
FIN 3010	Corporation Finance	3 credits
MAT 2090	Statistical Methods	4 credits
MGT 2010	Business Law I	3 credits
MGT 2240	Principles of Management	3 credits
MIS 3010	Introduction to Management Information Systems	3 credits
MKT 2250	Principles of Marketing	3 credits

Choose from two options to complete Business Administration major:

**Generalist Track:** 15 credits

Electives: Complete 15 elective credits chosen from courses with the field codes: ACC, ECO, FIN, MGT, MIS, MKT or MAT (up to 6 credits, all of which must be above the level of MAT 1030). Also, complete at least 9 credits at the 3000 or 4000 level.

or

**Complete one of the following specializations:**

**Specialization in International Business:\*** 16 credits

ECO-PSC 3200	International Economics	3 credits
ECO 3140	Development Economics	3 credits
or		
ECO 4000	Contemporary Issues in International Economic Policy	3 credits
MGT 4005	Seminar in International Business	3 credits
MKT 3800	International Marketing	3 credits
PSC 1020	International Relations	4 credits

\*It may be necessary to attend some day classes in order to fulfill requirements for this specialization.

**Language:**

Students must demonstrate a proficiency in a foreign language either by completion of two foreign language courses at the 3000 level or above or by completion of an equivalency examination.

**International Business (BAIB) Internships:**

The completion of an internship (not to be confused with the Career Related Field Experience) is a specific degree requirement of the BAIB Specialization. Full information on the internship program, and how it is administered, can be obtained from the International Business Internships Committee, a member of which students are encouraged to contact during their sophomore year. BAIB internships are usually undertaken at the end of the student's junior year.

The successful completion of the internship will result in the award of 6 credits and a waiver of the Career Related Field Experience requirement.

Students not selected for internships, or who do not successfully complete them, can complete one of the other Business Administration specializations or proceed to an S.B. in Individualized Studies.

**Specialization in Management:** 15 credits

MGT 3410	Operations Planning and Control	3 credits
MGT 3710	Organizational Behavior	3 credits
MGT 3720	Human Resource Management	3 credits
MGT 4011	Strategic Management and-either	3 credits
ECO 3040	Intermediate Microeconomics or	3 credits
ECO 3041	Intermediate Macroeconomics or	
ECO 3300	Industrial Organization	

**Specialization in Management Accounting:** 15 credits

<b>Required Courses:</b>		
ACC 3540	Intermediate Accounting I	3 credits
ACC 3541	Intermediate Accounting II	3 credits
ACC 3610	Cost Accounting	3 credits
Total credits for required courses:		9 credits

Either:

**Option A:** 6 credits

ACC 3910	Accountants as Whistleblowers and	
ACC 4740	Auditing	
or		

**Option B:** 6 credits

ACC 3730	Tax Accounting I and	
ACC 3735	Tax Accounting II	
or		

**Option C:** 6 credits

ACC 3755	Government and Not-For-Profit Accounting and	
ACC 4550	Advanced Accounting	

**Specialization in Marketing: \*** 15 credits

MKT 3250	Consumer Behavior	3 credits
MKT 3810	Marketing Research	3 credits
MKT 4000	Marketing Planning	3 credits

Electives:

Six credits of MKT field code at the 2000 level or higher 6 credits

\*It may be necessary to attend some day classes in order to fulfill requirements for this program.

NOTE: It is recommended that students intending to pursue a graduate degree in business complete at least one course in Calculus.

**Education  
(Bachelor of Arts or Bachelor of Science)**

**Certification in Education**

Elmira College offers the following teacher education certificate programs:

- A. Childhood Education (Grades One through Six)
- B. Adolescence Education (Grades Seven through Twelve)
- C. Visual Arts (Art Education) (All Grades)

To be eligible for institutional recommendation to the New York State Department of Education for teacher certification under any one of the aforementioned titles, students must successfully complete all degree requirements for the specific certification title being sought. These include the Teacher Education requirements (Pedagogical Core), the approved Major or Concentration requirements (Content Core), and the college-wide General Degree Requirements (Liberal Arts and Sciences Core). Each of these programs is designed to provide an excellent liberal arts foundation as well as to provide a strong teacher preparation program that will enable beginning teachers to meet the challenge of educating children in today’s society.

Because the requirements for each certificate title are complex and leave little room for error, students must assume an active participatory role in their academic advising. According to the subsection on Student Responsibility under Academic Services and Regulations in The Elmira College Bulletin, students must fully understand and adhere to the following policy: “Although the academic advisor as well as other members of the faculty and administration are available to help the student plan a program and work toward the completion of a degree, ultimate responsibility for knowing and complying with these regulations and for meeting all requirements rests with the students.”

**Additional Requirements for Certification**

To better ensure that all students fulfill their responsibilities, they must contact Elmira College’s Office of Teacher Education for:

1. Current information regarding their specific teacher education program.
2. Language-Other-than-English (LOTE) requirements (6 college credits) or equivalent.
3. Information for taking the mandatory New York State Teacher Certification Examinations. All students who complete their programs on or before May 1, 2014, will be required to take four separate examinations: the *Academic Literacy Skills Test*, the *Educating All Students Test*, the *Teacher Performance Assessment (Portfolio)*, and the *Contest Specialty Test (CST)*. Students must complete and pass the *Academic Literacy Skills Test* prior to *Student Teaching I* in their junior (third) year. The three remaining exams should be taken prior to Term III of their senior (fourth) year. Please see current checklist for updates on these new exams.
4. Forms, including the Introductory Fieldwork and Seminar in Education Application, the Teacher Education Program Application, the Student Teaching I Application and the Student Teaching II Application; requirements; procedures; policy statements; and application deadlines and so forth.
5. Other requirements, such as required G.P.A. for acceptance into the Teacher Education Program and Student Teaching (2.7 G.P.A. is required in both the academic major or concentration and in the Teacher Education courses) and New York State Teacher Certification requirements.

**A. Childhood Education (Grades One through Six)**

PSY 1010	Introductory Psychology	3 credits
EDU 1010	Foundations of Education	3 credits
EDU 1920	Introductory Fieldwork and Seminar in Education	3 credits
PSY 2060	Child and Adolescent Psychology	3 credits
EDU 2020	Teaching Students with Disabilities in the Inclusive Classroom	3 credits
EDU 3335	Curriculum, Instruction, and Assessment in Childhood Education: Social Studies and The Arts	3 credits
EDU 3345	Literacy Acquisition and Development for Preschool and Elementary School Learners	3 credits
EDU 3355	Curriculum, Instruction and Assessment in Childhood Education: Mathematics, Science, and Technology	3 credits
EDU 3365	Teaching Literacy in the Elementary Schools	3 credits
EDU 3935	Student Teaching I and Seminar: Childhood Education	5 credits
EDU 3955	Literacy Intervention and Enrichment: Childhood Education	1 credit
EDU 4395	Student Teaching II and Seminar: Childhood Education	12 credits
PED 1162	Physical Education for the Classroom Teacher	1.5 credits

**Additional Requirements for Certification**

To better ensure that all students fulfill their responsibilities, they must contact Elmira College’s Office of Teacher Education for:

1. Current information regarding their specific teacher education program.
2. Language-Other-than-English (LOTE) requirements (6 college credits) or equivalent.
3. Information for taking the mandatory New York State Teacher Certification Examinations. All students who complete their programs on or before May 1, 2014, will be required to take four separate examinations: the *Academic Literacy Skills Test*, the *Educating All Students Test*, the *Teacher Performance Assessment (Portfolio)*, and the *Contest Specialty Test (CST)*. Students must complete and pass the *Academic Literacy Skills Test* prior to *Student Teaching I* in their junior (third) year. The three remaining exams should be taken prior to Term III of their senior (fourth) year. Please see current checklist for updates on these new exams.
4. Forms, including the Introductory Fieldwork and Seminar in Education Application, the Teacher Education Program Application, the Student Teaching I Application and the Student Teaching II Application; requirements; procedures; policy statements; and application deadlines and so forth.
5. Other requirements, such as required G.P.A. for acceptance into the Teacher Education Program and Student Teaching (2.7 G.P.A. is required in both the academic major or concentration and in the Teacher Education courses) and New York State Teacher Certification requirements.

**In addition to completing the requirements listed above for Childhood Education, students also must complete their general distribution and one of the following approved academic majors or concentrations (see “Listing of Approved Concentrations for Childhood Education” page 24):**

Majors	Concentrations
American Studies	Biology
Biology	English Literature
Chemistry	Mathematics
English Literature	Social Studies
Foreign Language (French or Spanish)	Visual and Performing Arts
Mathematics	
Social Studies	

**Optional Extension for the Childhood Education Certificate to Teach a Subject in Grades Seven Through Nine**

EDU 3336	Curriculum Design and Instruction: Middle Childhood Education	3 credits
EDU 3356	Methodologies of Teaching: Middle Childhood Education	3 credits

The Extension (grades seven through nine) prepares students in Childhood Education, who complete an approved **Major** that includes 30 hours of study in a subject area (not a concentration), for an extension to teach a subject in grades seven through nine.

NOTE: Childhood Education students pursuing an Extension will need to pass the Academic Literacy Skill Test, Educating All Students Test, CST (multisubject) and the CST in their content core (e.g. Biology), and the Teacher Performance Assessment (Portfolio).

**The extension requires one of the following majors:**

Certificate Extension	Required Major
Biology 7-9 Ext.	Biology
Chemistry 7-9 Ext.	Chemistry
English 7-9 Ext.	English Literature
French 7-9 Ext.	Foreign Languages with a specialization in French
Mathematics 7-9 Ext.	Mathematics
Social Studies 7-9 Ext.	Social Studies
Spanish 7-9 Ext.	Foreign Languages with a specialization in Spanish

**B. Adolescence Education (Grades Seven Through Twelve)**

PSY 1010	Introductory Psychology	3 credits
EDU 1010	Foundations of Education	3 credits
EDU 1920	Introductory Fieldwork and Seminar in Education	3 credits
PSY 2060	Child and Adolescent Psychology	3 credits
EDU 2020	Teaching Students with Disabilities in the Inclusive Classroom	3 credits
EDU 3337	Curriculum Design and Instruction: Adolescence Education	3 credits
EDU 3347	Content Area Literacy in the Middle Schools	3 credits
EDU 3357	Methodologies of Teaching: Adolescence Education	3 credits
EDU 3367	Content Area Literacy in the Secondary Schools	3 credits
EDU 3937	Student Teaching I and Seminar: Adolescence Education	6 credits
EDU 4397	Student Teaching II and Seminar: Adolescence Education	12 credits

**Additional Requirements for Adolescence Certification**

To better ensure that all students fulfill their responsibilities, they must contact Elmira College's Office of Teacher Education for:

1. Current information regarding their specific teacher education program.
2. Language-Other-than-English (LOTE) requirements (6 college credits) or equivalent.
3. Information for taking the mandatory New York State Teacher Certification Examinations. All students who complete their programs on or before May 1, 2014, will be required to take four separate examinations: the *Academic Literacy Skills Test*, the *Educating All Students Test*, the *Teacher Performance Assessment (Portfolio)*, and the *Contest Specialty Test (CST)*. Students must complete and pass the *Academic Literacy Skills Test* prior to *Student Teaching I* in their junior (third) year. The three remaining exams should be taken prior to Term III of their senior (fourth) year. Please see current checklist for updates on these new exams.

4. Forms, including the Introductory Fieldwork and Seminar in Education Application, the Teacher Education Program Application, the Student Teaching I Application, and the Student Teaching II Application; requirements; procedures; policy statements; and application deadlines, and so forth.
5. Other requirements, such as required G.P.A. for acceptance into the Teacher Education Program and Student Teaching (2.7 G.P.A. is required in the academic major and in Teacher Education courses) and New York State Teacher Certification requirements. **Students should also refer to the Teacher Education Department website at <http://ecweb/academics/education/default.shtml>.**

In addition to completing the requirements listed above for Adolescence Education, students also must complete their general distribution requirements and an academic major approved for certification as listed below:

Certificate Title	Required Major
Biology 7-12	Biology
Chemistry 7-12	Chemistry
English 7-12	English Literature
French 7-12	Foreign Languages with a specialization in French
Mathematics 7-12	Mathematics
Social Studies 7-12	Social Studies
Spanish 7-12	Foreign Languages with a specialization in Spanish

**Optional Extension for the Adolescence Education Certificate:**

**Extension to Teach a Subject in Grades Five and Six**

EDU 3336	Curriculum Design and Instruction: Middle Childhood Education	3 credits
EDU 3356	Methodologies of Teaching: Middle Childhood Education	3 credits

The Extension (grades five and six) prepares students in Adolescence Education who complete an approved **Major** that includes 30 hours of study in a subject, to teach that subject in grades five and six.

NOTE: Adolescence Education students pursuing an Extension will need to pass the Academic Literacy Skills Test, the Educating All Students Test, the Teacher Performance Assessment (Portfolio) and the CST in their content core.

**The extension requires one of the following majors:**

Subject Area	Required Major
Biology 5-6 Ext.	Biology
Chemistry 5-6 Ext.	Chemistry
English 5-6 Ext.	English Literature
French 5-6 Ext.	Foreign Languages with a specialization in French
Mathematics 5-6 Ext.	Mathematics
Social Studies 5-6 Ext.	Social Studies
Spanish 5-6 Ext.	Foreign Languages with a specialization in Spanish

**C. Visual Arts (Art Education) (All Grades)\***

PSY 1010	Introductory Psychology	3 credits
EDU 1010	Foundations of Education	3 credits
EDU 1920	Introductory Fieldwork and Seminar in Education	3 credits
PSY 2060	Child and Adolescent Psychology	3 credits
EDU 2020	Teaching Students with Disabilities in the Inclusive Classroom	3 credits
EDU 3338	Curriculum Design and Instruction: Visual Arts	3 credits
One of the following literacy courses:		3 credits
EDU 3345	Literacy Acquisition and Development for Preschool and Elementary School Learner	or
EDU 3347	Content Area Literacy in the Middle Schools	
EDU 3358	Methodologies of Teaching Visual Arts	3 credits
EDU 3938	Student Teaching I and Seminar: Visual Arts	6 credits
EDU 4398	Student Teaching II and Seminar: Visual Arts	12 credits

**Additional Requirements for Certification**

To better ensure that all students fulfill their responsibilities, they must contact Elmira College's Office of Teacher Education for:

1. Current information regarding their specific teacher education program.
2. Language-Other-than-English (LOTE) requirements (6 college credits) or equivalent.
3. Information for taking the mandatory New York State Teacher Certification Examinations. All students who complete their programs on or before May 1, 2014, will be required to take four separate examinations: the *Academic Literacy Skills Test*, the *Educating All Students Test*, the *Teacher Performance Assessment (Portfolio)*, and the *Contest Specialty Test (CST)*. Students must complete and pass the *Academic Literacy Skills Test* prior to *Student Teaching I* in their junior (third) year. The three remaining exams should be taken prior to Term III of their senior (fourth) year. Please see current checklist for updates on these new exams.
4. Forms, including the Introductory Fieldwork and Seminar in Education Application, the Teacher Education Program Application, the Student Teaching I Application, and the Student Teaching II Application; requirements; procedures; policy statements; and application deadlines, and so forth.
5. Other requirements, such as required G.P.A. for acceptance into the Teacher Education Program and Student Teaching (2.7 G.P.A. is required in the academic major and in Teacher Education courses) and New York State Teacher Certification requirements. **Students should also refer to the Teacher Education Department website at <http://ecweb/academics/education/default.shtml>.**

Completion of the following art courses:

ART 1210	Drawing I	3 credits
ART 1220	Painting I	3 credits
ART 1360	Sculpture I	3 credits
ART 2100	Introduction to Art History: Prehistoric to Gothic	3 credits
ART 2101	Introduction to Art History: Renaissance to Modern	3 credits
ART 3163	Contemporary Art	3 credits

Electives (including at least 6 credits at or above the 3000 level)

Art History	3 credits
Painting	3 credits
Sculpture	3 credits
Ceramics	3 credits
Printmaking	3 credits
Media (photography, video art or computer-assisted art)	6 credits
Studio Art Specialization	6 credits

**Approved Concentrations for Childhood Education**

<b>Biology Concentration*</b>		<b>35-37 credits</b>
BIO 1020	Biological Concepts I	4 credits
BIO 1022	Biological Concepts II	4 credits
BIO 1071	Human Biology	4 credits
BIO 2050	General Botany	4 credits
BIO 3120	Ecology	4 credits
BIO 4605	Evolution	3 credits
CHE 1010	Introductory Chemistry	4 credits

Two of the following courses, including one at the 3000 level (8-10 credits). Selection of a field course as one of the electives is strongly recommended.

BIO 1110	Introduction to Microbiology	4 credits
BIO 2902	Field Botany	6 credits
BIO 3010	Invertebrate Zoology	4 credits
NSC 1902	Marine and Island Ecology	6 credits

\*It is necessary to attend day classes in order to fulfill requirements for this concentration.

**English Literature Concentration\*** **30 credits**

One of the following:

ENG 1075	Introduction to Literature	
ENG 1100	Foundations of Literature: King Arthur	
ENG 1101	Foundations of Literature: The Hero	
ENG 1102	Foundations of Literature: The American Short Story	
ENG-LAL 1104	Foundations of Literature: Ancient, Classical and Biblical	3 credits

One of the following:

ENG 2010	The Craft of Writing Fiction	
ENG 2015	The Craft of Writing Poetry	
ENG 2180	Expository Writing	3 credits

One of the following:

ENG 2020	Major English Authors I: Medieval and Renaissance	
ENG 2021	Major English Authors II: Neoclassical and Romantic	
ENG 2022	Major English Authors III: Victorian and Modern	3 credits

One of the following:

ENG 2042	American Literature: Beginnings to the Civil War	
ENG 2043	American Literature: Civil War to 1945	
ENG 2044	American Literature: 1945 to the Present	3 credits

One of the following:

ENG 2250	Shakespeare	
ENG 2260	Shakespeare and His Contemporaries	3 credits

Five electives chosen from courses in English (ENG), including 6 credits at or above the 3000 level.

ENG 1050/1051 English for Non-Native Speakers are excluded from the elective courses.

ENG 4590 may be taken as one of these courses. **15 credits**

\*It is necessary to attend day classes in order to fulfill requirements for this concentration.

**Mathematics Concentration\*** **35-38 credits**

Either

MAT 1092	Pre-Calculus II	or	4 credits
MAT 2010	Calculus I		
MAT 2003	Mathematical History:		



	Ancient to Medieval	3 credits
MAT 2009	Mathematical History: Renaissance to Modern	3 credits
MAT 2010	Calculus I	4 credits
MAT 2090	Statistical Methods	4 credits
MAT 2100	Discrete Mathematics	4 credits
MAT 3200	Operations Analysis and Modeling	3 credits
MAT 3260	Intro to Classical and Modern Geometry	3 credits
Any pair of the following:		
BIO 1020	Biological Concepts I	
BIO 1022	Biological Concepts II	8 credits
or		
CHE 1510	Basic Chemical Principles I	
CHE 1511	Basic Chemical Principles II	8 credits
or		
CHE 1505	General Chemistry Principles I	
CHE 1515	General Chemistry Principles II	
CHE 1925	General Chemistry Principles III	11 credits
PHY 2000	Principles of Physics I	
PHY 2010	Principles of Physics II	8 credits
CHE 1010	Introductory Chemistry	
PHY 1030	The World of Physics	8 credits
Either		
ECO 2010	Microeconomics or	
ECO 2020	Macroeconomics	3 credits

\*It is necessary to attend day classes in order to fulfill requirements for this concentration.

**Social Studies Concentration 30 credits**

Nine credits in courses in American History:		
HIS 1400	United States History I through 1877	3 credits
HIS 1401	United States History II through 1865 to Present	3 credits
	One 3000 level American History course*	3 credits
Six credits in courses in European History:		
HIS 1500	European History I	
	or	3 credits
HIS 1501	European History II	
	One 3000 level European History course*	3 credits
Six credits in courses in Non-Western History:		
HIS 1600	Asian History I	
	or	3 credits
HIS 1601	Asian History II	
	One 3000 level Non-Western course*	3 credits
Nine credits in courses in Social Sciences:		
PSC 1040	American Government and Politics	3 credits
SOC-SSC 1492	Introduction to Geography	3 credits
One of the following:		
ANT 2020	Sub-Saharan Africa	
	or	
ANT 2170	Ancient Mesoamerica	3 credits
	or	
ANT 2185	Peoples of Latin America	

\*Must take one 3000 level W course.

**Visual and Performing Arts Concentration\* 42 credits**

<b>Art</b>		
ART 2100	Introduction to Art History: Prehistoric to Gothic	3 credits
ART 2101	Introduction to Art History: Renaissance to Modern	3 credits

<b>Music</b>		
MUS 1101	Music Appreciation	3 credits
MUS 1110	Music Theory I (if specializing in music) or	3 credits
MUS 1920	Fundamentals of Music (if not specializing in music)	
<b>Theatre</b>		
THE 1010	Introduction to Theatre	
	or	3 credits
THE 1011	Play Production and	3 credits
THE 1013	Acting I	
Total credits required for core requirements: 18 credits		
In addition to completing the core requirements, need to complete one of the following specializations:		
<i>Specialization in Art</i>		
ART 1210	Drawing I	3 credits
ART 1220	Painting I	3 credits
ART 1360	Sculpture I	3 credits
Three credits selected from:		
Painting		
	or	3 credits
Sculpture		
ART 3150	Nineteenth Century Art	3 credits
ART 3163	Contemporary Art	3 credits
Three credits selected from:		
ART 3111	Ancient Art	
	or	
ART 3120	Classical Art	3 credits
	or	
ART 3125	Roman Art	
ART 4590	Seminar in Art Criticism (W course)	3 credits
Total credits required to complete Arts Specialization: 24 credits		
Total credits required to complete Visual and Performing Arts Concentration with Specialization in Art: 42 credits		
<i>Specialization in Music</i>		
MUS 1120	Music Theory II	3 credits
MUS 3005	Twentieth Century Music	3 credits
MUS 3115	Form and Analysis	3 credits
Twelve additional credits of MUS electives required. At least 3 credits must be at the 3000 level or above. Course credits may be any combination of 3 credits or 1.5 credit courses.		
The courses may include, but are not limited to, the following courses:		
MUS 2010	History and Literature: Ancient to Classical	3 credits
MUS 2020	History and Literature: Classical to Modern	3 credits
MUS 3001	Counterpoint	3 credits
MUS 3004	Advanced Private Composition	3 credits
	Beginning Private Lessons (may be repeated for credit)	1.5 credits
	Advanced Private Lessons (may be repeated for credit)	1.5 credits
Total credits required to complete Music Specialization: 21 credits		
Total credits required to complete Visual and Performing Arts Concentration with Specialization in Music: 39 credits		
<i>Specialization in Theatre</i>		
Six credits required in Literature: 6 credits		
THE 2010	Dramatic Literature and	
THE 4001	Dramatic Theory and Criticism	
Six credits required in Performance from: 6 credits		
THE 2113	Acting II	
	or	
THE 3013	Acting III - Topics in Acting	
	or	
THE 3050	Stage Movement	

Six credits required in Design: 6 credits  
 THE 2120 Introduction to Theatrical Design  
 and  
 Three credits required at the 3000 level or above, selected from:  
 THE 3121 Scenic Design (for Theatre Majors)  
 or  
 THE 3131 Stage Lighting and Sound Design (for Theatre Majors)  
 or  
 THE 3141 Stage Costume Design (for Theatre Majors)

Six additional credits of THE electives required. At least 6 credits  
 3 credits must be at the 3000 level or above.  
 Total credits required to complete Theatre Specialization: 24 credits  
 Total credits required to complete Visual and Performing Arts  
 Concentration with Specialization in Theatre: 42 credits

\*It is necessary to attend day classes in order to fulfill requirements for this concentration.

**Complaints Procedure**

Elmira College students have the right to feel and be safe in their learning environment and have the right to file complaints and to seek resolutions to these grievances. Information on the formal procedures is as follows:

**Complaints Related to Working in the Schools**

Student teachers who feel unsafe or discriminated against in any way should immediately contact the Executive Director of Teacher Education, (607) 735-1911. If she is unavailable, students should leave voice mail messages indicating an urgent need to speak with her regarding their student teaching situations. It is vital that students clearly give their full name and phone number so that she can contact them as soon as possible. Depending on the situation details, students and the Executive Director of Teacher Education can decide together what steps to take. It is important to confer with the Executive Director of Teacher Education, particularly if the nature and implications of a complaint are unclear.

**Complaints Pertaining to Elmira College’s Teacher Education Program**

The first step in the complaint process is submitting a formal written statement to the Executive Director of Teacher Education. This statement should describe in as much detail as possible the precise nature of and the circumstances surrounding the complaint. After receiving the written complaint, the Executive Director of Teacher Education will meet with the student and then do one or more of the following, depending on the outcome of the meeting:

1. Make a decision to resolve the situation that led to the complaint;
2. Postpone a decision until additional information is gathered and considered;
3. Convene a follow-up meeting that may be attended by other individuals;
4. Forward the complaint to a College official.

Relevant information from other individuals involved with the complaint may be requested if necessary. The outcome will be documented and communicated to the student.

**Elmira College Complaints**

If the complaint relates to either a grade appeal or to harassment-discrimination based on age, color, race, gender, sexual orientation, religion, national origin, or disability, the student should consult the relevant procedures in the *Elmira College Student Handbook* for guidance regarding student rights and what actions to take.

**Field Experiences and Student Teaching Courses Across Grade Levels as Required by the Three Certificate Programs**

Certificate Title: Childhood Education (Grades One Through Six)		
Freshmen Year Term III (six weeks)	Junior Year Term III (six weeks)	Senior Year Term I or Term II (12 weeks)
<b>Course Titles:</b> Introductory Fieldwork and Seminar in Education	Student Teaching I and Seminar: Childhood Education	Student Teaching II and Seminar: Childhood Education
<b>Grade Ranges:</b> Option 1: 1 - 6 Option 2: -----	1-3 4-6	4-6 1-3

Certificate Title: Adolescence Education (Grades Seven Through Twelve)		
Freshmen Year Term III (six weeks)	Junior Year Term III (six weeks)	Senior Year Term I or Term II (12 weeks)
<b>Course Titles:</b> Introductory Fieldwork and Seminar in Education	Student Teaching I and Seminar: Adolescence Education	Student Teaching II and Seminar: Adolescence Education
<b>Grade Ranges:</b> Option 1: 7 - 12 Option 2: -----	7-9 10-12	10-12 7-9

Certificate Title: Visual Arts (Art Education) (All Grades)		
Freshmen Year Term III (six weeks)	Junior Year Term III (six weeks)	Senior Year Term I or Term II (12 weeks)
<b>Course Titles:</b> Introductory Fieldwork and Seminar in Education	Student Teaching I and Seminar: Visual Arts (Art Education)	Student Teaching II and Seminar: Visual Arts (Art Education)
<b>Grade Ranges:</b> Option 1: K - 12 Option 2: -----	K-6 7-12	7-12 K-6

**Educational Studies (Bachelor of Arts or Bachelor of Science)**

A major in Educational Studies requires the completion of either one of the academic majors approved for teacher certification or, in the case of Childhood Education, either an approved major or an approved academic concentration. Students must also complete the professional education courses in one of the certification areas (e.g. Childhood) as listed below. Included in the professional courses is a 6-credit-hour internship. The Education Department will determine appropriateness of the 6-credit-hour internship.

PSY 1010	Introductory Psychology	3 credits
EDU 1010	Foundations of Education	3 credits
EDU 1920	Introductory Fieldwork and Seminar in Education	3 credits
PSY 2060	Child and Adolescent Psychology	3 credits
EDU 2020	Teaching Students with Disabilities in the Inclusive Classroom	3 credits

One of the following:

EDU 3335	Curriculum, Instruction, and Assessment in Childhood Education: Social Studies and The Arts	3 credits
EDU 3336	Curriculum Design and Instruction: Middle Childhood Education	3 credits
EDU 3337	Curriculum Design and Instruction: Adolescent Education	3 credits
EDU 3338	Curriculum Design and Instruction: Visual Arts	3 credits

One of the following six-credit literacy options:

EDU 3345	Literacy Acquisition and Development for Preschool and Elementary School Learners and	3 credits
EDU 3365	Teaching Literacy in the Elementary Schools	3 credits
<b>or</b>		
EDU 3347	Content Area Literacy in the Middle Schools and	3 credits
EDU 3367	Content Area Literacy in the Secondary Schools	3 credits

One of the following Methodologies of Teaching courses:

EDU 3355	Curriculum, Instruction and Assessment in Childhood Education: Mathematics, Technology and Science	3 credits
EDU 3356	Methodologies of Teaching: Middle Childhood Education	3 credits
EDU 3357	Methodologies of Teaching: Adolescence Education	3 credits
EDU 3358	Methodologies of Teaching: Visual Arts	3 credits
FEX 4510	Career Related Internship	6 credits

**General Studies**

**(Bachelor of Arts or Bachelor of Science) 36 credits**

The General Studies major will be available to students who choose not to or are unable to fulfill the requirements of a specific major and will serve in such cases as a more practical and viable alternative to the Individualized Major. For students whose degrees will be conferred in June, the major can be declared no earlier than the Fall Term of the senior year and no later than the beginning of the Spring Term of the senior year. For students who will be graduating at a different time of the year, the Registrar will determine what the correct time frame is.

A minimum of 36 credit hours is required, 12 or more of which must be at or above the 3000 level. Fifteen credits must be from one discipline or from closely-related disciplines. A student earning the A.B. degree must have at least 90 liberal arts and science credits and a student earning the S.B. degree must have at least 60 liberal arts and science credits.

A student interested in declaring and graduating with this major must use the Declaration of Program Form that is available in the Office of Continuing Education and have the signature of an advisor endorsing the choice of major.

**Human Services**

**(Bachelor of Science) 48 credits**

Majors in the Human Services may fulfill the requirements for either the General Human Services degree (Option I) or also the Human Services degree with specialization (Option II). Human Services specializations include: Correctional Services and Early Childhood Services. Both options require the completion of the Human Services Practicum, an internship in an occupational setting related to the student's career goals. For additional information concerning the Human Services major, go to: <http://ecweb/courses/humanservices/home.html>

NOTE: No more than 6 credits of Human Services workshops may be counted toward graduation; no more than 3 credits may be used to fulfill the requirements for the major.

**Option I General: Take all of the following: 48 credits**

HMS 1000	Human Services in Contemporary America	3 credits
HMS 3005	Family Assessment	3 credits
HMS/PSY 3300	Basic Counseling Techniques	3 credits
HMS 4000	Program Planning and Evaluation	3 credits
HMS 4515	Human Services Practicum	6 credits
PSY 1010	Introductory Psychology	3 credits
SOC 1010	Introductory Sociology	3 credits
Total credits required for Option I core requirements:		24 credits

Option I majors must take at least two of the following: 6 credits

In making choices, be aware that courses may have prerequisites.

**Human Behavior and Development:**

HMS 3006	Observing Child Development	3 credits
PSY 2030	Personality	3 credits
PSY 2060	Child and Adolescent Psychology	3 credits
PSY 3000	Psychology of Maturing and Aging	3 credits
PSY 3010	Social Psychology	3 credits
PSY 3140	Abnormal Psychology	3 credits
PSY 3220	Theories of Human Development	3 credits
PSY 4031	Contemporary Problems: Issues of Adolescence	3 credits
SOC 2600	Sociology of Aging	3 credits

Option I majors must take at least three of the following: 9 credits

**Human Service Delivery:**

HMS 1010	Services to Families With Young Children	3 credits
HMS 2010	Chemical Dependency: Treatment and Rehabilitation	3 credits
HMS 2020	Mental Health Services	3 credits
HMS 2025*	Death and Dying	3 credits
<b>or</b>		
HMS-NSG 2030*	End of Life Issues	3 credits
HMS 3010	Management of Human Service Agencies	3 credits
HMS 3025	Services for Children and Youth	3 credits
HMS-SOC 3120	Community Organization	3 credits
HMS 3140	Social Group Work	3 credits
HMS 3150	Social Casework	3 credits
PSY 2020	Introduction to Clinical Psychology	3 credits

Electives: Option I majors must take 9 credits of related electives, including at least one course or 3 credits at the 3000 level or higher, selected from the following field codes: HMS, CRJ, PSY, SOC

\*Students can choose to take either HMS 2055 or HMS-NSG 2030.

Should not take both courses to meet the elective requirement.

NOTE: We strongly recommend that all Human Services majors take BIO 1071, Human Biology, as their physical and life science course.

**Option II Major With Specialization: 48 credits**

Take all of the following:

HMS 1000	Human Services in Contemporary America	3 credits
HMS 3005	Family Assessment	3 credits
HMS 4000	Program Planning and Evaluation (W course)	3 credits
HMS 4515	Human Services Practicum	6 credits
PSY 1010	Introduction to Psychology	3 credits
PSY 3300	Basic Counseling Techniques	3 credits
SOC 1010	Introduction to Sociology	3 credits
Total credits required for Option II core requirements:		24 credits

Specializations: Option II majors must select an area of specialization from either Correctional Services or Early Childhood Services and take the four courses listed under that specialization. 12 credits

Electives: Take 12 credits of electives within the specialization. (At least 3 credits must be at the 3000 level or higher. Students should select courses relevant to their area of specialization from courses in HMS or other related disciplines (e.g. CRJ, EDU, PSY, SOC). 12 credits

NOTE: We strongly recommend that all Human Service majors take BIO 1071, Human Biology, as their physical and life science course.

Required Courses for the Specializations:

**Correctional Services Specialization:**

CRJ 1010	Introduction to Criminal Justice	3 credits
CRJ 3200	Juvenile Delinquency and Juvenile Justice	3 credits
CRJ 3230	Community- Based Corrections	3 credits
CRJ-SOC 3311	Criminology	3 credits

**Early Childhood Services Specialization:**

HMS 1010	Services to Families With Young Children	3 credits
HMS 3006	Observing Child Development	3 credits
PSY 2060	Child and Adolescent Psychology	3 credits
SPH 2250	Language Development	3 credits

**Individualized Studies**

**(Bachelor of Arts or Bachelor of Science) 36 credits**

The bachelor's degree in Individualized Studies is awarded to students who have developed a major designed to meet specific personal and career goals. For the A.B. degree, at least 90 of the required credits for the degree must be in the Liberal Arts and Sciences. For the S.B. degree, at least 60 of the required credits for the degree must be in the Liberal Arts and Sciences. For either, the major must consist of no fewer than 36 credits. At least 12 credits must be earned in courses numbered 3000 or above, and at least 18 credits must be selected from one discipline or from closely-related disciplines.

The student, in close consultation with his or her advisor, will choose the courses comprising the major so as to accomplish specific educational or personal goals. When a proposed major is of an interdisciplinary nature, advisors from more than one area will be required to endorse the major. An outline of the major, with a written rationale explaining its purposes and objectives, shall be submitted to the Dean of Continuing Education no later than the registration date for the Winter Term of the junior year. These documents must bear the recommendation of the advisor and be accompanied by a formal request for approval.

**Nursing**

**(Bachelor of Science) 83-84 credits**

Any student seeking admission into the nursing major as a part-time student who is not currently licensed as a Registered Professional Nurse in New York State is required to take the NLN Pre-Admission Examination-RN prior to declaring nursing as a major. All non-licensed part-time students are required to successfully complete the examination prior to majoring in nursing or enrolling in a nursing course. Students are responsible for contacting the Nurse Education Program to register for the exam. The cost of the exam is the responsibility of the student.

The major in Nursing provides learning opportunities that assist the student in developing professional competencies. Concepts from natural and life sciences, and liberal arts are integrated throughout the curriculum. The program:

1. Offers a major in nursing grounded in a liberal arts education.
2. Prepares graduates for professional practice in a variety of health care settings.
3. Provides a foundation for graduate study in nursing.

Upon successful completion of the four-year basic program, the graduate is required to take the National Council of State Boards Examination to be licensed as a Registered Nurse.

There is an advanced placement option for Registered Nurses who seek a Bachelor of Science degree with a major in Nursing.

The Nursing Program is fully accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road N.E., Suite 850, Atlanta, Georgia 30326, 404-975-5000, www.nlnac.org, and is a member of the American Association of Colleges of Nursing.

**Nursing Course Sequence:**

NSG 2010*	Introduction to Nursing Science (W course)	3 credits
NSG 2510	Nursing Practicum I	2 credits
NSG 2520	Nursing Practicum II	3 credits
NSG 3110	Individual Nursing Care I	6 credits
NSG 3111***	Care of the Client in a Developmental Crisis	3 credits
NSG 3112***	Nursing Care of the Adult in a Situational Crisis	3 credits
NSG 3115	Health Assessment and the Nursing Process	2 credits
NSG 3210	Professional Seminar	3 credits
NSG 3900	Individual Nursing Care III	3 credits
NSG 4110**	Nursing Care of the Contemporary Family	3 or 6 credits
NSG 4120	Community Health Dynamics and Nursing Care	6 credits
FEX 4510	Career Related Field Experience Nursing Practicum	6 credits

**Prerequisite and Co-requisite Courses:**

BIO 1110	Microbiology	4 credits
BIO 1210	Anatomy and Physiology I	4 credits
BIO 1211	Anatomy and Physiology II	4 credits
BIO 3000	Epidemiology	3 credits
BIO 3310	Human Physiology and Pharmacology	3 credits
CHE 1010	Introductory Chemistry	4 credits
PHR 1006*	Ethics	3 credits
PSY 1010	Introductory Psychology	3 credits
SOC 1010	Introductory Sociology	3 credits
SSC 2502	Evaluating Social Science Research (W course)	3 credits
MAT 2090	Statistical Methods	4 credits

**Transfer Students Who Have a Current RN License Must Take:**

NSG 3000	Perspectives of Professional Nursing Care	3 credits
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\*Required of non-licensed students only.

\*\*Students with RN status take the 3 credit NSG 4110 course.

\*\*\*Required for students entering Fall 2011.

To progress into the first required nursing course, students must earn a minimum of a "C" (2.0) in each course taken for a computable grade in the freshman year that is required for the major. A minimum grade of "C" (73) must be achieved in each required course with a NSG prefix to progress in the curriculum. When a course contains a clinical component, a grade of "C" (73) or better in the theory portion and a "P" (Pass) in the clinical portion must be achieved in order to progress in the nursing program. Students who fail to provide safe and satisfactory client care may be dropped from nursing courses and assigned a final grade of "F" at any time during the term. A required nursing course may be repeated only once. No more than two different required nursing courses may be repeated.

**Transfer students must contact the Director of the Nurse Education Program for proper placement of transfer nursing credit.**

Students must meet requirements based on State and agency standards including, but not limited to, child abuse and criminal background checks. Prior to graduation, non-licensed students are required to take a NCLEX review course, at their own expense, which is arranged by the Program. Additional expenses and policies specific to the Nurse Education Program are in the Nurse Education Program Student Handbook. Students must provide their own transportation for clinical experiences.

NOTE: An applicant who has been convicted of a crime may not be eligible for licensure as a Registered Professional Nurse. For information, contact the state in which licensure is desired.

NOTE: Placement in a clinical experience may be contingent upon satisfactory completion of a criminal background check and a satisfactory drug screening.

**Psychology**  
**(Bachelor of Arts or Bachelor of Science)** **36 credits**

PSY 1010	Introductory Psychology	3 credits
PSY 2602	Quantitative Methods in Psychology	3 credits
PSY 3080	Experimental Psychology	3 credits
PSY 4010	History and Systems	3 credits

Nine credits in Foundations Courses from those below:

PSY 2030	Personality	3 credits
PSY 2650	Psychology of Learning	3 credits
PSY 3010	Social Psychology	3 credits
PSY 3030	Cultural Psychology	3 credits
PSY 3100	Physiological Psychology	3 credits
PSY 3140	Abnormal Psychology	3 credits
PSY 3220	Theories of Human Development	3 credits
PSY 3410	Cognitive Processes	3 credits

Three credits of a capstone course from those below:

PSY 4080	Advanced Research Methods	3 credits
PSY 4590	Advanced Seminar	3 credits

Twelve credits, at least six of which must carry the PSY field code. The remaining six elective credits may be chosen from any PSY course or from the list below. For a course to count as an elective, it must be at least three credits; six-credit courses count as one three-credit course.

BIO 2141	Animal Behavior	3 credits
CRJ 3200	Juvenile Delinquency	3 credits
CRJ 3225	The Child, The Family, and The Law	3 credits
EDU 3110	Educational Psychology	3 credits
HMS 2010	Chemical Dependency	3 credits
HMS 2020	Mental Health Services	3 credits
HMS 2025	Death and Dying	3 credits
HMS 3006	Observing Child Behavior	3 credits
MKT 3250	Consumer Behavior	3 credits
SPH 2250	Language Development	3 credits

**Social Studies**  
**(Bachelor of Arts or Bachelor of Science)** **39 credits**

*Pending final approval from the New York State Education Department*

Nine credits in courses in American History:

HIS 1400	United States History I through 1877	3 credits
HIS 1401	United States History II through 1865 to Present	3 credits
	One 3000 level American History course*	3 credits

Six credits in courses in European History:

HIS 1500	European History I	3 credits
	or	
HIS 1501	European History II	3 credits
	One 3000 level European History course*	

Six credits in courses in Non-Western History:

HIS 1600	Asian History I	3 credits
	or	
HIS 1601	Asian History II	3 credits
	One 3000 level Non-Western course*	

Eighteen credits in courses in Social Sciences:

PSC 1040	American Government and Politics	3 credits
SOC-SSC 1492	Introduction to Geography	3 credits

One of the following:

ANT 2020	Sub-Saharan Africa	3 credits
	or	
ANT 2170	Ancient Mesoamerica	3 credits
	or	
ANT 2185	Peoples of Latin America	3 credits
	One of the following:	
PSC 3040	American Courts and the Law	3 credits
	or	

PSC 3540	Congress: Legislative Strategy and Behavior	3 credits
	or	
PSC 3550	The American Courts and the Law	3 credits
ECO 2010	The Principles of Microeconomics	3 credits
ECO 2020	The Principles of Macroeconomics	3 credits

\*Must take one 3000 level W course.

**Baccalaureate Minors**

All Elmira College minors are listed below. Each requires at least six credits in courses at or above the 3000 level. Courses taken to fulfill major requirements may also be used toward minors. Please note that minors are not required but are an option.

American Studies*	Mathematics*
Art*	Music*
Biology*	Philosophy*
Chemistry*	Political Science*
Classical Studies*	Sociology*
Criminal Justice*	Sociology and Anthropology*
Economics*	Spanish*
English Literature*	Speech and Hearing*
French*	Theatre*
History	Women's Studies*
Human Services	

\*It is necessary to attend day classes in order to fulfill requirements for this program.

**History** **21 credits**

Courses in History, including 3 credits in one of the following areas and 6 credits in each of the remaining two areas:

American History	
European History	
History of Asia, Africa, or the Near East	15 credits

Elective courses in History 6 credits

At least 6 credits in the minor must be at or above the 3000 level.

**Human Services** **24 credits**

HMS 1000	Human Services in Contemporary America	3 credits
PSY 1010	Introductory Psychology	3 credits
HMS/PSY 3300	Basic Counseling Techniques	3 credits
HMS 3005	Family Assessment	3 credits
	Electives selected from courses below.	12 credits

At least two courses must be at or above the 3000 level.

HMS 1010	Services for Families with Young Children
HMS 1900	Perspectives on Mental Retardation
HMS 1902	AIDS: HIV Issues and Perspectives
HMS 1905	Abuse in America
HMS 2010	Chemical Dependency: Treatment and Rehabilitation
HMS 2020	Mental Health Services
HMS 2025	Death and Dying
HMS/NSG 2030	End of Life Issues
HMS 2902	Understanding Social Issues through Children's Literature
HMS 3006	Observing Child Development
HMS 3010	Human Services Agencies
HMS 3025	Services for Children and Youth
HMS/SOC 3120	Community Organization
HMS 3140	Social Group Work
HMS 3150	Social Casework
HMS 4000	Program Planning and Evaluation
	Human Services Workshops*

\* A maximum of 3 credits in workshops may be applied toward the minor.

## Undergraduate Special Academic Opportunities

### Directed Study

Students may enroll in a directed study course if prior permission is received from the the Dean of Continuing Education. Students must request names of appropriate faculty members to oversee the directed study.

A directed study is an approved Elmira College course pursued on an individual basis outside the classroom under close supervision of an Elmira College faculty member. If a student needs a specific course to proceed in a program of study, but the course required will not be offered in order for the student to complete the program on time, a student may arrange with the relevant professor to take that course on an individualized basis. **However, if the course is regularly scheduled, the student must register for the course when it is offered.** If a suitable substitute is offered, a request for the Directed Study will be denied.

A Directed Study Contract, along with an outline of study and the signature of the professor involved, must be submitted to and approved by the Dean of Continuing Education prior to registration. **A Directed Study is available to matriculated Elmira College students only with prior permission of the Office of Continuing Education and Graduate Studies.** A fee is charged; please refer to page 9.

### Independent Study

An independent study project is designed to assist a student in achieving a level of competence in a field of study through intensive work under close supervision of an Elmira College faculty member. Unless approved by the Dean of Continuing Education, the supervisor must be a full-time employee of the College with faculty rank.

If a course is required and usually offered in a regular long term or six-week term, a student may not substitute a course of his or the faculty member's own design to fulfill the requirement. Applications and arrangements for independent study may be made by contacting the Office of Continuing Education and Graduate Studies. A student may register for one to six credit hours. **The Independent Study is available to matriculated Elmira College students only with prior permission of the Office of Continuing Education and Graduate Studies.** A fee is charged; please refer to page 9.

### Graduate Courses for Undergraduate Credit

A part-time undergraduate student may take a graduate course for undergraduate credit on a space-available basis provided the student is matriculated, has earned at least ninety credit hours, and has a cumulative grade point average of 3.000 or higher. Request forms, available in the Office

of Continuing Education and Graduate Studies, must bear the signature of the instructor, the advisor, and the Dean of Continuing Education. The student must register using the graduate course field code and title, and the undergraduate course number 4580. The student is expected to complete the same work that is required of graduate students. Undergraduate tuition is charged.

### Individual Music Instruction

Instruction in applied music (voice, guitar and piano) is available to part-time students on a space-available basis. Adults interested in individual instruction are invited to call the Office of Continuing Education and Graduate Studies. A fee per-credit-hour is charged in addition to tuition; please refer to page 9.

### Servicemembers Opportunity Colleges (SOC)

Elmira College is a member of Servicemembers Opportunity Colleges, a consortium of national higher education associations and institutional members. SOC functions in cooperation with the Department of Defense, the Military Services, including the National Guard and the Coast Guard, to help meet the voluntary higher education needs of servicemembers.

### English as a Second Language Program (ESL)

The Elmira College English as a Second Language Program is designed to bring non-native English speakers to a level of English proficiency necessary for college-level coursework. Emphasis is placed on improving skills in all academic areas: speech, vocabulary, reading, listening comprehension, note taking, and academic writing. Intensive summer programs are also offered. For more information, contact the Director of the English as a Second Language Program at (607) 735-1928.

### Programs for High School Students

Secondary school students may be admitted as part-time students at Elmira College. Students must have completed the second or sophomore year of high school; have the recommendation in writing of their high school principal or guidance counselor, and scholastic records which give evidence of ability and potential; and have the approval of the Dean of Continuing Education and the course instructor at the time of registration. The approval process must be completed each term for which the student is registering. If the student

later is accepted for undergraduate study at Elmira College, the credit earned may be counted toward the degree. For further information, contact the Office of Continuing Education and Graduate Studies.

### Programs for Senior Citizens

Persons aged sixty or over who wish to take undergraduate or graduate courses for credit receive a ten percent discount on tuition.

Persons aged sixty or over who audit courses, thereby receiving no credit for the courses, pay no tuition. This tuition benefit provision is on a space-available basis. Senior citizens are responsible for paying any course fees. Arrangements to audit classes must be made through the Office of Continuing Education and Graduate Studies.

### Teacher Certification Pathway by Individual Evaluation

Teacher Certification Pathway by Individual Evaluation is one of six ways<sup>1</sup> that Initial Teacher Certification may be obtained in New York State. This option, categorized as "Individual Evaluation of U.S. Credentials,"<sup>2</sup> is designed for individuals with a bachelor's or a master's degree in a liberal arts field who seek initial teacher certification in Adolescence Education (Grades Seven through Twelve), Visual Arts (Art Education), and Early Childhood Education (Birth through Grade Two). Students are responsible for all New York State Education Department certification requirements and apply directly to New York State for certification. Students must begin in a timely fashion in order to apply for certification by the New York State Education Department deadline. It is imperative to work with an academic advisor and a BOCES regional certification officer.

<sup>1</sup> See [www.highered.nysed.gov/tcert/certificate/rightpathway.html](http://www.highered.nysed.gov/tcert/certificate/rightpathway.html)

<sup>2</sup> See [www.highered.nysed.gov/tcert/certificate/transeval.html](http://www.highered.nysed.gov/tcert/certificate/transeval.html)

Please note that this is not a New York State Registered Teacher Certification Program.

### Admission Requirements

1. Admission Application, available online at [www.elmira.edu/continuinged](http://www.elmira.edu/continuinged) or from the Office of Continuing Education and Graduate Studies, 117 McGraw Hall
2. An interview with an Elmira College advisor in the Office of Continuing Education
3. Documentation of a transcript evaluation by a BOCES regional certification officer
4. Official transcripts documenting conferral of the degree with a minimum 2.7 undergraduate or 3.0 graduate cumulative grade point average and a 2.7 grade point average in the certificate content area

# Undergraduate Course Descriptions

## Distribution Requirements

CSI	Contemporary Social Institutions
CP	Creative Process
US	United States Culture & Civilization
EU	European Culture & Civilization
NW	Non-Western Culture & Civilization
GN	General Culture & Civilization
BSS	Behavioral & Social Sciences
PLS	Physical & Life Sciences

Students are expected to have met all listed prerequisites. Students who do not have such background must obtain permission of the instructor to register for the course.

### ACC 2010 PRINCIPLES OF ACCOUNTING I (3)

A study of the fundamental principles of accounting as applied in business. Included are the basic concepts of accounting system design and use, transaction analysis, adjusting entries, basic financial statement preparation, and accounting for assets, liabilities and owner's equity. **Prerequisite:** MAT1030 College Algebra.

### ACC 2021 PRINCIPLES OF ACCOUNTING II (3)

The second course of study of the fundamental principles of accounting with emphasis on managerial accounting. The student is also introduced to elements of financial analysis, responsibility accounting, cost systems and management control; cost-volume-profit analysis will be introduced and contrasted to traditional financial accounting statements. **Prerequisite:** ACC 2010 Principles of Accounting I or permission of the instructor.

### ACC 3540 INTERMEDIATE ACCOUNTING I (3)

This course includes accounting theory and practice applied to current assets, fixed assets, liabilities, network accounts, investments, reserves, income, and sources and applications of funds. **Prerequisites:** ACC 2010/2021 Principles of Accounting I and II.

### ACC 3541 INTERMEDIATE ACCOUNTING II (3)

This course includes accounting theory and practice applied to current assets, fixed assets, liabilities, network accounts, investments, reserves, income, and sources and applications of funds. **Prerequisite:** ACC 3541 Intermediate Accounting I or permission of the instructor.

### ACC 3610 COST ACCOUNTING I (3)

A study of the theories and procedures in cost accumulation, reporting, and control, including job order and process costing systems, material, labor, and overhead costing, joint and by-product costing, standard costing and variance analysis, and direct costing and the contribution margin, and operational and capital budgeting. **Prerequisites:** ACC 2010/2021 Principles of Accounting I and II or permission of the instructor.

### ACC 3730 TAX ACCOUNTING I (3)

Federal income tax provisions will be studied; emphasis will be placed on computation of gross income, deductions, credits, and tax liability of individuals. Estate and gift, partnership, and corporate taxes will be discussed briefly. **Prerequisites:** ACC 2010/2021 Principles of Accounting I and II or permission of the instructor.

### ACC 3735 TAX ACCOUNTING II (3)

A continuation of tax accounting theory and practice introduced in Tax Accounting I. Topics include taxation of income of Subchapter C and S corporations, partnerships, estates, and trusts; taxation of corporate earnings and profits; and the imposition of transfer (estate and gift) taxes. **Prerequisite:** ACC 3750 Tax Accounting I.

### ACC 3755 PRINCIPLES OF GOVERNMENT AND NON-PROFIT ACCOUNTING (3)

A comprehensive examination of accounting and reporting principles and practices for "non-business" entities, with the objective of providing students with knowledge and skills necessary to take advantage of the many opportunities in this area of accounting. The differences between accounting of governmental and non-profit entities and accounting for business enterprises will be emphasized. Budgetary controls, fund accounting, cash management, and financial reporting will be major areas of study. Method of Instruction: Lecture, discussion and problem-solving. Method of Evaluation: 2-3 exams, class participation. **Prerequisites:** ACC 2010/2021 Principles of Accounting I and II.

### ACC 3910 ACCOUNTANTS AS WHISTLEBLOWERS? (3)

This course is an examination of the accounting profession's response to the recent corporate accounting scandals and what has been called the "expectation gap" - the difference between the public's perception of the role of the independent auditor and the actual requirements imposed by professional standards. Students will study the professional standards adopted by the accounting profession in response to this public criticism and will review relevant professional literature published before and after the adoption of those standards. Case studies based on U.S. corporations will give students the opportunity to use "real life" examples as a means of understanding and evaluating the adequacy of disclosure by management and independent auditors.

### ACC 4550 ADVANCED ACCOUNTING (3)

An examination of advanced accounting concepts including financial accounting procedures for partnerships, governmental accounting procedures, and the preparation and analysis of consolidated corporate financial statements. **Prerequisites:** ACC 3540 and ACC 3541.

### ACC 4740 AUDITING (3)

A study and explanation of generally accepted accounting principles and the applicable auditing standards and procedures employed by the independent auditor in gathering the audit evidence necessary for the expression of an opinion on the fairness of the client's financial statements. The ethics of the profession will also be studied. **Prerequisites:** ACC 3540/3541 Intermediate Accounting I and II.

### AMS 3200 MAPPING AMERICA (3) (see ENG 3200)

### ANT 1040 CULTURAL ANTHROPOLOGY (3)

An examination of human cultural diversity. Examples from societies around the world illustrate basic principles of formation, structure, and distribution of human institutions. The course emphasizes the ideas and methods anthropologists use to develop a scientific and humanistic understanding of the world's cultures. **Prerequisite:** None. **Distribution Requirement:** BSS.

### ANT 1600 COMPLEMENTARY HEALTH THERAPIES (3) (See NSG 1600)

### ART 1250 PHOTOGRAPHY I (3)

An introduction to the craft of photography including camera technique, film developing, printmaking and aesthetic aspects of photography. **Prerequisite:** Students must provide manual 35 mm camera, film, print paper and other miscellaneous supplies. **Distribution Requirement:** CP.

**ART 1280  
COMPUTER IMAGING AND GRAPHIC DESIGN (3)**  
A foundations level computer lab course covering the basic technical and perceptual approaches to digital imaging using the Mac computer as a tool. Students will learn to develop an understanding of both formal and conceptual elements as they relate to a wide range of digital processes with an emphasis on practical design components. Using updated Adobe software programs such as Photoshop and Illustrator, students will produce assignments based on a variety of projects including working from one's own imagination. Lab time is available outside of class time. Prior computer experience is helpful but not required. **Prerequisite:** None. **Distribution Requirement:** CP.

### ART 1361 ASSEMBLAGE SCULPTURE (3)

This studio course is for both entry level and more advanced students. The primary materials used will be "found objects", which include naturally occurring and industrial surplus forms. These will be used as design elements, components, to be "assembled", using simple attachment and construction techniques. **Distribution Requirement:** CP.

**ART 1370****CERAMICS I (3)**

A basic studio course emphasizing the technical and conceptual skills needed to create sound, three dimensional forms in stoneware clay. Hand building and wheel throwing techniques, glaze preparation and application, and kiln techniques are included. **Prerequisite:** None. **Distribution Requirement:** CP.

**ART 2000****VIDEO ART I (3)**

Video Art is an introductory digital art class that will acquaint students with the aesthetics and techniques of digital photography as pre-production, as well as audio production, in order to create final art video for public screening. **Prerequisites:** None. **Distribution Requirement:** CP.

**ART 2903****STUDIO IN GRAPHICS: PAPERMAKING (3)**

The art of making hand-made paper is the subject of this course. Technique of making 100% rag paper sheets in a mold will be taught as well as using paper pulp as a sculptural medium to create relief images. The technique of marbling paper, which creates colorful surface patterns will also be explored. Once the paper is made, it can be used as a surface on which to draw, write, or print. Various materials can be imbedded in the paper to add texture and color. **Prerequisite:** None. **Distribution Requirement:** CP.

**ART 2910****MONOPRINTING (3)**

Objective: To explore a variety of monoprinting techniques using both water base and oil inks in color and black and white. To develop a series of monoprints using each of the techniques demonstrated. Each week the student will complete a series of five to ten monoprints using the method demonstrated. **Distribution Requirement:** CP.

**ART 3163****CONTEMPORARY ART (3)**

An in-depth study of late Modernism and Post-Modernism (1945 to present). From the end of the Second World War to the present, transitions have been increasingly more swift and directions diverse. This course will examine the relationship to these pluralised artistic directions and the social-cultural context of the artist. **Prerequisite:** None.

**ASL 1010****AMERICAN SIGN LANGUAGE I (3)**

The fundamentals of American Sign Language (ASL) and an introduction to Deaf culture. Focusing on sign production and the development of expressive and receptive fluency.

**ASL 1020****AMERICAN SIGN LANGUAGE II (3)**

A continuation of ASL 1010, this course provides students with a review, expansion, and identification of grammar, syntax, and semantics of American Sign Language. **Prerequisite:** ASL 1010 American Sign Language I.

**BIO 1010****THE BIOLOGICAL WORLD (4)**

A study of the human being as a living organism in relationship to the physical and biological world. This course is designed to enable non-science majors to have a sufficient grasp of basic biological concepts to enable them to operate intelligently in modern society. **Prerequisite:** None. **Distribution Requirement:** Physical and Life Sciences.

**BIO 1110****INTRODUCTION TO MICROBIOLOGY (4)**

A study of the morphology, physiology, biochemical processes, growth patterns, and control of the major groups of bacteria and viruses. Specially considered is their relationship to health and disease, infection and the immunologic response. **Prerequisites:** CHE 1010.

**BIO 1210****ANATOMY AND PHYSIOLOGY I (4)**

A study of human anatomy, histology, and physiology designed for pre-clinical and physical education students. The laboratory includes dissection, study of microscope slides, human skeletons, models, and plastic embedded demonstrations. Successful completion of BIO 1210 is required to register for BIO 1211. **Distribution Requirement:** PLS.

**BIO 1211****ANATOMY AND PHYSIOLOGY II (4)**

A study of human anatomy, histology, and physiology designed for pre-clinical and physical education students. The laboratory includes dissection, study of microscope slides, human skeletons, models, and plastic embedded demonstrations. Successful completion of BIO 1210 is required to register for BIO 1211. **Distribution Requirement:** PLS.

**BIO 3000****EPIDEMIOLOGY (3)**

A study of the nature of epidemics and the biological, social and economic factors involved in the occurrence of epidemics. Emphasis is placed on the integration of biological and statistical elements in the sequence of epidemiologic reasoning that seeks to determine the causes of disease, both infectious and noninfectious. **Prerequisites:** Microbiology and MAT1050 Basic Statistics, or permission of the instructor.

**BIO 3310****HUMAN PHYSIOLOGY AND PHARMACOLOGY (3)**

An advanced course to correlate knowledge of physiology, pathophysiology and pharmacology; to serve as a basis for a theoretical understanding for clinical practices and as a foundation for physical assessment.

**BIO 4605****EVOLUTION (3)**

Students will study recent research in molecular evolution, along with the classical evidence in morphology, anatomy, physiology, and the fossil record. Discussions will involve learning how to interpret evidence present in scientific reports. Students will be required to write two critiques of research papers from the scientific literature. **Prerequisites:** BIO 1020 Biological Concepts I, BIO 1022 Biological Concepts II, and CHE 2020 Organic Chemistry II.

**CHE 1010****INTRODUCTORY CHEMISTRY (4)**

A lecture-laboratory course which emphasizes the application of chemical principles to living organisms. Aspects of inorganic chemistry, organic chemistry and biochemistry are covered. **Prerequisite:** None. **Distribution Requirement:** PLS.

**CHE 1800****THE WORLD OF CHEMISTRY (4)**

Designed to give non-science students some understanding of chemical principles and their applications to everyday living. The laboratory experiences will permit students to relate theoretical concepts to everyday life. **Prerequisite:** None. **Distribution Requirement:** PLS.

**CRJ 2903****LAW IN SOCIETY (3)**

An exploration of the definitions and origins of law. Includes an examination of the relationship of various forms of social control and law to different social contexts. The development and structure of the legal profession in the United States is analyzed. Students will observe a local example of a court or of a criminal justice professional at work or develop a paper about law in another culture. **Prerequisite:** Any introductory Social Science course, CRJ 1010 Introduction to Criminal Justice or HMS 1000 Human Services in Contemporary America. **Distribution Requirement:** US.

**ECO 2010****PRINCIPLES OF MICROECONOMICS (3)**

This course introduces the economic way of thinking. This encompasses the basic principles of microeconomic theory including opportunity cost, scarcity, and marginal analysis. These and other principles will be used to understand the theories of supply and demand, utility, the consumer, the producer, the invisible hand, perfect and imperfect competition, externalities and market failure. In order to enhance an understanding of the theory it will concurrently be applied to everyday issues and situations. The course has the dual role of preparing economics majors for more advanced courses and enabling non-majors to analyze rationally economic problems that are usually discussed at an emotional level. **Prerequisite:** None. **Distribution Requirement:** CSI.

**ECO 2020****PRINCIPLES OF MACROECONOMICS (3)**

This course studies the economy from a macroeconomic perspective. Starting with a basic understanding of GDP, standards of living, and inflation, the determination of economic growth in the long run is examined followed by an in-depth analysis of short-run fluctuations of output and the price level. The latter includes a detailed understanding of the Federal Reserve System and its role in formulating monetary policy. In addition, the government's role in setting fiscal policy is discussed and the effects of both type of policy on the economy are examined. **Prerequisite:** None. **Distribution Requirement:** CSI.

**ECO 3030****MONEY AND FINANCIAL INSTITUTIONS (3)**

This course is designed to enable the students to have an understanding of financial institutions, money markets, and monetary policy in the United States. A detailed treatment of monetary theory and policy and such technical topics as the term structure of interest rates will be included. **Prerequisites:** ECO 2010 Principles of Microeconomics and ECO 2020 Principles of Macroeconomics.



**ECO 3040****INTERMEDIATE MICROECONOMICS (3)**

An extension and refinement of ECO 2010 Principles of Microeconomics and is primarily theoretical in its approach, although applications to the “real world” are an integral part of the course. A review of supply and demand concepts will be followed by a rigorous presentation of the theory of consumer behavior, including cardinal and ordinary utility functions, indifference curves, Engel curves, elasticity of demand, and Giffen Goods. This will be followed by a discussion of the theory of the firm, including perfect competition, monopoly, oligopoly, and imperfect competition. Finally, factor markets will be explored. **Prerequisites:** ECO 2010 Principles of Microeconomics and ECO 2020 Principles of Macroeconomics.

**ECO 3041****INTERMEDIATE MACROECONOMICS (3)**

This course is designed to provide comprehensive understanding of advanced macroeconomic theories and concepts. After examining national income accounting measures, the behavior of the economy is studied in the long run, followed by the determination of output in the short run. Particular attention will be paid to the IS-LM model of aggregate demand, but more contemporary models of aggregate supply will also be examined. Ends with debates about government policy, debt and deficits, and finally recent developments in the theory of macroeconomic fluctuations. **Prerequisites:** ECO 2010-2020 Principles of Microeconomics and Principles of Macroeconomics.

**EDU 1010****FOUNDATIONS OF EDUCATION (3)**

This course presents the field of education in its philosophical and historical context while outlining the rights, responsibilities, influences, and interactions of teachers and other professional staff, students, parents, community members, and school administrators. Work in this course focuses on the interrelationships of these roles and how they enhance student growth and development through the learning process. **Prerequisite:** None. **Distribution Requirement:** CSI.

**EDU 1920****INTRODUCTORY FIELDWORK AND SEMINAR IN EDUCATION (3)**

This entry-level field course enables pre-service teachers to assist with high-need learners in today’s diverse classrooms. By experiencing one hundred hours in a high-need school and working individually with students, pre-service teachers observe and analyze basic patterns of teaching and learning. **Prerequisites:** PSY 1010 Introductory Psychology, EDU 1010 Foundations of Education, and an application for EDU 1920 Introductory Fieldwork and Seminar in Education.

**EDU 2020****TEACHING STUDENTS WITH DISABILITIES IN THE INCLUSIVE CLASSROOM (3)**

This course provides teacher education candidates with a background in special education in order to develop the skills necessary to provide instruction that promotes the participation and progress of students with disabilities in the general education curriculum. The fundamentals of special education are reviewed including special education laws and regulations, the knowledge and skills to work collaboratively with special education teachers and other supportive colleagues, and all categories of students with disabilities and special learning needs. Candidates

also examine effective inclusive classroom strategies and tools such as differentiated instruction, behavior management, maximizing academic engagement time, and types of assessments and modifications. Additionally, they study the challenges posed by specific content area curriculum and develop the appropriate accommodations and modifications to insure classroom success. Candidates examine the impact that State and National Standards have on the inclusive classroom curriculum. **Prerequisites:** EDU 1010, PSY 1010 and EDU 1920.

**EDU 3335****CURRICULUM, INSTRUCTION, AND ASSESSMENT IN CHILDHOOD EDUCATION: SOCIAL STUDIES AND THE ARTS (3)**

Curriculum is the study of foundational knowledge, historical and societal influences, learner characteristics, and philosophical, theoretical, and sociological influences that interact and blend to scaffold the growth and development of American Curriculum. In this course pre-service teachers apply learning theories to designing curriculum and developing lessons for childhood learners of all needs and abilities in elementary school subject areas. Emphasis is on designing, organizing, planning, and assessing curriculum as it applies to instructional techniques in childhood classrooms. **Prerequisites:** Junior class standing and EDU 2020 Teaching Students with Disabilities in the Inclusive Classroom.

**EDU 3336****CURRICULUM DESIGN AND INSTRUCTION: MIDDLE CHILDHOOD EDUCATION (3)**

This course provides instruction in applying learning theories in designing curriculum in the students’ majors. Emphasis is placed on development of scope and sequence curriculum in grades five through nine and the adaptation of this curriculum to appropriate standards. This curriculum is used in the course to design unit and lesson plans. **Prerequisites:** Junior class standing and EDU 2020 Teaching Students with Disabilities in the Inclusive Classroom.

**EDU 3337****CURRICULUM DESIGN AND INSTRUCTION: ADOLESCENCE EDUCATION (3)**

This course provides instruction in applying learning theories in designing curriculum in the students’ majors. Emphasis is placed on development of scope and sequence curriculum in grades seven through twelve and the adaptation of this curriculum to appropriate state standards. This curriculum is used in the course to design unit and lesson plans. **Prerequisites:** Junior class standing and EDU 2020 Teaching Students with Disabilities in the Inclusive Classroom.

**EDU 3338****CURRICULUM DESIGN AND INSTRUCTION: VISUAL ARTS (3)**

This course introduces students to the concepts, methods, and practice of designing curriculum in the visual arts. Students explore historical and contemporary issues relevant to building instructional frameworks in the arts for kindergarten through grade twelve. Students demonstrate the knowledge and creativity essential to developing units, lessons, visuals, and assessments in the arts. Students understand the National and New York State Standards for the Arts, and apply those standards in developing curriculum experiments. Students work individually, in partnerships, and in groups to design “team teaching” strategies and interdisciplinary units of study. Students understand and apply the theories of

“Outcome” and “Discipline” based instruction. Students develop a shared repertoire of exemplar units, lessons, and assessments for class participants, applying theories into practice. **Prerequisites:** Junior class standing and EDU 2020 Teaching Students with Disabilities in the Inclusive Classroom.

**EDU 3345****LITERACY ACQUISITION AND DEVELOPMENT FOR PRESCHOOL AND ELEMENTARY SCHOOL LEARNERS (3)**

This course provides prospective teachers with the principles and practices for teaching literacy acquisition and development to all children in preschool through grade three. Emphasis is placed on assisting young students to use listening, speaking, reading, and writing for acquiring information, developing understandings, constructing literary responses, creating literary expressions, conducting critical analyses, carrying out evaluations, and developing social interactions. **Prerequisites:** Junior class standing and EDU 2020 Teaching Students with Disabilities in the Inclusive Classroom. Prerequisite for Speech and Hearing majors only: Junior class standing and SPH 2250 Language Development.

**EDU 3347****CONTENT AREA LITERACY IN THE MIDDLE SCHOOLS (3)**

Prospective teachers examine curriculum and instructional theories of and practices in acquiring and developing literacy in grades five through eight. The major focus is on assisting all students to use listening, speaking, reading, and writing for acquiring information, developing understandings, constructing literary responses, creating literary expressions, conducting critical analyses, performing evaluations, and developing social interactions. **Prerequisites:** Junior class standing and EDU 2020 Teaching Students with Disabilities in the Inclusive Classroom.

**EDU 3355****CURRICULUM, INSTRUCTION, AND ASSESSMENT IN CHILDHOOD EDUCATION: MATHEMATICS, SCIENCE, AND TECHNOLOGY (3)**

This course focuses on methods of instruction used in elementary school classrooms. Emphasis is on designing, developing, implementing, and assessing lessons. Students study and apply these instructional practices in-depth to the elementary school curriculum. **Prerequisites:** Junior class standing, EDU 3335 Curriculum, Instruction, and Assessment in: Childhood Education: Social Studies and The Arts, and EDU 3345 Literacy Acquisition and Development for Preschool and Elementary School Learners.

**EDU 3356****METHODOLOGIES OF TEACHING: MIDDLE CHILDHOOD EDUCATION (3)**

This course focuses on methods of instruction used in middle school classrooms. Emphasis is on designing, developing, implementing, and assessing lessons. Students study and apply these instructional practices in-depth to their respective content area **Prerequisites:** Junior class standing, EDU 3335 Curriculum, Instruction, and Assessment in Childhood Education, and EDU 3345 Literacy Acquisition and Development for Preschool and Elementary School Learners; or Junior class standing, EDU 3336 Curriculum, Design and Instruction: Middle Childhood Education, and EDU 3347 Content Area Literacy in the Middle Schools; or Junior standing and EDU 3337 Curriculum Design and Instruction: Adolescence Education, and EDU 3347.

**EDU 3357****METHODOLOGIES OF TEACHING:  
ADOLESCENCE EDUCATION (3)**

This course focuses on methods of instruction used in Adolescent classrooms. Emphasis is on designing, developing, implementing, and assessing lessons. Students study and apply these instructional practices in-depth to their respective content area. **Prerequisites:** Junior class standing, EDU 3337 Curriculum, Design and Instruction: Adolescence Education, and EDU 3347 Content Area Literacy in the Middle Schools.

**EDU 3358****METHODOLOGIES OF TEACHING:  
VISUAL ARTS (3)**

The course consists of demonstrations of studio projects designed around the following art concepts: line, shape and form, texture, value, color, space and depth, and composition. Traditional media such as painting, drawing, printmaking, and sculpture will be introduced as well as computer art and the use of found materials. The course will address the integration of art into the curriculum and is aimed at art teachers, elementary school teachers, and those in other fields. **Prerequisites:** Junior Class Standing and EDU 2020 Teaching Students with Disabilities in the Inclusive Classroom.

**EDU 3365****TEACHING LITERACY IN THE  
ELEMENTARY SCHOOL (3)**

Prospective teachers examine curriculum and instructional theories of and practices in acquiring and developing literacy in grades four through six. The major focus is on assisting all students to use listening, speaking, reading, and writing for acquiring information, developing understandings, constructing literary responses, creating literary expressions, conducting critical analyses, performing evaluations, and developing social interactions. **Prerequisites:** Junior class standing, EDU 3335 Curriculum, Instruction, and Assessment in Childhood Education: Social Studies and The Arts, and EDU 3345 Literacy Acquisition and for Preschool and Elementary School Learners.

**EDU 3367****CONTENT AREA LITERACY IN THE  
SECONDARY SCHOOLS (3)**

Pre-service teachers seeking Middle Childhood or Adolescence Education certification examine literacy instruction in grades nine through twelve. Emphasis is placed on incorporating reading, writing, speaking, and listening skills across the curriculum. Further, pre-service teachers interface New York State Standards with methods of assessment and instruction to strengthen content area literacy skills. **Prerequisites:** Junior class standing, EDU 3336 Curriculum Design and Instruction: Middle Childhood Education and EDU 3347 Content Area Literacy in the Middle Schools; or Junior class standing, EDU 3337 Curriculum Design and Instruction: Adolescence Education and EDU 3347.

**EDU 3935****STUDENT TEACHING I AND SEMINAR:  
CHILDHOOD EDUCATION (5)**

This course is designed to provide students with pre-service experience in elementary classroom instruction. Students work with cooperating teachers to formulate lessons and classroom management plans, and participate

in the daily activities of school life. Whenever possible, students are placed in schools where they have the opportunity to work with a diverse population across a variety of developmental levels. Additionally, weekly seminars provide a forum for students to discuss a range of topics, including classroom instruction and management. Students must register for co-requisite EDU 3955 Literacy Intervention and Enrichment: Childhood Education. **Prerequisites:** Junior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3355 Curriculum, Instruction, and Assessment in Childhood Education: Mathematics, Science, and Technology, EDU 3365 Teaching Literacy in the Elementary Schools, and an application for Student Teaching I.

**EDU 3937****STUDENT TEACHING I AND SEMINAR:  
ADOLESCENCE EDUCATION (6)**

This course is designed to provide students with pre-service experience in secondary classroom instruction. Students work with cooperating teachers to formulate lessons and classroom management plans, and participate in the daily activities of school life. Whenever possible, students are placed in schools where they have the opportunity to work with a diverse population across a variety of developmental levels. Additionally, weekly seminars provide a forum for students to discuss a range of topics, including classroom instruction and management. **Prerequisites:** Junior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3357 Methodologies of Teaching: Adolescence Education, EDU 3367 Content Area Literacy in the Secondary Schools, and an application for Student Teaching I.

**EDU 3938****STUDENT TEACHING I AND SEMINAR:  
VISUAL ARTS (6)**

This course is designed to provide students with pre-service experience in secondary classroom instruction. Students work with cooperating teachers to formulate lessons and classroom management plans, and participate in the daily activities of school life. Whenever possible, students are placed in schools where they have the opportunity to work with a diverse population across a variety of developmental levels. Additionally, weekly seminars provide a forum for students to discuss a range of topics, including classroom instruction and management. **Prerequisites:** Junior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3338 Curriculum Design and Instruction: Visual Arts, EDU 3358 Methodologies of Teaching: Visual Arts, and one of the following: EDU 3345 Literacy Acquisition and Development for Preschool and Elementary School Learners, or EDU 3347 Content Area Literacy in the Middle Schools, and an application for Student Teaching I.

**EDU 3955****LITERACY INTERVENTION AND  
ENRICHMENT: CHILDHOOD EDUCATION (1)**

This field course emphasizes observing literacy behaviors and devising strategies for remediating and enriching literacy learning in children. Must register for co-requisite EDU 3935 Student Teaching I and Seminar: Childhood Education. **Prerequisites:** Junior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3355 Curriculum, Instruction, and Assessment in Childhood Education: Mathematics, Science, and Technology, and EDU 3365 Content Area Literacy in the Elementary Schools.

**EDU 3956****LITERACY INTERVENTION AND ENRICHMENT:  
MIDDLE CHILDHOOD EDUCATION (1)**

This field course emphasizes observing literacy behaviors and devising strategies for remediating and enriching literacy learning in young adolescents. Must register for the co-requisite EDU 3936 Student Teaching I: Middle Childhood Education. **Prerequisites:** Junior class standing, completion of the New York State Liberal Arts and Sciences Tests, EDU 3356 Methodologies of Teaching: Middle Childhood Education, and EDU 3367 Content Area Literacy Instruction in the Secondary Schools.

**EDU 4395****STUDENT TEACHING II AND SEMINAR:  
CHILDHOOD EDUCATION (12)**

This course is the second of two student teaching experiences and is intended to be the "capstone" experience for students completing an approved program of study for teacher certification in New York State. During this course, students demonstrate their acquired teaching skills as they assume the full instructional load of their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of lessons. Whenever possible, students are placed in schools where they have the opportunity to work with diverse populations across a variety of developmental levels. Additionally, students attend seminars and workshops to discuss such topics as classroom instruction and management; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention, child abuse identification and reporting; and safe school against violence in education (SAVE). Students must co-register for PED 1162 Physical Education for the Classroom teacher. **Prerequisites:** Senior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3935 Student Teaching I and Seminar: Childhood Education, EDU 3955 Literacy Intervention and Enrichment: Childhood Education, an application for Student Teaching II, and a minimum overall 2.0 GPA, 2.7 GPA in major or concentration and in the Education Program.

**EDU 4397****STUDENT TEACHING II AND SEMINAR:  
ADOLESCENCE EDUCATION (12)**

This course is the second of two student teaching experiences and is intended to be the "capstone" experience for students completing an approved program of study for teacher certification in New York State. During this course, students demonstrate their acquired teaching skills as they assume the full instructional load of their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of lessons. Whenever possible, students are placed in schools where they have the opportunity to work with diverse populations across a variety of developmental levels. Additionally, students attend seminars and workshops to discuss such topics as classroom instruction and management; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention, child abuse identification and reporting; and safe school against violence in education (SAVE). **Prerequisites:** Senior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3937 Student Teaching I and Seminar: Adolescence Education, an application for Student Teaching II, and a minimum overall 2.0 GPA, 2.7 GPA in major and in the Education Program.

## EDU 4398

STUDENT TEACHING II AND SEMINAR:  
VISUAL ARTS (12)

This course is the second of two student teaching experiences and is intended to be the “capstone” experience for students completing an approved program of study for teacher certification in New York State. During this course, students demonstrate their acquired teaching skills as they assume the full instructional load of their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of lessons. Whenever possible, students are placed in schools where they have the opportunity to work with diverse populations across a variety of developmental levels. Additionally, students attend seminars and workshops to discuss such topics as classroom instruction and management; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention, child abuse identification and reporting; and safe school against violence in education (SAVE). **Prerequisites:** Senior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3938 Student Teaching I and Seminar: Visual Arts, an application for Student Teaching II, and a minimum overall 2.0 GPA, 2.7 GPA in major and in the Education Program.

## ENG 1102

FOUNDATIONS OF LITERATURE:  
THE AMERICAN SHORT STORY (3)

A study of the American short story from Hawthorne and Poe to the present. **Prerequisites:** None. **Distribution Requirement:** US.

## ENG 1600

## WRITING SEMINAR (3)

An intermediate course designed to provide students with further experience and practice in writing beyond the level of Freshman Writing. Students will work to improve their command of the principles of grammar, style, and essay organization while they study a variety of expository and argumentative forms. **Prerequisite:** WRT 1010 College Composition I or WRT 1030 Critical and Analytical Thinking or its equivalent.

## ENG 2010

## THE CRAFT OF WRITING FICTION (3)

A study of various techniques required to write convincing and significant fiction through workshop methods. Any one of ENG 1075 Introduction to Literature, ENG 1100 Foundation of Literature: The Hero, ENG 1102 Foundations of Literature: The American Short Story. **Prerequisite:** Any one of ENG 1075 Introduction to Literature, ENG 1100 Foundations of Literature: King Arthur, ENG 1101 Foundations of Literature: The Hero, ENG 1102 Foundations of Literature: The American Short Story. **Distribution Requirement:** CP.

## ENG 2250

## SHAKESPEARE (3)

An investigation into Shakespeare’s dramaturgy including comedies, tragedies, history plays, and romances in which we will study the structural aspects (plot, characterization, themes, language devices, etc) of Shakespeare’s plays as well as the milieu of Elizabethan England that fostered such activity. **Prerequisites:** None. **Distribution Requirement:** EU.

## ENG 3015

## ADVANCED CREATIVE WRITING (3)

This is an advanced workshop in strategies, techniques and the art of writing fiction and poetry, including in-depth discussions of contemporary fiction and poetry, developments and movements in creative writing as an art, and current trends in theories and schools of fiction and poetry. **Prerequisites:** ENG 2015 or ENG 2010 or ENG 2025.

## ENG 3200

## MAPPING AMERICA (3)

This interdisciplinary course explores the complex relation between writing, mapping, and national identity in American history. Possible focuses for the course include (A) The history of cartography in America; (B) the role of geographic knowledge in American political, legal, and social thought; (C) the influence of geographic discourses on American writing, particularly the novel; (D) the broader theoretical, philosophical, and cognitive ties between writing and mapping. The course encourages discussion between students from the humanities, social sciences, physical sciences and other technological fields beyond the traditional scope of historical and literary study. The goal is to consider how innovative approaches to history and literature inter-animate problems in other disciplines, and how American landscape studies offers a space for truly collaborative learning across fields.

## FAR 2610

## SUSPENSE FILMS (3)

The purpose of this course is to introduce the art of cinema as it applies to Suspense Films. Studies of the development of the motion picture medium through various themes genres. Full-length movies are shown in class for illustration of craft elements and critical analysis of artistic contributions. **Prerequisite:** None. **Distribution Requirement:** US.

## FAR 2611

## GREAT AMERICAN FILM DIRECTORS (3)

The purpose of this course is to introduce the art of cinema as it applies to great American Film Directors. Full-length movies are shown in class for illustration of craft elements and critical analysis of artistic contributions. **Prerequisite:** None. **Distribution Requirement:** US.

## FAR 2612

## GREAT FILM PERFORMERS (3)

The purpose of this course is to introduce the art of cinema as it applies to Great Film Performers Studies of the development of the motion picture medium through analysis of film performances. Full-length movies are shown in class for illustration of craft elements and critical analysis of artistic contributions. **Prerequisite:** None. **Distribution Requirement:** US.

## FAR 2613

## CLASSIC HORROR FILMS (3)

The purpose of this course is to introduce the art of cinema as it applies to classic horror films. Studies of the development of the motion picture medium through the genre of horror films. Full-length movies are shown in class for illustration of craft elements and critical analysis of artistic contributions. **Prerequisite:** None. **Distribution Requirement:** US.

## FAR 2614

## GREAT NON-WESTERN FILM DIRECTORS (3)

The purpose of this course is to introduce the art of cinema as it applies to non-western culture and civilization. **Prerequisite:** None. **Distribution Requirement:** NW.

## FAR 2616

## FILMS OF CENTRAL EUROPE (1945-1989)

The purpose of this course is to introduce the art of cinema as it applies to the period of Central Europe culture and civilization from 1945 to 1989. **Prerequisite:** None. **Distribution Requirement:** EU.

## FAR 2609-2915

## GREAT INTERNATIONAL FILM DIRECTORS (3)

The purpose of this course is to introduce the art of cinema as it applies to general culture and civilization. **Distribution Requirement:** GN.

## FEX 4510

## CAREER-RELATED NURSING PRACTICUM (6)

Provides the student the opportunity to explore a career role in nursing. Principles of nursing leadership are incorporated into a synthesis of all previous nursing courses and experiences. An independent study format is used to develop the special interests, abilities, and needs of the student. Characteristics of the role selected are explored and communicated. **Prerequisites:** All other Nurse Education Program requirements.

## FIN 3030

## MONEY AND FINANCIAL INSTITUTIONS (3)

(See ECO 3030)

## FIN 3010

## CORPORATION FINANCE (3)

A study of the financial aspects of a business enterprise, initial financial structure, function of different types of financial securities, sources of permanent and temporary funds, financial administration, financial limitation of business operation. **Prerequisites:** Two terms of Principles of Accounting and a course in Business Management or permission of the instructor.

## HIS 1400

## UNITED STATES HISTORY I THROUGH 1877 (3)

A survey stressing the significant movements, events, and personalities in American history from the earliest settlements to 1877. **Prerequisite:** None. **Distribution Requirement:** US.

## HIS 1401

## UNITED STATES HISTORY II 1865 TO PRESENT (3)

A survey stressing the significant movements, events, and personalities in American history from 1865 to the present. **Prerequisite:** None. **Distribution Requirement:** US.

## HIS 1500

## EUROPEAN HISTORY I (3)

A study of the creation of European civilization from earliest times until the mid-seventeenth century, with special focus upon medieval Europe and the Reformation Era. **Prerequisite:** None. **Distribution Requirement:** EU.

**HIS 1501****EUROPEAN HISTORY II (3)**

The development of modern European civilization from the mid-seventeenth century until recent times, with attention to issues of paramount concern to contemporary Europe. **Prerequisite:** None. **Distribution Requirement:** EU.

**HIS 1600****ASIAN HISTORY I (3)**

An introduction to Pre-modern Asia, giving special attention to the religious and cultural traditions that make the major civilizations of that region unique, as well as the ways in which these civilizations influenced each other. **Prerequisite:** None. **Distribution Requirement:** NW.

**HIS 1601****ASIAN HISTORY II (3)**

An introduction to Modern Asia, focusing particularly on the interaction between Asian and Western civilizations, the rise of nation-states, and the problems of modernization in India, China, and Japan. **Prerequisite:** None. **Distribution Requirement:** NW.

**HIS 1901****READINGS ON THE VIETNAM WAR (3)**

This course explores the history of America's involvement in the Vietnam Wars, beginning with the years of World War II when the United States supported Vietnam's effort to win independence, through our deepening involvement during the 1950s and 1960s in what amounted to another nation's civil war. This course will utilize primary and secondary written sources and a variety of other media to introduce students to this significant and controversial chapter in American history. **Prerequisites:** None. **Distribution Requirement:** US.

**HIS 1908****WOMEN IN ISLAM: RELIGIOUS IDENTITY AND SOCIAL REALITY (3)**

This course is intended to examine the role and status of women in Islamic societies. Its primary concern is to analyze and understand, specifically, Muslim women's perceptions of equality of the sexes, Islamic identity and women's freedom, and modernization and social change, within the broader framework of man-women relationships in Muslim societies. We will debate the "secular" and the "Islamic" and examine how this may relate to the position of women in different socio-cultural conditions, thus tracing the historical and doctrinal roots of these debates. **Prerequisite:** None. **Distribution Requirement:** NW.

**HIS 1910****WOMEN IN EUROPEAN HISTORY (3)**

A survey of the opportunities, restrictions, and conditions of life faced by European women from the Middle Ages to the present. **Prerequisite:** None. **Distribution Requirement:** EU.

**HIS 2100****ANCIENT NEAR EAST (3)**

An overview of the principal political and cultural achievements of the peoples of Mesopotamia, Egypt, Anatolia, Persia, and their neighbors from the fourth millennium to the fifth century B.C. The Sumerian, Babylonian, Egyptian, Hebrew, and Persian civilizations will be examined with emphasis on the reading of primary sources of the time period. **Distribution Requirement:** NW.

**HIS 2902****HISTORY OF RECENT AMERICA (3)**

An examination of twentieth century events and trends, and especially those since 1945. **Prerequisite:** None. **Distribution Requirement:** US.

**HMS 1000****HUMAN SERVICES****IN CONTEMPORARY AMERICA (3)**

An examination of community response to selected social problems, including poverty and public welfare services, emotional problems and counseling, early childhood services, child abuse-neglect and protective services, racism and sexism, crime and correctional services, physical and mental disabilities, rehabilitation and treatment, drug use, and gerontological services. The role of the individual and societal values in policy formation and implementation is considered. **Prerequisite:** None. **Distribution Requirement:** CSI.

**HMS 1201****GERONTOLOGICAL PROGRAMS (1)**

An overview of programs for the elderly provided by the community including health and nutrition, housing, recreation, and transportation programs. **Prerequisite:** None.

**HMS 1202****CHILD CARE PROGRAMS (1)**

An overview of child care programs including both center-based and family day care programs. **Prerequisite:** None.

**HMS 1203****COMMUNITY CORRECTIONS AND ALTERNATIVES TO INCARCERATION (1)**

An overview of community-based corrections and alternatives to incarceration including probation and parole, community service programs, intensive supervision, local conditional release and pre-trial release. **Prerequisite:** None.

**HMS 1204****COUNSELING PROGRAMS (1)**

An overview of community counseling programs, including discussion of counseling settings and theories of counseling. **Prerequisite:** None.

**HMS 1205****PROGRAMS SERVING THE DEVELOPMENTALLY DISABLED (1)**

An overview of programs for the developmentally disabled, including institutional and alternative residential programs, educational, and employment programs. **Prerequisite:** None.

**HMS 1206****SUBSTANCE ABUSE PROGRAMS (1)**

An examination of programs serving persons who abuse drugs, including alcohol. **Prerequisite:** None.

**HMS 1207****PROGRAMS FOR ADOLESCENTS (1)**

An overview of programs for adolescents who are having difficulties with their families, the schools, or the law. Alternatives to family living, such as foster care and group homes, and dispositional alternatives, such as homebound detention, are considered. **Prerequisite:** None.

**HMS 1208****DEVELOPMENTAL SCREENING PROGRAMS (1)**

An overview of approaches and programs for assessing child development. Skills and techniques for screening children from birth to age six in various areas of their development are explored. **Prerequisite:** None.

**HMS 1209****SEXUALITY EDUCATION PROGRAMS (1)**

An examination of family planning counseling and sexuality education programs for adults, parents, teens, younger children, developmentally and physically disabled persons, and human service professionals. **Prerequisite:** None.

**HMS 1210****HOSPICE PROGRAMS (1)**

An overview of programs addressing the needs of the terminally ill. Topics include the history of the hospice movement, dying, death with dignity, family and mental health issues around death and dying. **Prerequisite:** None.

**HMS 1211****MENTAL HEALTH PROGRAMS (1)**

An examination of the delivery of programs including both community mental health and institutional programs for those with acute or chronic mental illness. **Prerequisite:** None.

**HMS 1212****VICTIM ABUSE PROGRAMS (1)**

An examination of programs for those who are victims of abuse including battered women, abused and neglected children, and victims of sexual abuse. **Prerequisite:** None.

**HMS 1213****PROGRAMS FOR SPECIAL NEEDS CHILDREN (1)**

Programs for abused children, for gifted children, and for bilingual-bicultural preschool children are presented. Issues such as mainstreaming versus segregated programs, types of curricula, and staff training are discussed. **Prerequisite:** None.

**HMS 1214****ART THERAPY PROGRAMS (1)**

An overview of the field of art therapy in theory and practice, including assessment and treatment of various client populations of diverse settings. **Prerequisite:** None.

**HMS 1905****ABUSE IN AMERICA (3)**

This course explores the multifaceted topic of physical and psychological abuse in America. Causes and effects of abuse and age groups will be investigated. Settings such as family, child care, schools, and institutions will be the focus of discussion. **Prerequisite:** None.

**HMS 1940****MENTAL ILLNESS IN THE MEDIA (3)**

A survey of American films dealing with mental illness and its treatment. The role of both the "patient" and "therapist" will be analyzed. Films will be critiqued for accuracy of representation of psychiatric conditions, the affect of these conditions on individuals and families, and the roles and interventions of psychotherapists. **Prerequisite:** None. **Distribution Requirement:** US.

**HMS 2010****CHEMICAL DEPENDENCY: TREATMENT AND REHABILITATION (3)**

An examination of the medical, psychological, and sociological aspects of drug abuse, chemical dependency, treatment, and rehabilitation at all levels and among all age groups in American society. **Prerequisite:** None.

**HMS 2020****MENTAL HEALTH SERVICES (3)**

An examination of the mental health services delivery system in the United States. Topics include the historical development of the mental health system, with special attention to the community mental health movement. A range of mental health interventions will be discussed, from important services to self-help and advocacy. Special areas of mental health practice will also be addressed, such as substance abuse, psychogeriatric services and psychoeducation. **Prerequisite:** None.

**HMS 2025****DEATH AND DYING (3)**

Examines death, dying, grief, and bereavement. Cultural differences in attitudes toward death and funeral practices as well as services for those who are dying and those coping with grief and loss will be explored. Ethical issues surrounding suicide and euthanasia will also be considered. **Prerequisite:** None.

**HMS 2030****END OF LIFE ISSUES (3)**

This course will explore quality of life issues related to end-of-life from a cultural perspective including physical, psychological, social and spiritual aspects of dying. Topics to be examined will include public policy, ethical and legal issues, cultural considerations in end-of-life care, common reactions, and preparation for the time of death as well as ways to achieve quality of life. **Prerequisite:** None. **Distribution Requirements:** GN.

**HMS 2515****PRACTICUM IN HUMAN SERVICES (6)**

This associate's degree level practicum is a two hundred forty hour supervised experience in an approved human service agency or program. To enroll students must meet with and have the written approval of a human services faculty member. This practicum is designed for students who are pursuing a terminal associate's degree and must be taken prior to reaching upper division standing. Instructor's signature required.

**HMS 3000****SOCIAL POLICY (3)**

An examination of the formation and implementation of social policy and controversial policy issues such as social welfare, universal health care, capital punishment, mandatory sentencing, gay rights, right-to-die, and reproductive rights. Policy-making is considered as both a rational and a political process. The roles of government employees, elected officials, the media, professionals, and the public are considered. Selected U.S. policies are compared with those of other nations. **Prerequisite:** Juniors or Seniors majoring in Criminal Justice, Human Services, Political Science, Psychology or Sociology or permission of the instructor.

**HMS 3005****FAMILY ASSESSMENT (3)**

This upper level course focuses on frameworks for understanding normal family processes. The structural, functional and developmental properties of the family will be discussed, with readings drawing upon the field of family theory and upon research on family stressors and discontinuities (e.g. becoming parents, death, divorce). Strategies for assessing treatment resources will be introduced. **Prerequisites:** At least three courses in Human Services or Psychology or permission of the instructor.

**HMS 3010****MANAGEMENT OF HUMAN SERVICE AGENCIES (3)**

This course examines not-for-profit management and the challenges facing the not-for-profit executive. Key course topics that are relevant to not-for-profit leaders will include board governance, board development, management principles, fiscal management, budget development, ethics, program services, fund raising, marketing and entrepreneurship. **Pre-requisites:** Junior Level Status.

**HMS 3140****SOCIAL GROUP WORK (3)**

Examination of social group work as a method of social work for meeting human needs and interests. An analysis of the dynamics of the group process and the forces that influence group decisions.

**HMS 3150****SOCIAL CASE WORK (3)**

An exploration of the process of being a helping professional. Focus of the course is an examination of the worker-client relationship with an emphasis on relationship development, problem recognition and solving, planning, evaluation of results and termination of contract between worker and client.

**HMS 3300****BASIC COUNSELING TECHNIQUES (3)**

This course will assist students to acquire basic skills or techniques used in one-on-one counseling sessions by professional counselors. Students will first become familiar with the role(s) of the professional helper and the ethical considerations of the helping relationship. They will then learn a model for change and practice appropriate interventions in simulated situations. Multicultural issues and work with various populations will also be addressed. The course is required for Human Services majors and is an elective for Criminal Justice Majors. It is especially appropriate for those who intend to enter a helping field. **Prerequisites:** PSY 1010 Introductory Psychology, PSY 2030 Personality and Junior or Senior Standing.

**HMS 4000****PROGRAM PLANNING AND EVALUATION (3)**

An examination of the theory and applied techniques for planning and evaluating human service programs. Topics covered include: planning in human service settings, components of plans, needs assessment, funding, grant writing, and evaluation of research design. Each student prepares a proposal for a hypothetical program. In addition to human service majors, students with an interest in management of not-for-profit organizations may benefit from this course. **Prerequisite:** Senior-level Standing or permission of the instructor.

**HMS 4515****PRACTICUM IN HUMAN SERVICES (6)**

This bachelor's degree level practicum is a two hundred forty hour supervised experience in an approved human service agency or program. To enroll students must meet with and have the written approval of a human services faculty member. Students must have upper division standing and have completed or be close to completing the requirements for the bachelor's degree in Human Services. Instructor's signature required.

**MAT 1000-1001****ESSENTIAL MATHEMATICAL SKILLS I-II**

(1 cr. each term; total 2 cr.)

A modified tutorial program intended to improve basic quantitative skills. The subject matter includes pre-algebra and elementary algebra. Participation in this program is voluntary, but the program may be strongly recommended for some students. The mathematics assessment test provides one basis for this recommendation.

**MAT 1030****COLLEGE ALGEBRA (3)**

Development of facility in computational and problem-solving procedures by examining the fundamental operations of the real number system. Topics include a review of basic operations with real numbers, rules of exponents and scientific notation, combining and factoring polynomials, solving linear and quadratic equations, solving systems of linear equations, inequalities, and absolute values. **Prerequisite:** Knowledge of basic mathematics at the level of intermediate algebra.

**MAT 2090****STATISTICAL METHODS (4)**

A one-term survey of the principal means of providing and evaluating quantitative data. Topics include descriptive statistics, design and sampling in statistical studies, probability and probability distributions, estimation and hypothesis testing, and correlation and regression. **Prerequisite:** MAT 1030 College Algebra or the equivalent. MAT 1050/MAT 2050 and MAT 2090 are mutually exclusive. Laboratory sessions will include an introduction to computer aided statistical analysis, using the statistical package MINITAB.

**MAT 2100****DISCRETE MATHEMATICS (4)**

Discrete mathematics includes a number of topics which do not belong to the traditional calculus sequence, but which are important to future educators wishing to deepen their understanding of mathematics, as well as to applications areas—especially computer related applications. This course is an introductory survey. Topics include sets, number systems, logic, combinatorics (counting arguments), matrices, and introductory graph theory. This course includes a computer lab using specialized software to study the theory and practice of these topics. **Prerequisite:** MAT 1030 College Algebra or the equivalent.

**MAT 3200****OPERATIONS ANALYSIS AND MODELING (3)**

An introduction to operations research. It includes an examination of the nature of mathematical models and their role in choosing the “best” of several possible courses of action. The primary example is the linear programming model and its applications in solving problems concerned with the optimal allocation of resources in order to maximize some measure of performance. The course also includes an introduction to computer-based simulation techniques. **Prerequisite:** MAT 1030 College Algebra or equivalent, a statistics course, and a computer course.

**MAT 4601****TOPOLOGY (3)**

Topology will be considered here as an offshoot and generalization of geometry. Questions involving shape and size will take a back seat to the concepts of continuity in general topological spaces, compactness, and connectedness. One major goal will be to fill two notorious gaps in the development of elementary calculus, by proving the Intermediate Value Theorem and the theorem on extrema of continuous functions on closed intervals, after the structure of the real number system has been swept away. We will then attempt to understand what it means to say that topology is the study of those geometrical properties that are invariant under bijective biocontinuous mappings.

**MAT 4605****NUMBER THEORY (3)**

An investigation of the properties of integers. Topics include divisibility, unique prime factorization, the Euclidean Algorithm, linear congruences and linear Diophantine equations, multiplicative number theoretical functions and primitive roots.

**MAT 4610****REAL ANALYSIS (3)**

This course examines the concepts of the calculus at a rigorous theoretical level. Typically, these concepts are presented intuitively in an introductory calculus (this time without applications) from the point of view of a unified theory of limits (Moore-Smith Limits). The Riemann integral will be carefully defined and a basic existence theorem will be established. Additional topics include sequences of functions (convergence and uniform convergence) and an introduction to metric spaces.

**MAT 4620****COMPLEX ANALYSIS (3)**

A survey of the theory and selected applications of classical complex analysis. Topics include the arithmetic of complex numbers, analytic function theory, differentiation and integration of complex functions, complex power series, and the theory of residues. **Prerequisites:** MAT 2100 and MAT 3010.

**MAT 4650****APPLIED COMBINATORICS (3)**

An investigation of advanced counting techniques that are useful in fields such as computer science, discrete operations research, and probability. Enumerative methods will be developed and their logical structure investigated. Topics may include graph theory, generating functions, recurrence relations, combinatorial modeling, and combinatorial proofs. **Prerequisites:** MAT 2100 and MAT 2020.

**MGT 2010****BUSINESS LAW I (3)**

Fundamental principles of law in relation to business: contracts, agency, sales, bills and notes, partnerships, corporations and real property. **Prerequisite:** None.

**MGT 2020****BUSINESS LAW II (3)**

Fundamental principles of law in relation to business: contracts, agency, sales, bills and notes, partnerships, corporations and real property. **Prerequisite:** MGT 2010 Business Law I.

**MGT 2025****WOMEN IN MANAGEMENT (3)**

This course is designed to present the management skills necessary for women to be successful leaders. This course will highlight the many unique problems that confront female managers but not their male counterparts, the strategies for dealing with these problems, and the need to master the elements of self-improvement, mentor relationships, communication skills, conflict resolution techniques and the art of delegation. **Prerequisite:** None.

**MGT 2240****PRINCIPLES OF MANAGEMENT (3)**

A study of classical planning, organizing, and control; an introduction to several quantitative management science tools; and considerable emphasis on the behavioral school of management including motivation, leadership, organization design, change and development. **Prerequisite:** None.

**MGT 2940****EFFECTIVE NEGOTIATION (3)**

In this course students will learn the fundamental techniques to effectively plan, conduct, control, and evaluate a negotiation. Students will learn the underlying importance of managing negotiation sub-processes including effective communication, relationship building, conflict resolution, and ethics. Students will also learn how to manage the barriers to effective negotiation by employing the strategy of “principled negotiation” to move beyond the traditional strategy of positional bargaining. Finally, students will gain “hands on” negotiating experience through in-class negotiating exercises that are designed to deepen their understanding of the basic negotiation concepts.

**MGT 3410****OPERATIONS PLANNING AND CONTROL (3)**

Analysis of the responsibilities and relationships of the planning and control function in both the production of goods and the supply of services. Current quantitative techniques of material control, planning, forecasting scheduling are discussed and applied to business operations situations. Some computer software is used. **Prerequisites:** MAT 1050 Basic Statistics or MAT 2090 Statistical Methods, MAT 1030 College Algebra or equivalent, MGT 2240 Principles of Management.

**MGT 3710****ORGANIZATIONAL BEHAVIOR (3)**

Deals with human behavior in organizations and with practices and systems within organizations that have the potential to facilitate effective behavior. Instructional topics include motivation, group dynamics, leadership, power, organizational culture and organizational design and development. The course will introduce students to research that encompasses recent and “classic” articles in the discipline of organizational behavior. **Prerequisites:** MGT 2240 and PSY 1010 is strongly recommended.

**MGT 3720****HUMAN RESOURCE MANAGEMENT (3)**

This course is designed to serve as an overview and survey of human resource management and employment relations in organizations. Course topics include the following human resource management decisions: planning, selection, compensation and benefits, performance management, training and development as well as strategic HRM. The course will also examine the ethical, legal, and social considerations of human resource management.

**MGT 4011****STRATEGIC MANAGEMENT (3)**

Top management’s problem of determining objectives, developing policy and directing organizations so as to integrate the several operational divisions of an enterprise. Use of case analysis (and a simulation) illustrate the interrelationships of function and the essential unity of the business concern. **Prerequisite:** This course should be taken after all other major requirements have been satisfied.

**MGT 4020****MANAGERIAL LEADERSHIP AND SUPERVISION (3)**

Human objectives, performance and frequently conflicting needs of employees, supervision and management within organizations are examined. Workshop techniques permit exploration of personal attitudes toward salary, motivation, life goals, decision making and similar qualitative aspects of leadership. Fundamentals of effective managerial performance are studied.

**MIS 3010****INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS (3)**

This course provides an introduction to computer-based information systems used by management. Surveys the hardware, software, and systems used to solve business-related problems, take advantage of opportunities, and make effective decisions. **Prerequisites:** ACC 2010 Principles of Accounting I, MGT 2240 Principles of Management, MKT 2250 Marketing, and Junior standing.

**MKT 2250****PRINCIPLES OF MARKETING (3)**

An introductory course in which the student develops concepts and practices used to carry out marketing strategies. The viewpoint is that of the marketing manager, working within the framework of the “Marketing Mix”. In addition to the text, case studies will be utilized. **Prerequisite:** None.

**MKT 3250****CONSUMER BEHAVIOR (3)**

Study of the economic, social, psychological, cultural variables influencing consumer behavior. External and environmental factors are explored as to their influences on “Why people buy what they do,” and their importance to the marketing function. **Prerequisite:** MKT 2250. Fulfills W Course Requirement.

**MKT 3810****MARKET RESEARCH (3)**

A study of the role of marketing information as the basis for decision making. Topics include cost and value of information under conditions of uncertainty, research design, methods of data gathering, design of instruments, analysis of data, inference, simulation, and forecasting. **Prerequisites:** MKT 2250 and one course in Statistics.

**MKT 4000****MARKETING PLANNING (3)**

The Marketing Planning capstone course is the continuation of the study of the principles of marketing and further application of these principles. Emphasis is placed on problem solving by use of case method and also the preparation of the marketing plan. It utilizes a strategic perspective to examine the nature and scope of market analysis outcomes, which are an integral part of the overall marketing mix. **Prerequisite:** MKT 3810.

**NSG 1000****PERSPECTIVES ON THE AMERICAN HEALTH CARE SYSTEM (3)**

An overview of factors affecting health in contemporary society, with special emphasis on the American health care system as a social institution. Includes a survey of community resources, assessibility, availability, and affordability of health care. Students examine the health care system from the perspective of the consumer as well as from the perspectives of various health care providers. Open to non-nursing majors. **Prerequisite:** None. **Distribution Requirement:** CSI.

**NSG 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1213, 1214 (1)**

(see corresponding HMS course descriptions)

**NSG 1600****COMPLEMENTARY HEALTH THERAPIES (3)**

A study of the nature and philosophies that underlie Non-Western Complementary Health Therapies. Modalities such as guided imagery, reflexology, and therapeutic touch are discussed. Open to non-nursing majors. **Prerequisite:** None. **Distribution Requirement:** NW.

**NSG 2010****INTRODUCTION TO NURSING SCIENCE (3)**

This introductory nursing course centers on theories and concepts relevant to professional nursing practice. Students will focus on self-assessment and the internal and external factors which influence the role of the student nurse and the transition to professional practice. Written communication skills will have a special emphasis within the course. **Prerequisite:** Sophomore standing or permission of the instructor. **Distribution Requirement:** CSI.

**NSG 2030****END OF LIFE ISSUES (3)**

(See HMS 2030)

**NSG 2510****NURSING PRACTICUM I (2)**

A practicum course that focuses on the student in a transition who is acquiring skills basic to the practice of nursing. Experiences will be provided in a long term care health care setting. **Prerequisite:** NSG 2010 Introduction to Nursing Science or permission of the instructor.

**NSG 2520****NURSING PRACTICUM II (3)**

The second practicum course continues to focus on the student in transition. Through the ongoing use of the nursing process the student develops additional skills for the care of the client in institutional health care settings. **Prerequisite:** NSG 2510 Nursing Practicum I or permission of the instructor.

**NSG 3005****FAMILY ASSESSMENT (3)**

(See HMS 3005)

**NSG 3110****INDIVIDUAL NURSING CARE I (6)**

This clinical course focuses on the study of nursing as a process with the individual as a client. Basic concepts of medical-surgical nursing will be applied to adult clients at different points on the health-illness continuum. **Prerequisite:** NSG 2520 Nursing Practicum II or permission of instructor.

**NSG 3111****INDIVIDUAL NURSING CARE OF THE CLIENT EXPERIENCING DEVELOPMENTAL DISCONTINUITY (3)**

A clinical nursing course that uses the nursing process to study developmental discontinuity in the individual client. The prenatal and newborn cycle are studied as developmental discontinuities. Classroom and clinical experiences will continue to expand knowledge and skills necessary for care of individual clients as systems on the health-illness continuum. **Prerequisite:** NSG 2520. Must be taken concurrently with NSG 3112.

**NSG 3112****NURSING CARE OF THE ADULT IN SITUATIONAL CRISIS (3)**

A clinical nursing course that uses the nursing process to study situational discontinuity in the individual client. The critically ill adult is studied as a situational discontinuity. **Prerequisite:** NSG 2520. Must be taken concurrently with NSG 3111.

**NSG 3115****HEALTH ASSESSMENT IN THE NURSING PROCESS (2)**

This laboratory course focuses on data collection and nursing diagnostic components of the nursing process. Laboratory activities will provide the student with an opportunity to increase his or her skill in conducting the health care interview and in physical assessment across the life span. **Prerequisite:** RN status or Sophomore standing in Nursing.

**NSG 3130****INDIVIDUAL NURSING CARE II (6)**

A clinical course that applies the nursing process in the study of developmental and situational discontinuity in the individual client. The perinatal period is studied as a developmental discontinuity for the individual and critical illness as a situational discontinuity. **Prerequisite:** NSG 3110 Individual Nursing Care I or permission of the instructor.

**NSG 3210****PROFESSIONAL SEMINAR (3)**

A seminar that explores the influences of political, economic and societal trends on the nurse profession. Utilizing debating and lobbying techniques, students continue to develop their skills in critical analysis. (One all-day field trip to Albany is required.) **Prerequisite:** NSG 3000 Perspectives of Professional Nursing Care, NSG 2520 Nursing Practicum II, or permission of instructor.

**NSG 3900****INDIVIDUAL NURSING CARE III (3)**

A clinical course that uses the nursing process to plan care for the client who experiences psychiatric-mental health discontinuities. Concepts of psychiatric nursing will be framed using systems theory and the transitional process. **Prerequisite:** NSG 2520 Nursing Practicum II or permission of the instructor.

**NSG 4110****NURSING CARE OF THE CONTEMPORARY FAMILY (3 or 6)**

A clinical course focusing on the effects of developmental and situational discontinuities within a family from infancy through old age. Family theory and issues, growth and development concepts, and care of the well and ill child are incorporated in the nursing process. **Prerequisite:** Senior status in Nursing or permission of the instructor.

**NSG 4120****COMMUNITY HEALTH DYNAMICS AND NURSING CARE (6)**

A clinical course that addresses the community system's adaptive abilities in health promotion, health maintenance, and health restoration. Particular emphasis is placed on the role of the nurse as collaborator, change agent, and client advocate. Case management within official agencies, as well as other community-based health programs, is introduced. The nursing process addresses the community as client. Students are expected to provide their own transportation during clinical rotation. Some travel is involved. **Prerequisites:** NSG 4110 Nursing Care of the Contemporary Family and BIO 3000 Epidemiology or permission of the instructor.

**PED 1162****PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER (1.5)**

The course introduces prospective teachers to concepts of physical education that can be incorporated into a curriculum that helps school-age students understand that regular life-long physical activity is a foundation for a healthy, productive, and fulfilling life. Pre-service teachers will actively participate in physical education activities that demonstrate their understandings of key concepts learned. **Prerequisites:** None.

**PHR 1006****ETHICS (3)**

A study of moral theory and its history. Moral issues, including abortion, preferential treatment, sexual morality, privacy, and capital punishment are considered. **Distribution Requirement:** GN.

**PHR 2030****BIBLICAL RELIGION: OLD TESTAMENT (3)**

The development of the important doctrines of Judaism in the context of their historical development from the Exodus to the Roman occupation and in relation to the cultural influences of Egypt, Mesopotamia, and Canaan. **Distribution Requirement:** GN.

**PHR 2040****BIBLICAL RELIGION: NEW TESTAMENT (3)**

Origins and development of Christianity in the historical crisis of the First Century A.D. The historical problem of the life and teaching of Jesus. Influences of Judaism and Hellenism in the early formation of Christian thought. **Distribution Requirement:** GN.

**PHR 2130****WORLD RELIGIONS I: HINDUISM AND BUDDHISM (3)**

A study of the development of Indian religious thought and the systems of Hindu and Buddhist thought and practice. In addition to the early Theravada Buddhism of India, the development of the Mahayana in China and Japan, including Zen Buddhism, is studied. **Prerequisite:** None. **Distribution Requirement:** NW.

**PHR 2131****"JUST SITTING": AN INTRODUCTION TO BUDDHISM THROUGH FILM AND TEXT (3)**

This course uses film and television as a channel into learning about Buddhism. From *The King of the Hill* animated TV series to the popular movie *Little Buddha*, motion audio-visual media have introduced Americans to Buddhism as a living religious tradition. There are also many distinguished foreign films that present forms of Buddhism from within Asian cultures. By using films and TV we can approach learning about Buddhism analytically and creatively. Four feature-length films and some short media will provide portals into lecture and discussion about Theravada Buddhism, Zen Buddhism, Tibetan Buddhism, and Pure Land Buddhism. These films will introduce students to the varieties of Buddhist thought and practice, enabling them to begin to discern and articulate sectarian differences. The course will also investigate various topical themes dealt with in the films, such as pacifism, the roles of women in religion, etc. Students will come out of the course with both general understanding of the Buddhist worldview, and will also understand the particularities of Buddhist worldview(s) as an outgrowth of Buddhist sectarianism. **Prerequisite:** None. **Distribution Requirement:** NW.

**PHR 2140****WORLD RELIGIONS II: CHINESE RELIGIONS AND ISLAM (3)**

An examination of the origins, development, and influences of Confucianism and Taoism in ancient China and later, and of Islam in the Arabic World. **Prerequisite:** None. **Distribution Requirement:** NW

**PSC 1010****INTRODUCTION TO POLITICS (3)**

An introduction to the dynamics of participation in American political life and the ideas which motivate political action. Topics include elections and political parties, strategies of participation (campaigning, pressure, protest, revolution), philosophies underpinning modern government and contemporary American ideologies (conservatism, liberalism, socialism, etc.). **Distribution Requirement:** CSI.

**PSC 1040****AMERICAN GOVERNMENT AND POLITICS (3)**

The aim of this course is to give the student a thorough understanding of American political life: the main governmental institutions, the channels for elite and non-elite participation, and the context of social and economic power which shapes political activity. **Prerequisites:** PSC 1010 Introduction to Political Science is recommended. **Distribution Requirement:** CSI.

**PSC 3550****THE AMERICAN PRESIDENCY (3)**

A study of the presidency's history, place in American life, organization, and powers; as well as presidential strategy, the dynamics of presidential elections, and the psychology of successful and unsuccessful presidential candidates and presidents. **Prerequisites:** PSC 1010 Introduction to Political Science or permission of the instructor.

**PSY 1010****INTRODUCTORY PSYCHOLOGY (3)**

An introductory overview of the scientific study of behavior. Numerous topics within the field of psychology are surveyed. Possible topics include biological bases of behavior, perception, language and thinking, learning and memory, development of behavior through the lifespan, personality, social interactions and influences, dysfunctional behavior, emotions, and psychotherapy. **Prerequisite:** None. **Distribution Requirement:** BSS.

**PSY 2030****PERSONALITY (3)**

A study of different ways in which psychologists have described, measured, and explained personality. The nature of personality differences between individuals are considered by examining several theories and research evidence. Each student is encouraged to develop his or her own theory of personality during the course. **Prerequisite:** PSY 1010 Introductory Psychology.

**PSY 2060****CHILD AND ADOLESCENT PSYCHOLOGY (3)**

A study of basic facts, issues, and methods of inquiry in human development from conception to adolescence. Topics include physical, cognitive, social, and emotional development. **Prerequisite:** PSY 1010 Introductory Psychology. It is highly recommended that students complete this course before enrolling in PSY 3000 Psychology of Maturity and Aging.

**PSY 2410****PSYCHOLOGY OF INTERPERSONAL RELATIONS (3)**

Provides, through text materials and class exercises, a basis for understanding human interaction. Topics include verbal and non-verbal communication, role-specific behavior, style and forms of interaction, and conflict resolution. The course is an introduction to applied psychology and a prerequisite for advanced counseling courses. **Prerequisite:** None.

**PSY 2602****QUANTITATIVE METHODS IN PSYCHOLOGY (3)**

Statistical procedures are the tools used by psychologists to analyze and interpret experimental findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. **Prerequisites:** PSY 1010 Introductory Psychology and MAT 1030 College Algebra or the equivalent. NOTE: MAT 1050 Basic Statistics/PSY 2502 Evaluating Social Science Research and PSY 2602 are mutually exclusive. This course is intended for Psychology majors only.

**PSY 2650****THE PSYCHOLOGY OF LEARNING (3)**

An overview of learning theory from the perspective of both human and animal research.

**PSY 3000****PSYCHOLOGY OF MATURING AND AGING (3)**

A study of the psychological changes that occur with maturing and aging. Adult development is examined with special emphasis on the physical, emotional, social, and cognitive changes that occur from early adulthood through death. Life transitions, problems in contemporary society, and methods of coping are discussed. **Prerequisite:** PSY 1010 Introductory Psychology. PSY 2060 Child and Adolescent Psychology is highly recommended.

**PSY 3080****EXPERIMENTAL PSYCHOLOGY (3)**

Upon completion of the course, the student should be able to design and implement psychological experiments. The course is a follow-up to PSY 2602, Quantitative Methods in Psychology. You will use the information covered in that course to begin to conduct experiments and to learn to write research reports in APA format. **Prerequisite:** PSY 2602, Quantitative Methods in Psychology.

**PSY 3100****PHYSIOLOGICAL PSYCHOLOGY (3)**

A study of the biological, genetic, neurochemical, and evolutionary bases of behavior. This course involves an exploration of the nervous system, specifically examining the ways in which it receives, processes, and integrates information so as to produce coordinated sensory, cognitive, and motor experiences. It further examines the results of damage and diseases of the nervous system. **Prerequisites:** PSY1010 and an introductory course in biology or permission of the instructor.

**PSY 3300****BASIC COUNSELING TECHNIQUES (3)**

(See HMS 3300)

**PSY 4010****HISTORY AND SYSTEMS OF PSYCHOLOGY (3)**

A study of the historical development of psychological thought and its philosophical antecedents. The major schools and systems are reviewed with emphasis on biographical analysis so that the history of psychology may be seen in the lives, ideas and works of leaders in the field. **Prerequisites:** Declared major in psychology and multiple courses completed in psychology, or permission of the instructor.

**PSY 4080****ADVANCED RESEARCH METHODS (3)**

A research experience emphasizing the integration of material from previous research courses. Involves conducting, writing, and presenting an original data-based psychological study. **Prerequisites:** PSY 2602 and PSY 3080.

**PSY 4590****ADVANCED SEMINAR (3)**

A detailed study of an advanced topic in psychology pursued in the seminar format. The emphasis is on independent scholarly activity by the student, including seminar leadership. Topics vary, but typically represent a synthesis of differing viewpoints and strategies to accommodate the interests and strengths of individual students and the instructor. This course is designed primarily as a capstone experience for advanced psychology majors. **Prerequisite:** Upperclass standing in psychology or permission of the instructor.

**SOC 1010****INTRODUCTORY SOCIOLOGY (3)**

An introduction to the basic modes of analysis, concepts, and explanations for human behavior and human organization used in the scientific discipline of sociology. **Prerequisite:** None. **Distribution Requirement:** BSS.



## SOC 2010

## SOCIAL INEQUALITY (3)

Our society is unequal, and different groups of people are affected differently based on social group memberships such as race, class, and gender. This course will examine the causes, maintenance, and products of social inequality. We will look at stratification based on gender, race, social class, sexual orientation, age, religion, and ability. We will also look at issues of identity, distribution, and organizational inequality. Will look at inequality mainly within the context of the United States. **Prerequisites:** SOC 1010 Introductory Sociology or ANT 1040 Cultural Anthropology. **Distribution Requirement:** US.

## SOC 2620

## THE FAMILY (3)

A study of contemporary patterns of marriage and family relations against the background of their historical development as socio-cultural institutions. Topics of study include socialization for sex and class roles, family development tasks, effects of social change, and relationship with other institutions (economic, educational, religious, communal). **Prerequisite:** None. **Distribution Requirement:** CSI.

## SOC 2903

## LAW IN SOCIETY (3)

(See CRJ 2903)

## SOC 3000

## SOCIAL POLICY (3)

(See HMS 3000)

## SPA 1010-1020

## FIRST YEAR SPANISH I AND II (3 cr. each)

Initiation to comprehension, speaking, reading, and writing skills, with abundant oral and written drills. **Prerequisite:** None. **Distribution Requirement:** EU provided 6 credits are taken at the 1000 and 2000 level.

## SPC 2020

## PUBLIC SPEAKING (3)

A development of traditional public speaking skills through theoretical examination and exercises in informative and persuasive speaking. During the course each student critiques and delivers speeches of each type. **Prerequisite:** None. **Distribution Requirement:** CP.

## SSC 2502

## EVALUATING SOCIAL SCIENCE RESEARCH (3)

Provides students with the ability to evaluate social science research reports appearing in mass media and professional journals, and to integrate different sources of evidence on a topic. Covers the knowledge required for critically examining the competence, importance, and ethics of research. **Prerequisite:** An introductory course in one of the social sciences, health sciences, education, or criminal justice. **Distribution Requirement:** BSS. NOTE: MAT 1050 Basic Statistics/PSY 2502 and PSY 2602 Quantitative Methods in Psychology are mutually exclusive.

## WMS 1908

## WOMEN IN ISLAM: RELIGIOUS IDENTITY AND SOCIAL REALITY (3)

(See HIS 1908)

## WMS 1910

## WOMEN IN EUROPEAN HISTORY (3)

(See HIS 1910)

## WRT 1030

## CRITICAL AND ANALYTICAL THINKING (3)

This course is designed to improve the students' abilities in thinking and reading. As such it provides the necessary skills in reasoning which are useful in a variety of college courses and, of course, are basic for informed participation in a democratic society. **Prerequisite:** None.



# Graduate and Advanced Studies

## Graduate General Information

### Mission Statement

The purpose of graduate education is to provide educational opportunities at the graduate and advanced studies level which are appropriate to the overall mission and resources of the College and which meet the needs of area residents and those individuals outside of this region who come here for graduate study.

The goal of the graduate program is to offer quality instruction, resources, and services which will promote the personal and professional development of its students. Within this context the program encourages students to adopt certain intellectual ideals: that the creative process in whatever field should be valued; that scholars commit themselves to a free exchange of knowledge; and that knowledge and truth must be pursued for their own sake.

Further, the graduate program attempts to foster in its students the following professional attitudes: that one assumes the responsibility for one's own continued education; that one deals with colleagues and faculty members with honesty and openness; that one commits oneself to lifelong education; and that one pursues educational goals with diligence and dedication.

Since Elmira has traditionally affirmed a liberal arts education as the best preparation for effective living, the College believes that the liberal arts ought to occupy the major place in programs leading to professional certification in teaching on elementary and secondary levels.

### Purpose

A diversified program of credit courses, degree programs, and special professional training programs offers men and women of all ages an opportunity to continue their education as a means of professional advancement and personal development.

Through the graduate program, Elmira College offers a wide selection of courses which serves the specific needs of:

1. Teachers seeking a degree or advanced study in Literacy in order to build upon their earlier education and experience, examine theory and pedagogy, quantitative and qualitative research, and their application to and influence on student learning.

2. Employees of business, industry, human services agencies and health-related institutions, men and women who work during the day and who wish to take courses for professional advancement.
3. Individuals seeking an advanced certificate in specialized areas of management, corporate and community training or human resource development.
4. Individuals who are not seeking a degree but want to further explore some field of study for purposes of personal or professional enrichment.

### Programs Available to Graduate Students

After each field is the Higher Education General Information Survey (HEGIS) code number.

<b>Master of Science in Education Degrees</b>	
Literacy (Birth through Grade Twelve)	0830
General Education	0801
Corporate and Community Education	0807

<b>Master of Science</b>	
Emergency & Disaster Preparedness Management	0599
General Management	0506
Health Services Management	1202
Information Technology Management	0599

<b>Advanced Certificates</b>	
Mark Twain Studies	1599
Training of Trainers	0807
Human Resource Development	0807
Emergency & Disaster Preparedness Management	0599
General Management	0506
Health Services Management	1202
Information Technology Management	0599

### Non-Degree Study

### Admission to Graduate Study (Matriculation)

Applicants must have completed a bachelor's degree from a regionally-accredited institution recognized by the Council on Higher Education (CHEA). A minimum cumulative grade point average of 2.700 for all undergraduate coursework or approval by the Dean of Continuing Education is required for admission. All potential graduate students must be accepted for graduate studies prior to registering for courses.

The applicant must set up an initial interview in the Office of Continuing Education and Graduate Studies. The applicant must also submit the following application materials to the Office of Continuing Education and Graduate Studies at least two weeks prior to the first day of class for the each term:

1. Completed Application Form
2. Official transcripts from each institution previously attended
3. Names of three professional references\*
4. Personal Statement
5. Copy of initial teaching certificate (Literacy applicants only)\*
6. Current Resume (Management applicants only)

\*not required for Non-Degree candidates

Decisions regarding acceptance are made once all application materials are received. Upon acceptance, a Matriculation Fee of \$100 is required to confirm admission into the program. The fee is not required for Non-Degree candidates.

### Part-time Status

During the Fall, Winter, and Summer terms the recommended course load for a part-time student is three to six credit hours; during the Spring Term, the recommended load is three credit hours.

# Graduate Academic Services and Regulations

## Degree Requirements

All students intending to earn the degree of Master of Science in Education or Master of Science must complete 36 credit hours of a registered program of graduate study, while maintaining a cumulative grade point average of 3.000. All 36 credit hours counted for the degree must be completed within a seven-year time frame.

The number of one-credit courses in a student's program is limited to six.

## Residency Requirement

Each Elmira College degree or certificate program requires an on-campus component. Master's degree candidates are required to complete a minimum of 6 credits of graduate coursework on the Elmira College Campus. This means taking a course on campus or working with a full-time faculty member on special studies with at least four meetings on campus for each directed or independent study.

If students are planning to use the thesis or directed or independent studies to satisfy this requirement, a petition must be submitted in writing to the Dean of Continuing Education stating the rationale, a detailed plan which shows work on campus, and the full-time faculty member(s) involved.

## Seven-Year Rule

All coursework to be counted for a master's degree and for Graduate Advanced Certificates at Elmira College, including the Project or Thesis, must be completed within a seven-year period. The date of the earliest course successfully completed or requested for transfer establishes the beginning of the seven-year time period. If a student does not complete degree work by the seven-year termination date, the initial coursework accepted will be disallowed.

The Project or Thesis or must be completed within two years of registration or within the seven-year time limit, whichever comes first.

## Transfer Credit

Students seeking transfer credit must seek prior approval from the Director of Continuing Education to determine whether their situation warrants an exception.

A maximum of 9 credits may be accepted in transfer and applied toward the Master of Science in Education or Master of Science degree program at Elmira College.

The Office of the Registrar evaluates transfer of coursework to Elmira College according to the following guidelines:

1. Courses considered for transfer credit must have been completed at the Graduate level and must have a minimum grade of "B."
2. Only coursework from institutions or organizations recognized by the Council for Higher Education (CHEA) is eligible for transfer. Grades of Pass or Satisfactory will not be accepted. Credit earned at international institutions will be considered upon receipt of an official transcript reviewed by a recognized agency.
3. Coursework accepted for transfer must conform to the graduate degree program in which the student is enrolled.
4. Coursework accepted as transfer is subject to the Seven-Year Rule.

## Credits

The Elmira College credit unit is the credit hour, which is equivalent to the semester hour at other colleges. Earning one credit hour requires at least 750 minutes of instruction and another 1800 minutes of supplementary assignments.

## Grading System

Grades for graduate students are given on the basis of the following letters and symbols. The quality point translation of the letter grade follows it parenthetically:

A	(4.0)	C+	(2.3)
A-	(3.7)	C	(2.0)
B+	(3.3)	C-	(1.7)
B	(3.0)	F	(0.0)
B-	(2.7)	WF	(0.0)

Any grade below a C- is recorded as an F and has 0.0 value. Pass-Fail or Satisfactory-Unsatisfactory grades are not accepted for graduate study. Only grades earned at Elmira College will be included in the student's cumulative grade point average. Grade reports are mailed to the student at the end of each term.

### Grade of Incomplete

An Incomplete grade ("I"), is given at the discretion of the instructor when the student normally would have received a passing grade, but has been prevented from completing a course by an unforeseen emergency beyond her or his control. **The Incomplete grade must be removed within**

**thirty days of the beginning of the term following that in which it was assigned.** An Incomplete not removed within the stipulated time period automatically becomes an F. An Incomplete grade received at the close of Term III or the Summer Session must be removed within thirty days after the opening of Term I.

The instructor who gives an "I" must accompany the grade with a statement of requirements the student must complete to remove the "I." Copies of this statement must be given to the student and the Registrar. When the stated requirements have been completed, the instructor who gave the "I" must notify the Office of the Registrar in writing of the new grade to be assigned. Although instructors may extend Incomplete grades into the following term, grades of Incomplete may continue for no longer than two years. At that point, the instructor must submit a computable grade, or an administrative F will be posted by the Office of the Registrar effective beginning with Incompletes initially assigned during the 2013-2014 academic year.

## Grade Point Average

Grade point average (GPA) is calculated according to the following formula:

$$\text{GPA} = \frac{\text{Sum of Quality Points}}{\text{(i.e. course credits)}}$$

$$\text{Sum of Credits Received (A-F, WF)}$$

Only credits received from Elmira College are included in this calculation. A student must maintain an overall grade point average of at least 3.000 in order to earn a master's degree or graduate certificate. Graduation honors are not awarded to graduate students.

## Good Academic Standing

A cumulative grade point average of 3.000 or above is required to complete a Master of Science in Education degree, graduate certificate, or specialized program of study. It is the student's responsibility to monitor their academic progress.

## Standards for Written Coursework

Mastery of language is a necessary precondition to clear thinking. Virtually all graduate courses demand of a student a certain amount of writing and the level of the writing is usually a valid gauge of the complexity, the subtlety, and the precision of a student's thinking. It follows that graduate students submitting theses, reports, research papers, and essays must go to great pains to develop their vocabulary to a point where they characteristically use the most precise (not merely the adequate) word; they should try to make the wording and phrasing and construction of each sentence and each paragraph reflect the complexity of the idea being expressed. Mindful of the function of writing as a means of efficient communication, graduate students should also observe those conventions which their readers expect, such as a standard format, conventional footnotes and bibliographical form, standard spelling, logic and consistency in the use of syntax, grammar and punctuation. When readers are free to take for granted the correct observance of these conventions, they are free to concentrate on the complexities and subtleties being expressed.

To implement this policy, graduate instructors may establish specific standards and procedures with respect to the content, format, documentation, and submission of written assignments.

## Grade Changes

Once submitted to the Office of the Registrar, grades may be changed only under specific circumstances. Clerical and calculation errors may be corrected by the instructor and submitted to the Office of the Registrar until the end of the following term. Requests for grade changes resulting from other circumstances (such as illness, family death, miscommunication) should be brought by the instructor to the Educational Standards Committee for consideration. Grades may not be changed for the purpose of ensuring good academic standing. Once a course has been finished and the final grade submitted, the grade may not be changed by the completion of missed assignments or additional (extra credit) work. Complaints from students about grades must be registered with the Dean of Continuing Education within six months of the date the grade was recorded by the Office of the Registrar.

## Grade Appeal Procedure

1. The student must attempt to discuss the grade appeal with the instructor.
2. A written petition from the student must be directed to the Dean of Continuing Education for review and action by the Educational Standards Committee.
3. A copy of the petition will be forwarded to the instructor by the Dean with an invitation to respond in writing prior to the meeting at which the appeal will be considered. The written appeal must be submitted within six months of the date that the grade was recorded by the Registrar.
4. The student petition and the instructor's response will be reviewed by the Committee.
5. The Committee may request the student and the instructor appear before it for further clarification.
6. The Committee may determine, in light of evidence presented, that the assigned grade was correct, or it may recommend that the instructor review the assigned grade.
7. The Committee will notify the student petitioner and the instructor of the decision.
8. The committee's decision is final.

## Repeating a Course

Students may retake a given course once in which the original grade was "B-" or lower.

Both the original grade and the grade received when the course is retaken remain part of the student's permanent record. However, only the higher grade will be used in the computation of the grade point average for all students not yet graduated from Elmira College. The student receives credit toward the minimum 36 credit hours required for graduation only once.

## Mid-Term Academic Warnings

Progress reports for all graduate students are submitted by instructors to the Registrar at the midpoint of Fall and Winter Terms. Students whose grades are reported to be lower than a "B" (3.000) are advised by mail and should consult with their instructor or with an advisor from the Office of Continuing Education and Graduate Studies.

## Academic Warning

The following circumstances will result in an academic warning: Completion of a term in which the cumulative grade point average falls below 3.000 for the first time or receipt of an "I" (Incomplete) grade.

Students carrying an "I" grade may, at the discretion of the Dean of Continuing Education, be required to complete the coursework carrying the "I" grade before being permitted to register for additional coursework. An "I" grade automatically becomes an "F" if the work is not completed on or before 30 days into the following term.

## Academic Dismissal

The following circumstances may result in an academic dismissal:

1. A student may be dismissed upon completion of a term in which the cumulative grade point average falls below 3.000 and when a warning previously has been given.
2. A student may be dismissed when the student has received two passing grades below "B-."
3. A student may be dismissed upon receipt of an "F" grade. The "F" grade is permanently recorded on the transcript and remains in the cumulative grade point average unless the student is reinstated and the course is retaken.

Students may appeal to the Dean of Continuing Education and Graduate Studies for readmission based on new information or special considerations. The Dean's decision is final.

## Academic Dishonesty

(please refer to page 5)

## Application for Graduation

Applications for graduation must be submitted to the Office of Continuing Education and Graduate Studies no later than October 20 for those completing degree requirements by June or August of the current year. Students completing degree requirements in the nine-week Spring Term IIIa or in the Summer term are required to submit a Summer Completion form with their Application for Graduation. For information on Graduation Application fees please refer to page 9. Please note there is a late fee for applications submitted after the deadline.

Upon request, students completing degree requirements at the end of Fall, Winter, Spring IIIa and Summer terms will be sent a Letter of Completion by the Registrar. The transcript will reflect the degree in late January for Fall completers, after Commencement for Winter completers, and in late September for Spring Term IIIa and Summer completers. Students completing their degrees at the end of Spring may request official transcripts which will reflect their degrees after Commencement.

In order to participate in Commencement, a graduate student must be within 6 credit hours of completing the degree at the time of Commencement.

## Transcript of Grades

Official and unofficial transcripts will be issued through the Office of the Registrar only.

There is no charge for unofficial transcripts or for the first official transcript. A fee is charged thereafter; please refer to page 9. No certificate of work completed will be issued for a student who is not in good financial standing with the College.

Transcript request forms are available in the Office of the Registrar and in the Office of Continuing Education and Graduate Studies.

## Second Master of Science in Education Degree

An individual who has received a Master of Science in Education degree from Elmira College may earn a second Master of Science in Education degree and diploma by successfully meeting all of the following requirements:

1. A minimum of 24 credit hours of additional graduate coursework including a second capstone course must be completed at Elmira College.
2. A maximum of 12 credits may be accepted from the first Elmira College M.S.Ed. degree toward meeting the requirements of the second M.S.Ed. degree.
3. A maximum of 6 graduate credits may be accepted in transfer.
4. All courses required for the second master's degree must be completed and a cumulative grade point average of 3.000 maintained.
5. All credits earned applicable to the second M.S.Ed. degree must be completed within the seven-year time period.
6. Application procedures as listed above (Admission-Graduation) are also required for the second degree.

## Second Master of Science in Education Program

An individual who has received a Master of Science in Education degree from Elmira College may elect to add a second program of graduate study to the Master of Science in Education degree by meeting all of the following requirements:

1. A minimum of 15 credit hours of additional graduate coursework including a second capstone must be completed at Elmira College.
2. All courses required in the second program of graduate study must be completed and a cumulative grade point average of 3.000 maintained.
3. A maximum of 6 graduate credits may be accepted in transfer.
4. All credit hours applicable to the second program must be completed within a seven-year time period.
5. Application procedures (Admission-Graduation) as listed above are also required for the second program.



# Master of Science in Education

## Master of Science in Education (M.S.Ed.) Literacy (Birth through Grade Twelve)— HEGIS 0830

The Literacy (Birth through Grade Twelve) graduate program is designed for individuals who possess or have recently applied for initial certification in any content area. Upon completion of the program and applicable New York State Education Department requirements (see page 47), students apply on their own for professional certification in their content area and are institutionally recommended by Elmira College for New York State initial certification in Literacy.

EDU 5900	Principles of Educational Research This course must be taken within the first 12 credits of coursework. Fall Term.	3 credits
EDU 5320	Learning Disabilities: Instructional Designs	3 credits
RDG 5001	Principles and Practices of Assessing Literacy (Birth through Grade Twelve)	3 credits
RDG 5002	Literacy Intervention for All Learners (Birth through Grade Twelve) Prerequisite: RDG 5001	3 credits
RDG 5003	Literacy in the Content Areas	3 credits
RDG 5010	Perspectives of Literacy Acquisition	3 credits
RDG 5040	Developing and Administering Literacy Programs Prerequisites: RDG 5001, RDG 5002, RDG 5003, RDG 5010, RDG 5047	3 credits
RDG 5047	Current Research and Practices for Teaching Literacy in a Diverse Society	3 credits
RDG 5049	Graduate Literacy Practicum (Birth through Grade Twelve) Prerequisites: RDG 5001, RDG 5002, RDG 5003, RDG 5010, RDG 5040, RDG 5047 Summer Term.	6 credits
	Approved Elective in any area	3 credits
<b>Capstone Option</b> (one of the following:)		
RDG 5999	Project or Thesis: Literacy (Birth through Grade Twelve)	
RDG 6000	Graduate Seminar: Literacy (Birth through Grade Twelve) <b>Prerequisites:</b> EDU 5900 and 27 credit hours completed or approval from the Director of Graduate Studies. Winter term.	3 credits
Total credit hours required to complete a Master of Science in Education in Literacy (Birth through grade Twelve)		36 credits

### Plan for Completion in Two Years\*

A student who wishes to complete the Literacy (Birth through Grade Twelve) program in two years may do so by adhering to the schedule below. All those who wish to proceed at a slower pace need to be aware that courses will be offered only in the terms designated on this schedule.

#### Year One

##### Fall Term

EDU 5900	Principles of Educational Research
RDG 5010	Perspectives of Literacy Acquisition

##### Winter Term

RDG 5047	Current Research and Practices in Teaching Literacy in a Diverse Society
EDU 5320	Learning Disabilities: Instructional Designs

##### Spring Term

RDG 5003	Literacy in the Content Areas
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#### Year Two

##### Fall Term

RDG 5001	Principles & Practices of Assessing Literacy (Birth through Grade Twelve)
TBA	Approved Elective

##### Winter Term

RDG 5999/6000	Project, Thesis or Seminar: Literacy
RDG 5002	Literacy Intervention for All Learners (Birth through Grade Twelve)

##### Spring Term

RDG 5040	Developing and Administering Literacy Programs
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##### Summer Term

RDG 5049	Graduate Literacy Practicum
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\* Although every attempt will be made to adhere to this projected schedule, changes may be necessitated due to staffing and other considerations. Students are encouraged to consult with an academic advisor in this event.

## Master of Science in Education (M.S.Ed.) General Education HEGIS 0801

The General Education graduate program provides flexibility in designing a plan of study suited to individual academic and professional goals. Students with New York State (NYS) initial certification, who are seeking professional certification through this program, must obtain prior approval from a NYS Certification Evaluator. Upon completion of the master's program and applicable NYS Education Department requirements (see page 47), students may be eligible to apply on their own for NYS initial certification in their content area.

<b>EDU 5900 Principles of Educational Research</b>	<b>3 credits</b>
Must be taken within the first 12 credits of coursework, not including transfer credit. Term I only.	

<b>Education Courses</b>	<b>6-18 credits</b>
Select from Field Codes List following.	

<b>Liberal Arts and Professional Programs</b>	<b>12-24 credits</b>
Select from Field Codes List on page 47. No more than 18 credit hours may be taken in any single field code area.	

<b>Capstone Option</b>	<b>3-6 credits</b>
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EDU 6000	Graduate Seminar: Education (3 credits) or
EDU 5999	Project or Thesis (3,6 credits)

If a 6-credit hour Project or Thesis is taken, 3 credit hours fewer in electives may be taken.

Total credit hours required to complete a Master of Science in Education degree in General Education	<b>36 credit hours</b>
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### Field Codes List

**Education**

AED, ECS, EDU, and RDG

**Liberal Arts and Sciences**

AMS, ANT, ART, BIO, CHE, ECO, ENG, FAR, FRE, HIS, HUM, LAL, LAT, MAT, NSC, PHR, PSC, PSY, SOC, SPA, SPC, SST, and THE

**Professional Programs**

AGS, CSC, HUE, MGT, and SPH

### Non-Degree Study

This option is for individuals who are interested in pursuing graduate coursework without earning a degree. Individuals may pursue this option for their own personal or academic development. There is no limit to the number of credit hours a student may take while pursuing Non-Degree Study.

If Non-Degree students wish to matriculate in a degree program, they must do so prior to completion of 12 credits. They must make an appointment with an advisor and submit any additional application materials as outlined on page 42 to be considered for acceptance. All credits earned prior to matriculation may apply to a degree program in accordance to the seven-year rule provided the course(s) taken fulfill program requirements.

### Additional NYSED Requirements to Apply for New York State Teacher Certification (as of May 2006)

- Literacy (Birth through Grade Twelve).  
The Application for Certificate for New York State (NYS) Initial Certification in Literacy must be completed by the student online. A student must have obtained Initial Teacher Certification in another content area from any state before applying for NYS Initial Certification in Literacy. After the completion of the master’s degree and the additional requirements listed below, students are eligible to apply for NYS Professional Certification in their original content area on their own. Students must have Initial Certification in NYS in the other content prior to applying for NYS Professional Certification in the other content area.

- General Education  
The online application for Certificate for New York State (NYS) Professional Certification in the original content area must be completed by the student with the additional requirements listed below sent to the NYS Education Department. Please note that the student must have obtained NYS Initial Certification in the original content area before applying for NYS Professional Certification in the original content area.

Students are advised to contact the Office of Continuing Education and Graduate Studies when it is time to file for teacher certification to determine if there are any additional requirements.

Students who hold Initial Certification from a state other than New York State (NYS) and have questions about applying for NYS Professional Certification are advised to contact a NYS Certification Evaluator. Students who have questions about applying for certification in a state other than NYS should contact the specific state education department.

**Literacy Initial Certification in Literacy**      **General Education Professional Certification in Content Area or another content area**

Online Application for Certificate	•	•
Copy of NYS Initial Certificate	•	•
Proof of Attendance in a Child Abuse Workshop	•	•
Proof of Attendance in a Safe Schools Against Violence Workshop	•	•
Three Years Teaching Experience in an area of Certification		•
Fingerprinting	•	•
Pass the Liberal Arts & Science Test (LAST)	•	•
Pass the Assessment of Teacher Skills- Written (ATS-W)	•	•
Pass the Content Specialty Test (CST) in the Certified Area	•	•*
Official transcript of completed program	•	•
Letter of completion if master’s degree has not yet been conferred	•	•

\*May be required depending on content area.

### Master of Science in Education (M.S.Ed) in Corporate & Community Education—HEGIS 0807

This graduate program prepares people for careers in corporate and community education. It is designed for individuals who are responsible for developing, administering, and conducting education and training programs in business, government, health, human services, higher education, and other profit and non-profit organizations.

#### Two Year-Completion Course Schedule

##### Year One

**Fall Term (6 credits)**

AED 5000      Adult Education: Foundations of Practice  
AED 5071-5073      Training of Trainers

**Winter Term (6 credits)**

EDU 5900      Principles of Educational Research  
AED 5074-5076      Training of Trainers  
*(Training of Trainers Certificate Requirements Fulfilled)*

**Spring Term**

AED 5010      Critical Issues in Human Resource Development

**Summer Term (6 credits)**

AED 5260      Adult Learners with Special Needs  
AED 5270      Facilitating Learning Organizations

##### Year Two

**Fall Term (6 credits)**

HUE 5630      Career Development  
PSY 5150      Organizational Psychology  
*(HR Development Certificate Requirements Fulfilled)*

**Winter Term (6 credits)**

- AED 5130<sup>^</sup> Community Education
- or
- AED 5220\* Computer Mediated Distance Education
- or
- AED 5005<sup>^</sup> Administration in Adult Education Organizations
- or
- SPC 5110\* Presentation Skills for Professionals

**Spring Term (3 credits)**

- AED 6000 Graduate Seminar

<sup>^</sup> Community Education

\* Corporate Training

## Careers Related to Corporate & Community Education

- Trainers in business and industry
- Human resource development specialists
- Staff developers in community agencies
- Nurse educators
- Occupational therapists
- Continuing medical education specialists
- Program directors for senior citizens
- Consultants
- Higher education personnel
- Career development specialists
- College administrators
- Continuing education or vocational education instructors

## Master of Science

- Master of Science (M.S.) Degrees in:**
- General Management—HEGIS 0506**
- Information Technology Management—HEGIS 0599**
- Health Services Management—HEGIS 1202**
- Emergency and Disaster Preparedness Management—HEGIS 0599**

Elmira College offers four Master of Science degrees. Each degree is performance-based and designed to develop the essential knowledge and skill competencies for managers. Students matriculated in these programs must complete 21 credits of required core curriculum. The core courses develop broad-based competencies. Students may choose from one of the four disciplines specifically designed for an area of management specialty. To earn the Master of Science degree, the student is required to satisfactorily complete the core course requirements and as well as 15 credits of coursework unique to one of the areas of management. Each degree consists of 36 required credits. One unique benefit of these programs is the synergy between disciplines. Throughout the program, students pursuing different degrees have the opportunity to study and learn together. The capstone graduate seminar is an opportunity to integrate and synthesize learning acquired during the program.

**Unique Capstone Experience**

Students enrolled in the capstone graduate seminar representing different areas of management discipline. Case studies, simulations, group projects, and problem-based learning are integrated with classroom lectures and presentations. Through the capstone, students enhance and further develop critical thinking skills and problem-solving ability in a collaborative and multidisciplinary setting. The goal is to foster a collaborative paradigm of management.

## Master of Science (M.S.) in General Management

The Master of Science (M.S.) in General Management requires satisfactory completion of 12 courses totaling 36 semester credits. There are no electives. The degree is comprised of performance-based learning experiences intended to develop the essential knowledge and skill competencies required for general managers. This graduate program is designed for individuals planning on a career in management, current managers and individuals with aspirations for career advancement. For helpful information regarding employment opportunities, prospective students are encouraged to visit the website of the U.S. Department of Labor's Occupational Outlook Handbook: <http://www.bls.gov/oco/home.htm>

**Core Courses**

MGT 5000	Evaluating Research in Management	3 credits
MGT 5005	Human Resource Management and Development	3 credits
MGT 5010	Planning and Project Management	3 credits
MGT 5015	Leadership	3 credits
MGT 5020	Organizational Economics, Budget and Finance	3 credits
ITM 5000	Application of Technology in a Business Setting	3 credits
MGT 6000	Graduate Seminar	3 credits

**Concentration**

MGT 5025	Business Ethics	3 credits
MGT 5030	The Legal Environment of Business	3 credits
MGT 5035	Managerial Economics	3 credits
MGT 5040	Marketing Management	3 credits
MGT 5045	Organizational Behavior	3 credits
<b>Total credits</b>		<b>36 credits</b>

## Master of Science (M.S.) in Information Technology Management

The Master of Science (M.S.) in Information Technology Management degree requires satisfactory completion of 12 courses totaling 36 semester credits. There are no electives. The degree is comprised of performance-based learning experiences intended to develop the essential knowledge and skill competencies required for information technology managers. This graduate program is designed for individuals planning on a career in information technology management, current managers, and individuals with aspirations for career advancement. For helpful information regarding employment opportunities, prospective students are encouraged to visit the website of the U.S. Department of Labor's Occupational Outlook Handbook: <http://www.bls.gov/oco/home.htm>

**Core Courses**

MGT 5000	Evaluating Research in Management	3 credits
MGT 5005	Human Resource Management and Development	3 credits
MGT 5010	Planning and Project Management	3 credits
MGT 5015	Leadership	3 credits



MGT 5020	Organizational Economics, Budget and Finance	3 credits
ITM 5000	Application of Technology in a Business Setting	3 credits
MGT 6000	Graduate Seminar	3 credits
<b>Concentration</b>		
ITM 5005	Database Systems	3 credits
ITM 5010	Strategic Information Systems Planning	3 credits
ITM 5015	Information Systems Management	3 credits
ITM 5020	Risk Management for Information Systems	3 credits
ITM 5025	IT Infrastructure Fundamentals	3 credits
<b>Total credits</b>		<b>36 credits</b>

### Master of Science (M.S.) Health Services Management

The Master of Science (M.S.) in Health Services Management requires satisfactory completion of 12 courses totaling 36 semester credits. There are no electives. The degree is comprised of performance-based learning experiences intended to develop the essential knowledge and skill competencies required for health services managers. This graduate program is designed for individuals planning on a career in health services management, current managers, and individuals with aspirations for career advancement. For helpful information regarding employment opportunities, prospective students are encouraged to visit the website of the U.S. Department of Labor's Occupational Outlook Handbook: <http://www.bls.gov/oco/home.htm>

<b>Core Courses</b>		
MGT 5000	Evaluating Research in Management	3 credits
MGT 5005	Human Resource Management and Development	3 credits
MGT 5010	Planning and Project Management	3 credits
MGT 5015	Leadership	3 credits
MGT 5020	Organizational Economics, Budget and Finance	3 credits
ITM 5000	Application of Technology in a Business Setting	3 credits
MGT 6000	Graduate Seminar	3 credits
<b>Concentration</b>		
HSM 5000	The American Healthcare Systems	3 credits
HSM 5005	Healthcare Finance and Economics	3 credits
HSM 5010	Epidemiology	3 credits
HSM 5015	Healthcare: Legal and Ethical Issues	3 credits
HSM 5020	Policy and Decision Making	3 credits
<b>Total credits</b>		<b>36 credits</b>

### Master of Science (M.S.) in Emergency and Disaster Preparedness Management

The Master of Science (M.S.) in Emergency and Disaster Preparedness Management requires satisfactory completion of 12 courses totaling 36 semester credits. There are no electives. The degree is comprised of performance-based learning experiences intended to develop the essential knowledge and skill competencies required for emergency managers. This graduate program is designed for individuals planning on a career in emergency and disaster preparedness management, current managers, and individuals with aspirations for career advancement. For helpful information regarding employment opportunities, prospective students are encouraged to visit the website of the U.S. Department of Labor's Occupational Outlook Handbook: <http://www.bls.gov/oco/home.htm>

<b>Core Courses</b>		
MGT 5000	Evaluating Research in Management	3 credits
MGT 5005	Human Resource Management and Development	3 credits
MGT 5010	Planning and Project Management	3 credits
MGT 5015	Leadership	3 credits
MGT 5020	Organizational Economics, Budget and Finance	3 credits
ITM 5000	Application of Technology in a Business Setting	3 credits
MGT 6000	Graduate Seminar	3 credits
<b>Concentration</b>		
EDM 5000	Crisis Management, Disaster Recovery and Organizational Continuity	3 credits
EDM 5005	System-Wide Compliance, Planning and Strategies for Emergency Management	3 credits
EDM 5010	Organizational Risk and Crisis Management in both Public and Private Enterprise	3 credits
EDM 5015	Health Services and IT Issues in Emergency Management for the Non-Medical Emergency Manager	3 credits
EDM 5020	Homeland Security and the Management of Mass Terrorism Preparedness and Response	3 credits
<b>Total Credits</b>		<b>36 credits</b>

## Graduate Advanced Certificates

Requirements for admission to an advanced certificate are the same as for all graduate study. The requirements may be found on page 42.

### Training of Trainers Advanced Certificate— HEGIS 0807

The Training of Trainers Advanced Certificate is intended for persons who are responsible for helping adults learn. The program is designed to prepare persons to develop, administer, and conduct training programs for adults. Participants may develop programs for employees in business, industry, and health-related institutions; for students and teachers engaged in continuing education; or for volunteers, clients, and professionals in community-based organizations.

The series of six one-credit workshops are taken in the order listed:	
AED 5071	Training of Trainers: Needs Assessment
AED 5072	Training of Trainers: Program Design and Evaluation
AED 5073	Training of Trainers: Learning Theory for Trainers
AED 5074	Training of Trainers: Characteristics of Adult Learners
AED 5075	Training of Trainers: Learning Environments and Social Dynamics
AED 5076	Training of Trainers: Techniques for Teaching Adults

A certificate will be awarded to students who successfully complete all six of the workshops for credit with a minimum 3.000 grade point average. The workshops may be taken as part of the Master of Science in Education degree in Adult Education. For further information regarding each of the above workshops, consult the Course Descriptions section on page 52.

Graduate and Advanced Studies

## Human Resource Development Advanced Certificate—HEGIS 0807

One of the most valuable assets in an organization is an effective and professional Human Resource Department. To ensure that such valuable assets remain effective, organizations must keep the individuals in the department current on all matters involving Human Resource Development. To assist organizations seeking to develop the skills of their members, the Human Resource Development Advanced Certificate is being offered through Elmira College's Master of Science in Education Adult Education Program. It is open to individuals who have completed their bachelor's degree and wish to take it as a stand-alone advanced certificate or to apply it to their Master's in Education. The program offers the opportunity to earn the Human Resource Development Advanced Certificate within one academic calendar year. The courses are conveniently scheduled on weekday evenings and Saturdays to meet the time constraints of working adults.

This 15-credit-hour certificate offers the following five 3-credit courses which provide a strong background in Human Resource Development for those interested in pursuing further study in this area:

AED 5010	Critical Issues Human Resource Development
AED 5020	Program Development and Evaluation
AED 5270	Facilitating Learning Organizations
PSY 5150	Organizational Psychology
HUE 5630	Career Development

## Mark Twain Studies Advanced Certificate— HEGIS 1599

Completion of the Mark Twain Advanced Certificate will result in greater appreciation and understanding of Mark Twain, his life, his works, and his times. Participation in the certificate program's courses, symposia, and conferences will expose students to a variety of viewpoints and approaches as well as permit in-depth work with distinguished Elmira College faculty and scholars in residence at the Elmira College Center for Mark Twain Studies at Quarry Farm.

Twelve credit hours of coursework are required to earn the Mark Twain Studies Advanced Certificate. Three-credit courses and one-credit symposia are offered annually.

The one-credit Mark Twain Symposia (ENG 5250) are based either on the Fall and Spring lecture series offered annually at Quarry Farm or on the Quadrennial Mark Twain Conference sponsored by the Center every fourth summer.

Following are examples of approved 3-credit graduate courses:

ENG 5202	Authors: Mark Twain
ENG 5208	Mark Twain and the Arthurian Legend
ENG 5255-59	Mark Twain Themes
EDU/SST 5013	Teaching Mark Twain

## Graduate Advanced Certificates in Management

### Graduate Advanced Certificates in Management

Each certificate provides a pathway of expertise in a specialty area of management. The courses are commonly applied to a Master of Science degree in Management. A certificate will be awarded to students who successfully complete all 15 credits with a minimum of a 3.000 grade point average. All courses must be completed within a seven-year period.

#### Emergency and Disaster Preparedness Management—HEGIS 0599

EDM 5000	Crisis Management, Disaster Recovery and Organizational Continuity	3 credits
EDM 5005	System-Wide Compliance, Planning and Strategies For Emergency Management	3 credits
EDM 5010	Organizational Risk and Crisis Management in both Public and Private Enterprise	3 credits
EDM 5015	Health Services and IT Issues in Emergency Management for the Non-Medical Emergency Manager	3 credits
EDM 5020	Homeland Security and the Management of Mass Terrorism Preparedness and Response	3 credits
<b>Total</b>		<b>15 credits</b>

#### General Management—HEGIS 0506

MGT 5025	Business Ethics	3 credits
MGT 5030	The Legal Environment of Business	3 credits
MGT 5035	Managerial Economics	3 credits
MGT 5040	Marketing Management	3 credits
MGT 5045	Organizational Behavior	3 credits
<b>Total</b>		<b>15 credits</b>

#### Health Services Management—HEGIS 1202

HSM 5000	The American Healthcare Systems	3 credits
HSM 5005	Healthcare Finance	3 credits
HSM 5010	Epidemiology	3 credits
HSM 5015	Healthcare: Legal and Ethical Issues	3 credits
HSM 5020	Policy and Decision Making	3 credits
<b>Total</b>		<b>15 credits</b>

#### Information Technology Management— HEGIS 0599

ITM 5005	Database Systems	3 credits
ITM 5010	Strategic Information Systems Planning	3 credits
ITM 5015	Information Systems Management	3 credits
ITM 5020	Risk Management for Information Systems	3 credits
ITM 5025	IT Infrastructure Fundamentals	3 credits
<b>Total</b>		<b>15 credits</b>

## Special Graduate Academic Opportunities

### Directed Study

Graduate students may enroll in a directed study course if prior permission is received from the Graduate Student Advisor or the Dean of Continuing Education. Students must request names of appropriate faculty members to oversee the directed study.

A maximum of 9 credit hours of Directed or Independent Studies is allowed in a master's program.

A directed study is an approved Elmira College course pursued on an individual basis outside the classroom under close supervision of an Elmira College faculty member. If a student needs a specific course to proceed in a program of study, but the course required will not be offered in order for the student to complete the program on time, a student may arrange with the relevant professor to take that course on an individualized basis. **However, if the course is regularly scheduled, the student must register for the course when it is offered.** If a suitable substitute is offered, a request for the Directed Study will be denied.

A Directed Study Contract, along with an outline of study and the signature of the professor involved, must be submitted to and approved by the Dean of Continuing Education prior to registration. A Registration Form with the course number 5540 preceded by the appropriate field code must be filed with the contract. A fee is charged; please refer to page 9.

### Independent Study

Graduate students may enroll in an independent study with prior permission of an advisor. Students must request for names of appropriate faculty members to oversee the independent study.

No more than 3 credit hours of Independent Study may be taken in any given term, with a maximum of 6 credits permitted in the total program. A maximum of 9 credit hours of Directed or Independent Studies are allowed in a master's program.

Independent Study is designed and structured by the student and the instructor to be pursued on an independent basis with the supervision of an Elmira College full-time faculty member. **The Independent Study is available to matriculated Elmira College students only with prior permission of the Office of Continuing Education and Graduate Studies.**

An Independent Study Contract must be completed. It includes a detailed proposal describing the Independent Study, along with the signature of the instructor involved. It must be submitted to and approved by the Dean of Continuing Education prior to registration. A registration form with the course number 5500 preceded by the proper field code must be filed with the contract. A fee is charged; please refer to page 9.

### Undergraduate Courses for Graduate Credit

A graduate student may register for a maximum of 9 credit hours of undergraduate coursework offered at the 4000 level with permission of the advisor and the instructor. A grade of at least "B" is necessary to obtain credit. Graduate students will be expected to carry out assignments beyond those expected of undergraduates.

Enrollment requires permission and signatures of the instructor and of the Dean of Continuing Education. To register, the student should enter the undergraduate title and field code, but use the number 5580. In addition, the student and instructor must complete and sign the Directed Study Contract form, which may be obtained from an advisor in the Office of Continuing Education and Graduate Studies. Graduate tuition is charged.

### Graduate Courses for Undergraduate Credit

An undergraduate student may take a graduate course for undergraduate credit if the following five conditions are met:

1. The student is matriculated at Elmira College and has earned at least 90 credit hours.
2. The student has a cumulative grade point average of "B" (3.000) or better.
3. Permission is obtained from the student's advisor.
4. There is space available.
5. The instructor grants permission.
6. The Dean of Continuing Education approves the registration.

To register, the student should enter the graduate title and field code, but use the undergraduate course number 4580. The student is expected to complete the same work that is required of graduate students. An approval form may be obtained from an advisor in the Office of Continuing Education and Graduate Studies. Undergraduate tuition is charged.

### Teacher Certification Pathway by Individual Evaluation

Teacher Certification Pathway by Individual Evaluation is one of six ways<sup>1</sup> that Initial Teacher Certification may be obtained in New York State. This option, categorized as "Individual Evaluation of U.S. Credentials,"<sup>2</sup> is designed for individuals with a bachelor's or a master's degree in a liberal arts field who seek initial teacher certification in Adolescence Education (Grades Seven through Twelve), Visual Arts (Art Education), and Early Childhood Education (Birth through Grade Two). Students are responsible for all New York State Education Department certification requirements and apply directly to New York State for certification. Students must begin in a timely fashion in order to apply for certification by the New York State Education Department deadline. It is imperative to work with an academic advisor and a BOCES regional certification officer.

<sup>1</sup> See [www.highered.nysed.gov/tcert/certificate/rightpathway.html](http://www.highered.nysed.gov/tcert/certificate/rightpathway.html)

<sup>2</sup> See [www.highered.nysed.gov/tcert/certificate/transeval.html](http://www.highered.nysed.gov/tcert/certificate/transeval.html)

Please note that this is not a New York State Registered Teacher Certification Program.

### Admission Requirements

1. Admission Application, available online at [www.elmira.edu/continuing](http://www.elmira.edu/continuing) or from the Office of Continuing Education and Graduate Studies, 117 McGraw Hall
2. An interview with an Elmira College advisor in the Office of Continuing Education
3. Documentation of a transcript evaluation by a BOCES regional certification officer
4. Official transcripts documenting conferral of the degree with a minimum 2.7 undergraduate or 3.0 graduate cumulative grade point average and a 2.7 grade point average in the certificate content area

## Graduate Course Descriptions

AED 5000

### ADULT EDUCATION: FOUNDATIONS OF PRACTICE (3)

This course will provide a foundation of knowledge about Adult Education. Its general purpose is to help the student become more aware of the nature of the field, its programs, agencies, individuals; the issues and concerns in practice and research, the field's present state of knowledge and the future roles and functions of the professional educator or trainer of adults. .

AED 5005

### ADMINISTRATION IN ADULT EDUCATION ORGANIZATIONS (3)

This course examines current organizational theory and administrative practice, including organizational structure, climate, leadership, and decision-making. Gives attention to administration of agencies and organizations providing adult education, including the design, management, and coordination of systems for planning; includes faculty and staff development, student services, budgeting and finance, public awareness, and involvement of boards, councils, and commissions. **Prerequisites:** AED 5000 or AED 5105 and work experience, as an adult educator is desirable.

AED 5010

### CRITICAL ISSUES IN HUMAN RESOURCE DEVELOPMENT (3)

This course provides the student with an introduction to the philosophy functions, and role(s) of an organization's Human Resource Development department. Its focus is on developing effective members of the Human Resource Development department. It surveys the role of Human Resource Development in relation to the functions of the organization as a whole. The course uses an experiential approach to understanding the interrelationship of the Human Resource Development functions and roles to the larger organizations. .

AED 5071

### TRAINING OF TRAINERS: NEEDS ASSESSMENT (1)

This introductory workshop provides the operational structure to determine needs for organizations. Systems analysis is used to reveal the developmental needs of the organization. This is followed by methods used for job analysis and for determining the performance and developmental needs of employees. Training is thereby viewed in the context of organizational needs, job requirements, and the performance and developmental needs of the individual.

AED 5072

### TRAINING OF TRAINERS: PROGRAM DESIGN AND EVALUATION (1)

This workshop explores and utilizes a model for program development and evaluation that will meet the needs of customers or trainees and will facilitate their adult learning requirements. The focus is on providing a systematic approach to program design as part of the overall program planning process. Participants apply this model for program development by writing a plan of action for a specific learning situation. This is followed by developing a plan for evaluation that includes criteria for measuring instruments and success indicators. **Prerequisite:** AED 5071.

AED 5073

### TRAINING OF TRAINERS: LEARNING THEORY FOR TRAINERS (1)

This workshop helps participants understand the interrelationship of the teaching and learning cycle. It explores how selecting appropriate strategies for training is based on the relationship between basic learning theories and systematic design procedures. A step-by-step decision-making process for planning and developing training is outlined. Participants are helped to understand the importance of the learner, learning styles, and task analysis in all training and adult education efforts. Participants develop interactive presentations that utilize techniques to enhance retention and the transfer of theory into practice. **Prerequisites:** AED 5071 and AED 5072.

AED 5074

### TRAINING OF TRAINERS: CHARACTERISTICS OF ADULT LEARNERS (1)

This workshop relates principles of adult learning to tasks, rolls and limitations of developmental changes and transitions in adulthood. Why and how such principles are applied in adult education and training settings are discussed. The changing characteristics of adults as learners and meeting the special needs of these learners are also addressed. **Prerequisites:** AED 5071, AED 5072, and AED 5073.

AED 5075

### TRAINING OF TRAINERS: LEARNING ENVIRONMENTS AND SOCIAL DYNAMICS (1)

This workshop focuses on how to design an effective and positive physical, sociological and psychological environment for adult learners. Preliminary arrangements, warm-up activities, establishing rapport, involving adults in their learning experience, and effective listening all help create a positive psychological environment. Color, sound, room size, and furniture arrangements are components of the physical environment that impact learning. Planning for the special needs associated with culturally divers learners and individuals with disabilities also are emphasized. **Prerequisites:** AED 5071, AED 5072, AED 5073, and AED 5074.

AED 5076

### TRAINING OF TRAINERS: TECHNIQUES FOR TEACHING ADULTS (1)

In this workshop, a variety of presentation techniques are modeled. The need to adapt a personal teaching or stand-up training style to match ever-changing learner needs is emphasized. The research related to presentation approaches is reviewed to provide further insight into learning theory and effective stand-up training. To conclude this workshop series, each learner prepares and delivers a mini-teaching or training presentation and receives feedback from the instructor and class colleagues. **Prerequisites:** AED 5071, AED 5072, AED 5073, AED 5074, and AED 5075.

AED 5130

### COMMUNITY EDUCATION (3)

Community Education is a process that involves the citizens of the community in the development of strategies and programs that meet their identified needs. This course will focus on the elements of the process of Community Education including The Community Council, Planning, Financing, and Evaluation of Community Education Programs.

AED 5220

### COMPUTER-MEDIATED DISTANCE EDUCATION (3)

This course provides a foundation of knowledge about distance education. It reviews various types of distance education, the print and electronic resources available for distance education, and emerging trends. Participants gain an understanding of the various approaches to and problems with using computer-mediated conferencing (CMC) to meet a variety of needs, and have actual involvement with CMC as a means of experiencing learning at a distance. Additionally, participants will apply some aspects of distance learning to meet real or potential learning/training needs, including various instructional design activities for course development and delivery. Ethical, legal, and copyright issues associated with learning and teaching at a distance will be emphasized.

AED 5260

### ADULT LEARNERS WITH SPECIAL NEEDS (3)

Some 54 million Americans have disabilities including nearly 50 million adults. For many, attitudinal barriers and accessibility issues have limited their access to education. Legislation such as the Americans with Disabilities Act, the Rehabilitation Act, and the Individuals with Disabilities Educational Act have created new paradigms for the inclusion of people with disabilities in all areas of society. For adult educators, this presents an exciting new opportunity to provide adult education experiences for a population often desperate for inclusion. This course provides an overview of disability types and demographics, changing social policy and its impact on adult education, and strategies and techniques for accommodating the unique needs of adult learners with disabilities. Participants discuss case studies that demonstrate successful strategies, presentations given by successful adult learners with disabilities, and strategies for inclusion of adult learners with special needs in diverse educational settings.

AED 5270

### FACILITATING LEARNING ORGANIZATIONS (3)

This course provides an overview of a model of the learning organization and offers tools of facilitating learning organization process. Participants will explore the model and assess their own organizations against the template. The purpose of this course is for you to become familiar with what is empirically known about the learning organization, while using the laboratory of your current or previous work experiences to test the usefulness of these models for implementing planned change in educational systems and other organizational culture and its impact on learning; and action technologies (especially action science and action learning) for facilitating learning from experience. Participants will discuss reading, experience, and assignments in a similar format and identify implications of this work for adult education.

**AED 6000****GRADUATE SEMINAR: ADULT EDUCATION (3)**

The graduate seminar in adult education, one of the capstone options, provides a setting for students to synthesize and share knowledge. Skills and attitudes attained in their program of study. The primary course product may be a substantive research paper or a portfolio that summarizes, synthesizes, and reflects the work accomplished through the master's program. This seminar may be elected any time after the completion of 27 credit hours of course work in Adult Education. **Prerequisite:** EDU 5900 Principles of Educational Research.

**AMS 5050****AMERICA IN THE SIXTIES (3)**

A close and sustained look at the issues, events, leaders, and movements of the 1960's. Special attention will be given to the civil rights and black power movements, the rise and demise of the student or New Left, cultural revolution, opposition to the war in Vietnam, and the backlash of the "silent majority." Objectives are to understand the sources and limits of change in American culture and politics, and the bearing of the recent past on present day American life.

**AMS 5400****MAPPING AMERICA (3)**

(see ENG 5400)

**ART 5002****GRADUATE SEMINAR IN ART HISTORY: MODERN AND POST-MODERN THEORY & PRACTICE (3)**

This course will provide a focused examination of the evolution of creative expression from the advent of Modernism in the 19th century up to our contemporary Post-Modern climate. The political, social, and informational contexts through which artistic shifts have emerged will be studied to help understand the substance within various directional labels- (Die Brucke, Futurism, De Stijl, CoBrA, Gutai, Neo-Dada, etc.) Critical theory, manifestos, and other writings by artists will support research of artistic development into our current pluralized "Post-Modern" response to "modernist" aestheticism and concerns. All of these contemporary art directions will be studied in the prevailing social and political contexts of their time.

**ART 5010****SILKSCREEN WORKSHOP (3)**

This course is an exploration of screen printing techniques and their application to the creation of a body of original prints. Students will produce a group of original multi-color prints, using non-toxic materials whenever possible, and some or all of the following techniques: paper stencil, screen filler, drawing fluid resist, contact paper stencil, crayon and tusche resist and photo resist. The course will expand the student's knowledge of a range of screen printing techniques, and further refine design skills to gain an in-depth understanding of color interaction and a strong color sense. The student is encouraged to experiment and to develop a series of works which reflect a personal vision and method of working, to gain knowledge of contemporary artists' use of screen printing, and a critical understanding of current aesthetic issues in printmaking.

**ART 5110****PHOTOGRAPHY I (3)**

This course will provide a firm grounding in the basics of black and white photography including camera operations, film exposure-development, print enlargement, final portfolio presentation, and a brief history

of art photography. Students are responsible for giving themselves assignments based on knowledge gained via techniques, critique, the history of photography, the viewing of contemporary photography (both in galleries and in publication) and guest lectures. A final portfolio of 10 prints, which have a visual continuity, is required. Adjustable 35mm camera is necessary as well as the purchase of film, photo paper, negative sleeves, and mat board. Processing equipment and chemistry provided.

**ART 5111****PHOTOGRAPHY II (3)**

Students shall explore the relationship of exposure/development in the context of the Zone System in pursuit of producing the perfect fine art print. Straight fiber printing as well as alternative processes will be introduced including negative printing, photograms, hand painting of b/w photos, collage, montage, toning, and manipulated imagery. The role of photographic imagery in fine art will be presented as well. The student shall be introduced to color slide processing and its applications in b/w photography. The work of contemporary artists will be studied to reveal the importance of the photographic image in modern art movements as well as the world of commercial art. **Prerequisite:** Photography I

**ART 5150****CERAMICS (3)**

A studio course designed to cover all aspects of stoneware pottery. Included will be experience with hand building, wheel throwing, glaze preparation and application, and firing techniques. Contemporary techniques and concepts will be explained as the need arises. It is expected that students will master and build upon the basic techniques, skills and ideas that are presented.

**ART 5151****RAKU WORKSHOP (3)**

This course is designed to cover the historical, technical and philosophical aspects unique to the production of Raku pottery. Contemporary techniques and ideas will also be covered. Students will learn, through experience, clay preparation, form development, glaze preparation and application, surface treatment, coloration, kiln construction and firing techniques. Students will also learn the historical and philosophical ramifications of this spontaneous method of clay forming.

**ART 5153****PAPERMAKING (3)**

The creation of handmade paper as an art form is the subject of this course. The student will experiment with various techniques of creating paper sheets as well as using paper pulp as a sculptural medium to create relief images. Students will also explore embedding various materials in the paper and marbling of paper. Once the paper is made, students will create a series of original artworks, using the paper as medium and support. These artworks might include drawing, painting, writing, printing, collage and sculptural techniques.

**ART 5172****MONOPRINTING (3)**

Monoprinting is a combination of painting, drawing, and printmaking. The image can be painted, transferred, or applied to the surface of a metal or plexiglass plate. The resulting image, which may be printed manually or on a press, is a unique print. This versatile medium achieves textures and combines techniques not available in painting or printmaking alone.

**ART 5300****COMPUTER-GENERATED DESIGN (3)**

The computer will be used as a creative design tool. Students will gain competence in the use of various paint, layout, and image processing software, including Adobe Photoshop and Illustrator packages. Students will explore the interaction of elements of design in visual communication, using black and white and color, image and type. Students will create original works of art by using paint software, image processing and manipulation, and scanning; students will apply design concepts to produce end products which integrate type and image. Experimentation is encouraged.

**BIO 5004****CURRENT ENVIRONMENTAL ISSUES (3)**

This course will concentrate on the major current human issues and problems resulting from the rapid growth of Earth's human population, focusing on identifying those issues that have both national and international consequences. It will address the questions of where the environmental problems are happening, who is responsible, how long each problem has existed, and how the problems can be effectively corrected or improved. It will focus on human solutions to human-generated problems.

**BIO 5019****VERTEBRATE ZOOLOGY (3)**

The evolutionary progression from the earliest vertebrates to the fishes, amphibians, reptiles, birds and mammals will be compared. The morphology, physiology and phylogeny of the vertebrates will be investigated. An application of theories to the state of the environment and how each organism contributes to the environment will be made. **Prerequisite(s):** Course in biology or zoology,

**BIO 5025****FUNDAMENTALS OF ORNITHOLOGY (3)**

The student will develop a familiarity with the different orders of birds, with avian anatomy and physiology, and become acquainted on Saturday morning field sessions with the structural and behavioral aspects of prevalent resident and migrant North American species. Through observation and the scientific literature students will become knowledgeable concerning the evolutionary and environmental roles of selected species.

**BIO 5085****THE BIOLOGY OF CANCER (3)**

An in-depth look at the biological principles of cancer, its development and treatment. Emphasizing clinical implications, the course will explore current research and advances in oncogenesis, basic mechanisms of malignant cells, molecular abnormalities and treatment. Topics include malignant transformations, tumor genetics, cancer growth, metastasis, pathogenesis of systemic malignancies, and the molecular basis for cancer therapy.

**BIO 5605****EVOLUTION (3)**

This course will synthesize information from biology and chemistry in order to understand the principles and mechanisms of the evolutionary process. Students will study recent research in molecular evolutions, along with the classical evidence in morphology, anatomy, physiology, and the fossil record. **Prerequisites:** BIO 1020/1022 Basic Biological Concepts I/II and Chemistry through Organic Chemistry II and permission of the instructor. Offered Winters in even years.

**ECO 5165****ECONOMICS FOR EDUCATORS (3)**

This course is designed for teachers who have little or no background in economics but desire to integrate economic thought into their curricula. The emphasis will be on those topics, which are most likely to be of use to teachers such as the forces behind price changes, government policy, poverty, and international trade. The use of simulations to demonstrate economic concepts will be introduced. A listing of free materials available to teachers will be given. Teachers will create and present a lesson plan on an economic topic of their choosing.

**ECS 5010****THE YOUNG CHILD:****ASPECTS OF DEVELOPMENT (3)**

The course will focus on the following aspects of development of children from birth to five years of age: biological, psychomotor, cognitive, behavioral, social, perceptual, and speech and language. Assessment of children's development will also be discussed. Practical applications will be employed throughout the course.

**ECS 5011****CURRICULUM PLANNING****FOR 3-5 YEAR OLDS (3)**

Learn how to plan developmentally appropriate programs for children three to five years of age. Activity areas will be identified and methods and materials will be presented to meet the needs of the young child in a variety of early childhood education settings. Objectives include enabling participants to identify, describe, and compare the predominant models or programs of early childhood education; recognize quality child care and plan a developmentally appropriate early childhood development; identify essential curricular components of early childhood education and plan constructive activities for individualization; identify ways to promote better communication with parents and co-workers; and implement programs that recognize and respect the ways in which people are different from each other.

**ECS 5360****EARLY CHILDHOOD EDUCATION:  
CONTEMPORARY ISSUES (3)**

This course offers opportunity for students to explore and investigate a wide range of current issues concerning preschool children. Topics such as the following may be investigated: sensitivity to diversity, multicultural programming, AIDS, child abuse, computers in early education, children and television, school readiness, changing family trends, and child-care options, employer supported day care, CDA as an option to teacher development, effects of divorce on young children, status and salaries of early childhood professionals, providing child care for sick children, governmental responsibility in early childhood care and education, and how to identify high-quality child care.

**EDM 5000****CRISIS MANAGEMENT, DISASTER RECOVERY,  
AND ORGANIZATIONAL CONTINUITY (3)**

This course is designed to provide the student with the information and knowledge needed to engage in the practice of disaster recovery planning and crisis management in an established public, private, NGO, or not-for-profit organization. Principles of business continuity, mitigation, disaster recovery planning, crisis communications, and incident response systems are presented, discussed, and practiced.

**EDM 5005****SYSTEM-WIDE COMPLIANCE, PLANNING,  
AND STRATEGIES FOR  
EMERGENCY MANAGEMENT (3)**

Compliance with the National Incident Management System (NIMS) is essential to the management of a public emergency response agency. This course is designed to provide the student with a rationale for adhering to NIMS requirements when planning and strategizing for all-hazard emergency management programs. Local, state, regional, national and international standards will be reviewed. Application of NIMS to private and not-for-profits sectors will also be investigated.

**EDM 5010****ORGANIZATIONAL RISK AND CRISIS  
MANAGEMENT IN BOTH PUBLIC  
AND PRIVATE ENTERPRISE (3)**

This course is designed to provide the student with the tools for designing an emergency contingency plan for public, private sector, and not-for-profit organizations; for training personnel to implement the plan, designing and facilitating exercises to test the plan. Assessing and evaluating contingency plans, compliance, control, legal, and reporting issues are presented in the context of national standards, and the education and training of emergency management personnel.

**EDM 5015****HEALTH SERVICES & IT ISSUES IN  
EMERGENCY MANAGEMENT FOR THE  
NON-MEDICAL EMERGENCY MANAGER (3)**

This course is designed to provide the student with the information and knowledge needed to understand how health services organizations address critical issues during disasters. The contributions of Information Technologies to emergency management systems are also presented. The combination of threats to public health and information systems utilized in responding to them has implications for all aspects of emergency management.

**EDM 5020****HOMELAND SECURITY & THE  
MANAGEMENT OF MASS TERRORISM  
PREPAREDNESS & RESPONSE (3)**

This course is designed to provide the student with the information and knowledge needed to manage the preparedness and response to an act of terrorism. Principles established by the U.S. Department of Homeland Security will be presented to enhance multi-jurisdictional response.

**EDU 5002****HISTORY AND PHILOSOPHY OF EDUCATION (3)**

A study of philosophy and its relationship to contemporary and future educational thought. Philosophies from humanism to realism will be analyzed and applied to current educational practices. Emphasis will be accorded to topics such as: Philosophy and the Historical Scene, and the types of Philosophy.

**EDU 5010****CONTEMPORARY ELEMENTARY SCHOOL  
MATHEMATICS (3)**

Participants will become familiar with applying various methods of teaching elementary mathematics by experiencing a large variety of techniques and strategies including the use of manipulatives, technology, cooperative learning, and authentic assessment. Using the New York State Education Department Standards and the Standards of the National Council of Teachers of Mathematics (NCTM) as a guide, the content of elementary math-

ematics will be reviewed and participants will plan and present lessons using a variety of methods. The latest research and recommendations for teaching elementary mathematics will be shared. The needs of exceptional children and those with math anxiety will be addressed.

**EDU 5013****TEACHING MARK TWAIN (3)**

Designed for teachers who are interested in implementing an interdisciplinary Mark Twain curriculum. Participants will draw comparisons between Mark Twain's life and his writings, and they will examine both the events and personalities that touched the author's life while Twain and his family spent their summers in Elmira at Quarry Farm. A "total" Mark Twain experience will include access to the Mark Twain Archives, use of the Gannett-Tripp Twain Collection, and a field experience at Quarry Farm. This course can be used toward the Graduate Certificate in Mark Twain Studies.

**EDU 5025****CURRICULUM DESIGN FOR THE  
CHILDHOOD CLASSROOM (3)**

This course begins with a brief historical overview of education curriculum and is followed by an examination of how past views on teaching and learning, coupled with present day learning theories, impact today's elementary school curriculum and instruction. Both elementary school mainstream and transformative curricular philosophies and application are presented and their respective relevance to a changing democratic society is also discussed. Additionally, students reflect on how to implement curriculum in elementary school classroom and ascertain what possible effects teaching these curricula may have on individual teaching and learning styles. The class culminates with participants developing a Unit Plan for practical use in grade one through six classrooms.

**EDU 5026****CURRICULUM DESIGN FOR THE  
ADOLESCENCE CLASSROOM (3)**

This course begins with a brief historical overview of education curriculum and is followed by an examination of how past views on teaching and learning, coupled with present day learning theories, impact today's secondary school curriculum and instruction. Both secondary mainstream and transformative curricular philosophies and application are presented and their respective relevance to a changing democratic society is also discussed. Additionally, students reflect on how to implement curriculum in secondary school classroom and ascertain what possible effects teaching these curricula may have on individual teaching and learning styles. The class culminates with participants developing a Unit Plan for practical use in grade seven through twelve classrooms.

**EDU 5040****INCLUSIVE SCHOOLING (3)**

This course explores the historical and theoretical trends in general and special education reform. Specifically, the course will highlight strategies to achieve a unified system of public education that strives to incorporate all children and youth as active, fully participating members of the school community. Discussion will focus on general skills and knowledge needed by educators to provide appropriate instructional programs for students with diverse needs. A special focus will be placed on methods for integrating students with severe and multiple disabilities.

**EDU 5070  
IMPLEMENTING WRITING  
ACROSS THE CURRICULUM (3)**

This course recognizes that teachers in many disciplines throughout the school curriculum have, for various reasons, not emphasized writing competencies in every class and have left this task primarily to the English staff. The course is designed to encourage teachers from a variety of disciplines to (1) develop and encourage curriculum-wide teacher support for emphasizing writing competencies in all classes, (2) develop materials that might assist teachers not specifically trained in English to help their students improve their written expression, (3) improve their own writing skills through a variety of writing endeavors and, (4) to generate ideas and policies that will enable both teachers and administrators in the schools to begin to implement writing reform across the curriculum without threatening teachers who have not had formal instruction in writing.

**EDU 5075  
READERS THEATRE (3)**

This course will provide the classroom teacher or special education director with an understanding of the uses of Readers Theatre techniques in fostering greater awareness of literature; with certain basic tools for effective presentation of orally-interpreted literature; and with additional resources for the development of effective communication through response to drama. Objectives are to improve the oral reading skills and enjoyment of literature of the participants' own students.

**EDU 5111  
TEACHING WRITING AND  
CRITICAL THINKING (3)**

This course is designed to assist teachers in middle and secondary schools to develop new emphases in teaching writing by focusing upon critical and analytical thinking skills. Good writing is always preceded by sound, lucid thinking; consequently, this course will stress the significance of the "pre-writing phase" of composition (thinking, organizing, free association drills). The course will examine how language functions and why logical thinking is often difficult to master. Teachers will learn methods for helping their student learn to write through developing critical and analytical thinking skills.

**EDU 5140  
CHILD-CENTERED PROBLEM SOLVING (3)**

The goal of this course is to provide teachers with the knowledge and skills that support the belief that all children can learn to solve problems and conflicts non-violently, thereby reflecting their interdependence and diversity. Participants will review conflict resolution and problem solving research as they are applied to learning and student outcomes, focusing on prevention and intervention strategies that will break the cycle of violence. Participants will develop small group facilitation skills that build learning communities for children and foster those children becoming members of a democratic and global society.

**EDU 5150  
EFFECTIVE SCHOOL DISCIPLINE AND  
MANAGEMENT TECHNIQUES (3)**

This course is designed to provide K-12 teachers with the skills, strategies, legal guidelines, and management techniques for establishing an effective classroom discipline policy. This fair, consistent approach for dealing with disruptive students will result in a classroom atmosphere more conducive to learning. Specific concepts to be explored include identification of teacher and student

needs, development of assertive teaching skills, installation of motivation in a positive classroom; legal status, Supreme Court decisions, and due process procedures; dealing with problem students, and interactions with parents.

**EDU 5155  
LEARNING STYLES AND  
TEACHING STRATEGIES (3)**

This course is designed to be an in-depth study of Bloom's Taxonomy. It augments the student's understanding of Bloom if they have already attended local Elements of Instruction Programs through the school districts. In addition, a concise plan for creating curriculum that incorporates Higher Level Thinking is explored.

**EDU 5200  
ART CURRICULUM FOR THE  
ELEMENTARY SCHOOL CHILD (3)**

To provide the educator with an understanding of the intrinsic value and relevance of art in elementary education, its ability to enhance intellectual and creative growth, interdisciplinary learning, cultural awareness, student self-esteem and assessment. Students will gain basic knowledge of the principles and elements of art, studio production, aesthetics, art history, and art criticism. This course is experiential and lecture/research oriented and facilitates individual creative development as well as presenting core curriculum.

**EDU 5205  
ART AND PSYCHOLOGY OF  
CHILDREN'S DRAWINGS (3)**

This course is a general survey of the development of children's drawings from infancy to adolescence, specifically designed for art and elementary educators. Drawings will be studied as representations of children's awareness of their external environment, as their symbol-making process at various stages in development, and as their spatial descriptions of objects and scenes on a two-dimensional surface. Drawings of children from 18 months through sixth grade will be emphasized. Some basic observations about emotional indicators in children's drawings and other indicators used in psychological testing will be offered.

**EDU 5220  
THE MIDDLE SCHOOL (3)**

This course is designed to foster the development of knowledge, skills and experiences that will prepare teachers to more effectively deal with middle school students. Topics include rationale for the middle school; content, scope and sequence of the curriculum; needs and characteristics of adolescent students; structuring appropriate learning experiences; developing student-centered interactions; team teaching, interdisciplinary instructional units; alternative assessments; effective components of lessons; long and short-term curriculum planning; use of Bloom's Taxonomy for developing effective questioning techniques; development of a classroom management plan.

**EDU 5320  
LEARNING DISABILITIES:  
INSTRUCTIONAL DESIGNS (3)**

Identifying and creating effective instructional designs for students with learning disabilities is the primary focus of this course. The definition and nature of learning

disabilities and the methods of determining their presence will be examined. Theoretical and experimental research will be used to assess promising preschool, elementary and secondary school and adult education curriculum models and teaching strategies. Specific classroom strategies and program designs will be developed, implemented and evaluated.

**EDU 5345  
COOPERATIVE LEARNING (3)**

This course is about structuring learning situations cooperatively so that students work together to learn and master content and skills. Participants will learn practical strategies for structuring cooperative learning groups and for teaching collaborative curriculum and specific lesson formats for their respective subject areas.

**EDU 5352  
CONTEMPORARY ISSUES IN EDUCATION (3)**

This course is designed to help students identify and describe important problems, trends and issues which are significantly shaping education today and in the future. Students will critically examine issues through thoughtful reading, discussion, and reflection. Students will thoroughly explicate a selected topic and share their finding with others in class.

**EDU 5414  
SOCIAL STUDIES IN THE  
ELEMENTARY CLASSROOM (3)**

Teaching social studies in elementary schools follows a conceptual approach centered on the universal concepts as specified in the New York State social studies curriculum. This course identifies the knowledge and skills needed for a conceptual approach to teaching five areas of social science: history, geography, economics, sociology, and political science. Further, the course explores various methods, programs, and resources used in teaching these concepts, skills and knowledge.

**EDU 5415  
LOCAL HISTORY IN THE CLASSROOM (3)**

Partnerships between schools and museums can serve the educator who seeks to include local history in various curricula. Presentations, activities and hands-on experiences will focus on the local area. Resources developed by museum staff for classroom use can greatly expand the educator's ability to teach local history. Exploration of written sources along with the use of objects combine to demonstrate that social studies can be more than just an exercise in reading and writing. One's past can truly come alive.

**EDU 5455  
INTEGRATING SCIENCE AND TECHNOLOGY  
INTO ELEMENTARY CLASSROOMS (3)**

This course focuses on teaching science from the conceptual framework as specified in the New York State Education Department Standards for teaching in elementary schools. Emphasis is given to integrating scientific and technological principles, concepts, and theories into the elementary school curriculum.

**EDU 5470  
INTERACTIVE MULTIMEDIA  
FOR EDUCATORS (3)**

Students will use multimedia technology to design lesson plans that integrate text, graphics, sound, and animation. Students will use a projection device, CD-ROM

player, videodisk player, speakers, and the Internet to construct actual multimedia lesson classroom presentations.

**EDU 5560  
MICROCOMPUTER APPLICATIONS  
FOR EDUCATORS (3)**

A hands-on introduction to computer applications in education (elementary through adult) for the IBM computer. Emphasis is placed on the development of competency in word processing, file management (databases), spreadsheets, and desktop publishing. A variety of software programs for teaching computer applications is used. Opportunities to carry out individualized projects in using word processing, file management, spreadsheets, graphics, and the Internet are provided. Students should have access to an IBM or Macintosh computer for out-of class assignments.

**EDU 5900  
PRINCIPLES OF EDUCATIONAL RESEARCH (3)**

The introductory course to research, its methodology, and evaluation provides the knowledge and skills necessary to understand and interpret educational and field-related research, and to apply it to the solution of problems. This course introduces students to (a) various types of information including the major journals within the student's discipline; (b) the identification and specification of problems; (c) historical, descriptive, analytical and experimental methods; (d) statistics; (e) the nature of proof; (f) the implementation of research procedures including ethnographic research; and (g) the interpretation and presentation of the results. This course is required in every Master of Science in Education degree program. Note: This course must be taken within the first 12 credit hours of course work.

**EDU 5999  
PROJECT OR THESIS:  
CHILDHOOD EDUCATION (3)**

As one of the capstone options for students who intend to earn a degree of Master of Science in Education in Childhood Education, matriculated students with a B average or better may elect to undertake the project/thesis after completing 27 credits of course work. The project/thesis must be completed within two years from the time of registration and within the seven-year time limit of program completion. The project/thesis is designed and carried out under the supervision of a full-time faculty project/thesis advisor who serves as the first reader. Another faculty member serves as a second reader. Guidelines for the project/thesis are available from the Office of Continuing Education and Graduate Studies. **Prerequisite:** EDU 5900 Principles of Educational Research, 27 credit hours of course work completed. Note: Capstones for the Master of Science in Education in Childhood Education (Grades One through Six) must focus on the field of childhood education. Consult with an advisor for recommended readers.

**EDU 6000  
GRADUATE SEMINAR:  
GENERAL EDUCATION (3)**

The graduate seminar in education, one of the capstone options, provides a setting for students to synthesize and share knowledge, skills, and attitudes attained in their programs of study in education. The primary course

product may be a substantive research paper or portfolio that summarizes, synthesizes, and reflects on one's topic. The course may be selected anytime after the completion of 27 credits of coursework. **Prerequisite:** EDU 5900 Principles of Educational Research.

**ENG 5011  
BRITISH ROMANTIC POETS (3)**

The Romantic Age (1789-1832) was filled with great political and social changes. The storming of the Bastille and the Declaration of the Rights of Man aroused sympathy and support among many English writers, especially Wordsworth. Freedom, democracy, the rights of individuals, anti-slavery, education and prison reform were major issues. This period was also an age of great poetry. The language and subject matter of poetry were as radical and revolutionary as the time itself. In our readings of Wordsworth and Keat's poetry, we shall consider how these poets were representative of this age and how they were influenced by it. We shall also try to define English Romanticism and see how it is different from other literary periods. In our discussions we shall consider such topics as the function of the poet and poetry, the glorification of the commonplace, the interest in the bizarre and supernatural, the importance of spontaneity and freedom, and concepts such as Nature and Imagination.

**ENG 5030  
FANTASY AND LITERATURE FANTASTIC (3)**

This course will focus on a study of the various kinds of literature that presents events which could not occur in the universe whose major physical laws are known and necessarily obeyed. Such laws, and the order they impose on us, do not restrict the imagination and we will examine works which include the fantastic, science fiction and the supernatural. In our efforts to understand the aesthetic principles which undergird these genres, we will read materials from such writers as Isaac Asimov, Ray Bradbury, Norman Spinrad, H.G. Wells, Kurt Vonnegut, and others.

**ENG 5070  
IMPLEMENTING WRITING ACROSS  
CURRICULUM (3)**  
(See EDU 5070)

**ENG 5111  
TEACHING WRITING & CRITICAL THINKING (3)**  
(See EDU 5111)

**ENG 5135  
CREATIVE WRITER'S WORKSHOP (3)**

This course offers students an opportunity to learn the fundamentals of creative writing for the short story or for writing TV scripts. We will carefully study the structure of fiction- plot, characterizations, atmosphere, setting, tone, and language devices, etc.- as the groundwork for constructing our own particular fiction. Creative writing allows the student to begin to master the technique of writing fiction and to develop his or her own individual creative talents.

**ENG 5202  
AUTHORS: MARK TWAIN (3)**

This course provides an in-depth study of the works of Mark Twain in relation to the events of his life. To be included among the reading are *Innocents Abroad*, *Roughing It*, *Huckleberry Fin*, *A Connecticut Yankee* and *Pudd'nhead Wilson*.

**ENG 5204  
AUTHORS: AMERICAN FICTION SINCE 1950 (3)**  
In their efforts to assimilate and then express a post-World War II atmosphere characterized by atomic power, fears that the War's goals have not been achieved, the rise of the Third World, and doubts about the future of America, contemporary authors have bombarded readers with a bewildering variety of statements. By examining books by such as authors as Saul Bellow, Bernard Malamud, Norman Mailer, Kurt Vonnegut, John Barth, Flannery O'Connor, and Eudora Welty, the course will determine the extent to which one can detect significant patterns in contemporary fiction.

**ENG 5206  
SHAKESPEARE: HISTORIES AND COMEDIES (3)**  
This course will focus on several of Shakespeare's histories and comedies. The dramas are studied and analyzed from a structural point of view - plot, characterization, themes, and ideas, language devices, atmosphere, and setting - in an effort to understand how these elements function as a whole in the plays. Attention is paid to a variety of approaches to teaching Shakespeare's plays as well.

**ENG 5207  
SHAKESPEARE: TRAGEDIES AND ROMANCES (3)**  
This course will focus on Shakespeare's development as a tragic dramatist by studying his mastery of that form beginning with *Romeo and Juliet* and *Julius Caesar* and extending to *Hamlet*, *Macbeth*, and *Othello*. Our approach to the analysis of the plays will be a structural one (focusing on plot, characterization, themes, language devices, atmosphere, setting, etc.) and we will place special emphasis upon study and enjoyment of Shakespeare as a poet.

**ENG 5211  
AMERICAN SHORT FICTION (3)**

An historic and thematic overview of the American short story covering such topics as the West, the Small Town and the Farm, Immigrant Life, the City, the Depression, and Blacks in America by such writers as Hawthorne, Melville, Twain, Warren, and Wright.

**ENG 5220  
THE MODERN NOVEL (3)**  
Because of the innovations of early modern British novelists like E.M. Forster and Joseph Conrad, the novel in English after 1900 differed sharply from the sprawling, socially-conscious novels of the Romantic and Victorian periods. The course will attempt to identify what it is that makes the novels of Conrad, D.H. Lawrence, James Joyce, Virginia Woolf, and Ford Madox Ford distinctly 'modern.'

**ENG 5230  
AMERICAN POETRY BETWEEN THE WARS (3)**  
In our study of American poetry between the two world wars, we shall focus primarily on the works of Frost, Cummings, and Stevens. We shall see how the Great War, the so-called "Roaring Twenties," the Depression, and the Second World War affected these poets in particular and American poetry in general. Also, we shall consider such recurring modern themes as: alienation, religious doubt, absurdity, nature, materialism, technology, and reevaluation of America. Furthermore even though many of the poems that we shall read will seem unconventional in language, thought, and structure, we shall examine them in terms of poetic technique, form, and structure to understand poetry as a genre and to see how modern poetry differs from what precedes it.



**ENG 5235****MYTH: JOURNEY OF THE HERO (3)**

In "The Hero of a Thousand Faces", Campbell suggests that the process in which a literary character becomes a hero is not much different in kind but greatly different in degree from what human beings go through in attaining maturity, or what psychologists might call attaining individualization or knowledge of self. In this course we shall examine what traits or characteristics the hero has in past literature to see how or if they apply to modern literature and to "real life." Our models for the past will be Homer's "The Odyssey", and Malory's "Le Morte D'Arthur." We shall consider how the stages of the monomyth appear in some modern short stories and Malamud's novel, "The Natural," and test whether or not an anthropological approach is legitimate literary criticism.

**ENG 5250****MARK TWAIN SYMPOSIUM (1)**

Consideration of aspects of Mark Twain's life, works, and times as treated by visiting scholars and others in a series of three lectures at the Center for Mark Twain Studies at Quarry Farm. Pre-reading for each lecture will be assigned based on the recommendations of the guest speakers. A post-lecture question session with the speakers will follow their presentations. Students will select a topic of one or more lectures and focus on it for the purpose of writing a paper or developing a detailed unit plan or curricular project. Contact the Office of Continuing Education and Graduate Studies for a list of lecture topics and pre-reading assignments. This course may be repeated.

**ENG 5260****SEMINAR IN NATIVE AMERICAN LITERATURE (3)**

Since Native American Literature is rarely included in the canon of American literature, this course will offer an introduction to not only the oral myths and legends of the earliest Americans but also contemporary Native American writers. Objectives are as follows: To introduce the student to Native American culture and literature. To demonstrate the effect that the oral traditions (myths and legends) of the past have on contemporary Native American Literature. To show how the past is preserved in modern fiction. To consider how modern Native American writers and peoples see themselves and their relation to a predominantly white, male American Culture. To examine the universal aspects of Native American mythology and literature.

**ENG 5310****THE AMERICAN RENAISSANCE (3)**

An exploration of one major aspect of the American Renaissance: the contribution of Nathaniel Hawthorne and Herman Melville. Examines the explosion that took place when the Puritan belief in human depravity came in contact with Emerson's Transcendental belief in the perfectability of man.

**ENG 5400****MAPPING AMERICA (3)**

This interdisciplinary course explores the complex relation between writing, mapping, and national identity in American history. Drawing on nineteenth- and twentieth-century philosophy and social and literary theory, the course builds a rigorous theoretical architecture around the idea that writing is a form of mapping, and vice versa. Students will first consider the history of cartography in America, the role of geographic knowledge in American political, legal, and social thought, and the influence of geographic discourses on American writing,

particularly the novel. The goal is to consider how innovative approaches to history and literature inter-animate problems in other disciplines, and how American landscape studies offers a space for truly collaborative learning across fields.

**HIS 5010****THE ERA OF THE AMERICAN REVOLUTION (3)**

This course is designed to provide intensive study of the American Revolutionary Era from the conclusion of the French and Indian Wars to the adoption of the Constitution. Close attention will be given to the crises leading war, the Declaration of Independence, republicanism and revolutionary ideology, the Confederation and the Constitution.

**HIS 5012****CHOOSING THE PRESIDENT (3)**

Controversies and close-calls characterize presidential elections in American history. This course will investigate the most crucial elections in American history along with several elections that are not as well-known. After an initial look into the actual process of choosing the president, the course will examine the elections themselves.

**HIS 5115****EUROPE IN MODERN TIMES (3)**

This course surveys the sweep of European history since the mid-19th Century, with special attention to the most significant episodes of the period and the underlying causes for the historical change. **Prerequisite:** some background in European History, or the permission of the instructor.

**HIS 5235****TWENTIETH CENTURY AMERICA (3)**

This course will examine the structures and ideas that have held America together or divided it, who controlled power, and how power was made accessible or inaccessible to the average citizen. Study and discussion will begin with the Progressive era and move on to consider American imperialism, World War I, immigration, big business, labor, the Twenties, the Great Depression and the coming of the New Deal, World War II, post-war America, the Sixties, Vietnam, Watergate and contemporary America. The cyclical pattern of reform and retrenchment will offer the student an opportunity to question and debate American domestic policies. **Prerequisite:** Prior coursework in American History or permission of the instructor.

**HIS 5250****AMERICA 1929-1939: THE DEPRESSION YEARS (3)**

This course is a study of the effects of the Great Depression on the United States in the 1930s, using historical and literary sources, films, tapes, and records of radio broadcasts.

**HIS 5255****TWENTIETH CENTURY AMERICAN FOREIGN POLICY (3)**

This course will examine the major aspects of American foreign policy from the rise of imperialism in the 1890's to the collapse of world communism in the 1990's. Topics that will be examined are American imperialism, World War I, America between the wars, World War II, the Cold War, the Korean War, the Vietnam War, the recognition of China, America and the Middle East, American policy in the Caribbean during the postwar period, and Reagan, Gorbachev and the decline of Cold War tensions.

**HIS 5260****AMERICA AND VIETNAM: 1945-1975 (3)**

A study of America's most complex and morally ambiguous war, this course begins with President Truman's decision in 1945 to reverse Washington's earlier support of Ho Chi Minh. Topics for study and discussion include the meaning of initial American aid; the fate of the French and the reaction of Eisenhower Administration; the escalation of the importance of Vietnam by President Kennedy; President Johnson's attempt at a military solution; President Nixon's policy of "Vietnamization" and the Paris Peace Accords of 1973, and the collapse of South Vietnam in the Spring of 1975.

**HIS 5265****HISTORY THROUGH POPULAR CULTURE (3)**

This course explores the multifaceted debate over the presentation of American history through popular media such as feature films, documentary films, museums, and historical sites. We will examine the questions raised by the Smithsonian's "Enola Gay" exhibit, Ken Burns' Civil War documentary, the "Disney Version" of American history, and the popular curriculum of the Vietnam War among others. We will expose the often fierce debate over what history is and who gets to say so by evaluating critically the goals, motivations, and values of the various constituencies in this debate: professional historians, film makers, politicians, teachers, and the "public."

**HIS 5315****WOMEN AND CHANGE:****THE ASIAN EXPERIENCE (3)**

This is an interdisciplinary course designed to acquaint students with a comparative understanding of the roles and status of women in standing of the roles and status of women in different, and often differing, cultural settings in Asian countries. The focus of the course will be on four principal regions, namely, South Asia, East Asia, Southwest Asia (the Middle East) and Southeast Asia. We will study the social and cultural traditions of these regions to gain an insight into the dynamic of man-woman relationship in specific countries, like China, Japan, India, Pakistan, Bangladesh, the Philippines, and Egypt; examine the historical roles of women in these societies; and finally, analyze the reasons and circumstances which have induced fundamental changes in their conditions in recent times.

**HSM 5000****THE AMERICAN HEALTHCARE SYSTEM**

This course presents an overview of the Healthcare System of the United States. A summary of the development of the Healthcare System of the United States and the major factors that have driven the evolution of that system over time will be reviewed. Students will learn about the significant elements and structures of the healthcare system including public policy, governmental regulations and economic drivers.

**HSM 5005****HEALTH CARE FINANCE AND ECONOMICS (3)**

Various methods of economics and finance as they apply to health care will be introduced in this course. Finance and policy issues related to health care services including hospital, physician, home care and other health care service providers will be discussed. The health care insurance industry and related topics will also be introduced.

**HSM 5010  
EPIDEMIOLOGY (3)**

This graduate course enables health services managers to keep pace with the explosion of information currently available in the field, stressing its importance for epidemiology. It addresses the fundamental knowledge of epidemiological methods and statistics that can be applied to evolving systems, programs, technologies, policies and threats.

**HSM 5015  
HEALTHCARE LEGAL AND ETHICAL ISSUES (3)**

Health Care Legal and Ethical Issues is a survey course of the law and ethics as it affects health care administration specifically and health care in general. This course introduces many legal and ethical issues that must be considered health care managers in an ever changing legal and regulatory environment. Ethical issues are an important aspect of the discussion of the legal principles involved in health care administration and are interwoven in the framework of the overall course however, time is spent introducing for foundation for ethical practice as a health care administrator. Special issues in health care including of principles of liability, issues of procreation, patient rights and responsibilities, acquired immune deficiency syndrome, access to health care, payment issues, all provide the student with the opportunities to raise important ethical questions.

**HSM 5020  
POLICY AND DECISION MAKING (3)**

This graduate course is for health services leaders and those who plan to interact with health services leaders. Strategic planning is to be advanced and related to health care settings and issues. Two types of conceptual development are to be used—strategic management and competitive advantage (Michael Porter). These theories frame the analyses of issues of health care policy and decisions.

**HUE 5623  
ADULT DEVELOPMENT: TRANSITIONS (3)**

This course is an exploration of human development in adulthood through a study of transition and change throughout the adult life cycle. The transitions to be explored are those predictable and observable chronologically: early adulthood, marriage, moving, parenthood, mid-adulthood, divorce/remarriage, widowhood, retirement, final years, and death. The cultural, social, spiritual, psychological and philosophical phenomena intertwining through each transition will also be examined.

**HUE 5630  
CAREER DEVELOPMENT (3)**

An investigation of career development theories and career-life planning techniques. The application of these career development theories and job search strategies to one's own life and lives of others. The work of major career development theorists will be studied. Career planning instruments will be administered and interpreted. Special attention will be given to helping others learn the techniques required to plan, design, and implement successful career strategies.

**ITM 5000  
APPLICATION OF TECHNOLOGY IN  
A BUSINESS SETTING (3)**

This course will provide the student with the fundamental knowledge and associated skills related to technology linkage with business strategies and how to make technology decisions that can increase the probability of success.

**ITM 5005  
DATABASE SYSTEMS (3)**

This course covers database fundamentals, including role of databases in an organization, design and implementation of databases, DBMS's, and database administration. Course content also includes principles and methodologies of logical and physical database design, and coverage of Internet databases, distributed databases, client/server databases, and data warehousing.

**ITM 5010  
STRATEGIC INFORMATION SYSTEMS  
PLANNING (3)**

This course is designed to provide the student with the information and knowledge needed to help them understand how to create a long range plan for the information system technology function, including the identification and evaluation of information systems technologies, and the importance of linking the long range strategic planning of information systems to the goals and objectives of the business it serves.

**ITM 5015  
INFORMATION SYSTEMS MANAGEMENT (3)**

This course will focus on providing the student with well grounded knowledge on the practical approaches to managing information systems. Particular emphasis will be given to learning how to interpret information management issues, from a managerial perspective, and how to best incorporate information technology into an organization, using case studies of successful strategies used in corporate America.

**ITM 5020  
RISK MANAGEMENT FOR  
INFORMATION SYSTEMS (3)**

This course will provide the student with the fundamental skills and knowledge of risk management for information systems technology. Physical and logical risk and how it impacts information technology management will be covered.

**ITM 5025  
IT INFRASTRUCTURE FUNDAMENTALS (3)**

This course is designed to provide the student with the information and knowledge needed to understand how to build and maintain a robust, highly available, maintainable information technology technical infrastructure.

**LAL 5001  
CHILDREN'S LITERATURE:  
A CRITICAL SURVEY (3)**

A survey course intended to acquaint teachers and parents with a wide range of juvenile literature from pre-school picture books, poetry, award-winning fiction, biography, science and social studies to teenage novels. Both historical aspects and modern trends in the juvenile field will be covered. Criteria for judging books will be developed along with an appreciation of the styles of the outstanding authors and artists in the field.

**LAL 5140  
BOOKS FOR THE TEENAGE READER (3)**

A whole language, multicultural survey of both classic and contemporary adolescent literature. This course focuses on the teacher's need to develop strategies for active learning. The selected reading list includes trade books as a vital supplement to teaching across the curriculum. Students taking this course are encouraged to explore genres and themes that will serve them best in their own classrooms.

**LAL 5200  
TWENTIETH CENTURY AFRICAN LIT. (3)**

Through reading representative authors from eastern, western, and southern Africa, students are introduced to top African fiction writers of the twentieth century and to the socio-political themes that have concerned them. By being exposed to the rich and delightful works from another culture, students can gather an African perspective on the problems all human being share. The novel, short story, and 'orature' will be examined.

**MAT 5260  
COMPLEX ANALYSIS (3)**

A survey of the theory and selected applications of classical complex analysis. Topics include the arithmetic of complex numbers, analytic function theory, differentiation and integration of complex functions, complex power series, and the theory of residues. **Prerequisite:** Calculus III.

**MAT 5601  
TOPOLOGY (3)**

Topology will be considered as an offshoot and generalization of geometry. Questions involving shape and size will take a back seat to the concepts of continuity in general topological spaces, compactness, and connectedness. One major goal will be to fill two notorious gaps in the development of elementary calculus, by proving the Intermediate Value Theorem and the theorem on extrema of continuous functions on closed intervals, after the inessential structure of the real number system has been swept away. We will then attempt to understand what it means to say that topology is the study of those geometrical properties that are invariant under bijective bicontinuous mappings. **Prerequisite:** Calculus II.

**MAT 5605  
NUMBER THEORY (3)**

An investigation of the properties of integers. Topics include divisibility, unique prime factorization, the Euclidean algorithm, linear congruences and linear Diophantine equations, multiplicative number-theoretical functions, and primitive roots. Course material will be applied to calendar problems, computer file storage, and cryptography. **Prerequisite:** Discrete Mathematics and Calculus II.

**MAT 5610  
REAL ANALYSIS (3)**

A study of the fundamental concepts and theorems of calculus at a rigorous theoretical level. Topics: topological properties of Euclidean spaces (including the Bolzano-Weierstrass and Heine-Borel theorems), continuity and convergence (Intermediate Value and Extreme Value theorems), differentiation and integration (Mean Value theorem and existence of the Riemann integral), and infinite series (convergence criteria, Fourier series). **Prerequisite:** Calculus III.

**MAT 5620  
COMPLEX ANALYSIS (3)**

A survey of the theory and selected applications of classical complex analysis. Topics include the arithmetic of complex numbers, analytic function theory, differentiation and integration of complex functions, complex power series, and the theory of residues. **Prerequisites:** Discrete Mathematics and Calculus III.

**MAT 5650****APPLIED COMBINATORICS (3)**

An investigation of advanced counting techniques that are useful in fields such as computer science, discrete operations research, and probability. Enumerative methods will be developed and their logical structure investigated. Topics may include graph theory, trees and searching, network algorithms, generating functions, recurrence relations, and combinatorial modeling. **Prerequisites:** Discrete Mathematics and Calculus II.

**MGT 5000****EVALUATING RESEARCH IN MANAGEMENT (3)**

This course provides you with the ability to evaluate management research reports appearing in mass media and professional journals, and to integrate different sources of evidence on a topic. Covers the knowledge required for critically examining the competence, importance, and ethics of research.

**MGT 5005****HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT (3)**

This course is intended for those students who are planning a career in management in business. The course will look at Human Resource Management (HRM) and the role it plays in the successful development and growth of an organization. Analysis will be focused on the various aspects of HRM that grow both the organization as well as the individual members of that organization. The course will use appropriate readings, in-class discussions, experiential exercises, and final activities.

**MGT 5010****PLANNING AND PROJECT MANAGEMENT (3)**

This course develops the knowledge, skills, and abilities required of a manager to conduct planning and project management tasks. Concepts of strategic, unit, operational planning will be studied and applied. The essential relationship of planning and budgeting will be examined. Skills will be developed to plan and manage innovation and change. Integration of planning and project management will be developed. Finally, a framework for planning continuous professional growth will be established.

**MGT 5015****LEADERSHIP (3)**

This graduate course is intended for those who are planning to lead or interact with leaders. We will assess principal approaches to leadership and examine how they can be employed to improve leadership in real situations. Attention will be given to setting direction, clarifying the big picture, building a long term vision, setting a strategy to create change, and employing negotiation and conflict resolution. Special attention will be given the role of women in leadership and leadership ethics.

**MGT 5020****ORGANIZATIONAL ECONOMICS, BUDGET AND FINANCE (3)**

This course, Organizational Economics, Budget and Finance, provides the student with an essential understanding of the key component of economics including market processes, consumer behavior and organizational economics as well as the budgeting process. The student will learn how to develop a budget including use of decision making as a critical tool in budget de-

velopment. The student will also learn how to evaluate the financial status of a department or operating unit. The student will gain skills used to determine what, if any, corrective actions need to be taken. Students are taught skills regarding a variety of analytical methods that support sound management and decision-making, including benefit-cost ratio analysis, variance analysis, and breakeven analysis. The course also covers topics including benchmarking, productivity improvement techniques, and methods for building cost standards. The student will also be introduced to reading and comprehending financial statements and reports in order to evaluate departmental or operating unit financial performance.

**MGT 5025****BUSINESS ETHICS (3)**

An introduction to ethical business decision making and the role of business in society.

**MGT 5030****THE LEGAL ENVIRONMENT OF BUSINESS (3)**

This graduate course refreshes, develops and expands the knowledge, skill and abilities required of a manager when encountering and resolving the many legal issues that confront the workplace each day as well as cutting edge material that gives the manager preparation for the current stresses in business and future considerations. Students will study the subject matter from the perspective of a business manager and leader through an in-depth understanding of how law impacts daily management decisions. Students will learn from a strategic perspective, how the law provides ways for managers to minimize risk and create value, how to use the law to craft solutions to attain core business objectives, and how to spot legal issues before they become legal problems. Managers will learn to effectively handle the inevitable legal disputes that arise in the course of doing business such as labor issues, employment and discrimination issues, environmental and regulatory issues, tort and product liability situations and particularly the reporting responsibilities of today's business environment.

**MGT 5035****MANAGERIAL ECONOMICS (3)**

This course is designed to introduce the student to the fundamental ideas and analytical methods of economics, including modeling, regression analysis and game theory. Students will learn how these models and techniques can be used to improve business management.

**MGT 5040****MARKETING MANAGEMENT**

The course is designed to develop the competencies required to create a comprehensive marketing plan. All areas of marketing and their sub-components will be explored. The student will be expected to submit an outline of his/her proposed marketing plan at the completion of the course.

**MGT 5045****ORGANIZATIONAL BEHAVIOR (3)**

This Graduate course is intended for those students who are planning a career in business management. We will be taking a look at Human Relationships and Organizational Behavior, and the role it plays in an organization. Analysis will be focused on the various aspects

of Organizational Behavior in an effort to understand how and why an organization behaves. The course will use appropriate readings, class discussions, experiential exercises, activities, and an oral presentation.

**MGT 6000****GRADUATE SEMINAR (3)**

The graduate seminar is the capstone course for all M.S. Management candidates. Students from each of the major concentrations (Business, Information Technology, Health Services, and Emergency and Disaster Preparedness) will achieve the capstone learning objectives in a multi-disciplinary format. This course provides the setting for students to share knowledge, skills, and attitudes acquired throughout the program as well as synthesize and integrate their learning in the context of a collaborative management paradigm. Expert professionals will address the students in sessions regarding timely management issues and practices. Multi-disciplinary groups of students will be required to work together to solve problems designed by a team of experts and assigned as projects. The student is expected to present a portfolio of program accomplishments (i.e., papers, examinations, presentations) after editing and making appropriate additions. The introduction to this portfolio will be a personal philosophy statement regarding the student's philosophy of management. This philosophy statement will be between 10-15 pages in length. The student will be expected to demonstrate how this philosophy is manifest in day-to-day operations and integrated with other management disciplines. This capstone portfolio will be evaluated by an interdisciplinary team of faculty.

**PSC 5001****POLITICS AND EDUCATION (3)**

School districts are faced with difficult decisions regarding programs, staffing, buildings, and meeting state guidelines. These decisions affect not only the nature and quality of education, but property values, community morale. The tax base, and political power. How are these decisions made? How can one exercise the power needed to influence these decisions? What roles do teachers, administrators, parents, retired persons, business people, real estate brokers, as well as state and federal governing bodies play? This course will deal with the political processes and influential decision-makers in the area of educational decision making, with the purpose of providing participants with the tools necessary to understand and influence these decisions.

**PSC 5658****THE PRESIDENCY: ELECTION AND OFFICE (3)**

This course provides an analysis of the American presidency. Key topics include the President's Constitutional power; the President and foreign and domestic policy; Presidential nominations and elections; the President and the media; and the role of Presidential personality and style.

**PSY 5011****COUNSELING THEORY AND PRACTICE (3)**

Different theoretical orientations to counseling will be explored. Various counseling approaches will be compared. The actual counseling process as practiced using different theories will be examined. How is the client approached? Does the client or the counselor identify the problem and the goals? Other considerations include empathy, active listening, confidentiality, emergency response, ethics, and the value systems of the client and the counselor. Practicum experience will be provided for students to assume the roles of client and counselor using different approaches.

**PSY 5020****INTERPERSONAL COMMUNICATIONS WORKSHOP (3)**

The workshop will deal with knowledge and skills of behavior generally applicable to face-to-face communications, one's own unique style of communicating, group and organization factors that affect that communication, and continued improvement of communication skills. The course is designed to give the participants both knowledge and skills basic to the interpersonal communications process. Participants will become familiar with vital communications skills as well as the major factors, which impact on communications. Additionally, participants will become more aware of their own personal style of communicating and develop a self-improvement plan.

**PSY 5025****LABORATORY IN HUMAN RELATIONS (3)**

Course will focus on building awareness of others and ourselves as we interact together. The learning format will be experiential in a laboratory setting where we will examine how to improve communication, assertiveness, lifestyle management, and life planning skills. The course is designed to build on the strengths of individuals who want to stretch their potential and enrich their relationships.

**PSY 5028****ISSUES IN ADOLESCENT DEVELOPMENT (3)**

An exploration of adolescent development in the context of community, family, and peer group to understand the developmental role played by the different environmental contexts: culture, significant others, and biological imperatives. Topics include social cognition (the development of political thought, formation of future goals, and social identity); possible pathology (teen pregnancy, cults, repercussions of family death or divorce, suicide and mental illness, and delinquency). We will look at adolescence in other cultures whenever possible. **Prerequisite:** Child Psychology or permission from the instructor.

**PSY 5035****COGNITIVE AND SOCIAL DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN (3)**

A specialized look at the elementary school age child. Topics include cognition (the five to seven shift, Piagetian theory, information processing, humor, IQ and creativity); the social world of childhood (school, family, community, peers, and media); role-taking, moral development, political attitudes, exceptional children, and mental health issues. Emphasis is on behavior, feelings and thinking of children as they relate to teaching and helping parents deal with their youngsters. Broadly put, the course attempts to assist teachers in identifying the possible sources- biological maturation, social influences, and information processing- for the various behaviors of school age children. Objectives include acquisition of a better understanding of the interdependence of intellectual level, emotions, social maturity and sociocultural factors; insights into strategies for increasing thinking skills and more mature social interactions; ability to identify abnormal patterns and issues; an appreciation for the wonder of the developing child. The course will be divided into six sections: the school age child (overview), the thinking child, the child at home, the child with peers, the child in the world, and the child with problems. This course is aimed at teaching professionals.

**PSY 5040****GROUP DYNAMICS (3)**

This course provides an introduction to Group Dynamics including the process of group development, patterns and group climate, membership roles, leadership, community and the life stages of a group. Application of these concepts is made through group observation and participation.

**PSY 5055****PSYCHOLOGY OF TEACHING AND LEARNING (3)**

The course combines the two fields of psychology and education. The combined endeavor examines the scientific study of human beings and the principles by which learning can be increased and directed by education. There will be specific focus given to student characteristics, the learning process, instruction, evaluation, and the effective learning environment. The four main theories of psychology will be compared and contrasted for their educational applicability: psychoanalytic, behaviorist, humanistic, and cognitive.

**PSY 5100****CHOICE THEORY (3)**

This course will provide an understanding of the concepts of Dr. William Glasser's choice theory. The process of using this counseling theory is identifiable and teachable to students and clients. Glasser's approach is one that can empower children and adults to make positive changes in their behavior. Use of this approach can enable anyone in education or the helping professions to better help others. **Prerequisite:** Counseling Theory and Practice, or at least one year full-time teaching or counseling experience.

**PSY 5112****PSYCHOLOGY OF THE ADULT LEARNER (3)**

The adult learner is involved in an integrative, dynamic, and continuous process of growth whose purpose is the further differentiation of experience. The adult learner brings specific resources to the learning situation that must be utilized for effective learning to take place. The developmental tasks that adult learners are involved in may require new information or a change through unlearning, restructuring, or reorganizing previous learning in its cognitive, affective and behavioral aspects. How the factors of cognition, perception, emotion, attitudes, skills, motivation, and meaning interact with the adult learning process will be examined.

**PSY 5150****ORGANIZATIONAL PSYCHOLOGY (3)**

An exploration of the personal relevance and conceptual bases of the phenomena of organizational psychology. Topics include socialization, motivation, group decision-making, inter-group relations, communication, leadership, personal growth, planned change, and organizational development. An experienced-based approach to learning is utilized. Students, who are in or plan to enter industrial, educational and governmental work organizations will find the material relevant. **Prerequisite:** General Psychology.

**PSY 5220****PSYCHOLOGY OF EXCEPTIONAL CHILDREN (3)**

The study of children who have social and emotional problems, superior or inferior intellectual ability, defective vision, hearing or speech, orthopedic or other physical handicaps will be discussed in terms of their physical, mental, educational, social and emotional growth level,

and adjustment. **Prerequisites:** A course in General Psychology and Child or Adolescent Psychology, or permission of the instructor.

**PSY 5310****ADVANCED COUNSELING THEORY AND PRACTICE (3)**

This course will be conducted as a seminar within which case presentations, intensive role-playing and supervised counseling and group work will provide students with the opportunity to extend already acquired basic skills in counseling. Readings and discussions will offer a general framework for enhancing conceptualization and application of counseling skills. Admission to the course assumes familiarity with at least one formal model of intervention. **Prerequisites:** at least one course in basic counseling (PSY 5011 or its equivalent) counseling experience, or the permission of the instructor based on a personal interview.

**PSY 5601****STRESS IN CULTURE, SOCIETY AND WORKPLACE: STRESS MANAGEMENT (3)**

This course will provide an understanding of both theoretical and cultural factors underlying stress in modern life, will enable the student to evaluate those life and work areas which are stress-related, and will provide the student with strategies and techniques for successful stress management for self and others.

**RDG 5001****PRINCIPLES AND PRACTICES ASSESSING LITERACY (BIRTH THROUGH GRADE TWELVE) (3)**

This course applies theories and methods of teaching literacy to building proficiencies in assessing, interpreting, and communication literacy performance of learners in Birth through Grade Twelve. In particular, graduate students administer varied forms of assessments, identify learning challenges faced by learners in Birth through Grade Twelve, formulate literacy intervention strategies, and communicate outcomes to home and school communities. Special emphasis is on assessment that meets the needs of diverse learners in a multicultural and multilingual society.

**RDG 5002****LITERACY INTERVENTION FOR ALL LEARNERS (BIRTH THROUGH GRADE TWELVE) (3)**

Building on the knowledge of literacy acquisition and development theories, graduate students plan, implement, and assess literacy intervention methods, materials, and programs appropriate for the individual literacy needs of learners in Birth to Grade 12. A primary importance is placed on literacy intervention that meets the needs of diverse learners in a multicultural and multilingual society. **Prerequisite:** RDG 5001.

**RDG 5003****LITERACY IN THE CONTENT AREAS (3)**

This course studies the relationship between literacy processes and content-area learning across the curriculum in Birth through Grade Twelve. Special emphasis is placed on teaching and learning strategies that use written language as the vehicle for thinking and understanding in Grades Four through Twelve.

**RDG 5004****INTERNSHIP IN READING AND WRITING (3)**

The purpose of this internship is to provide prospective literacy educators with a field-based teaching experience that will strengthen their basic understanding of the roles and functions of specialized teachers of reading and writing in a supervised school setting. This internship will further enhance the graduate students existing proficiencies in teaching reading and writing to children in literacy rich environments. The internship is only available for literacy students during the school day hours. To initiate an internship, contact the Executive Director of Teacher Education Programs at (607) 735-1911.

**RDG 5010****PERSPECTIVES OF LITERACY ACQUISITION (3)**

This course advances theories and practices of literacy acquisition and focuses on the challenges experienced by Birth through Grade Twelve learners as they begin acquiring literacy. Creating supportive literacy environments, the implications for future development and the applications for teaching and learning are also considered.

**RDG 5040****DEVELOPING AND ADMINISTERING LITERACY PROGRAMS (3)**

This course provides literacy prospective literacy teachers with strategies and methods for working with diverse learners and schools within multicultural and multilingual communities. Emphasis is on developing, organizing, enhancing, and administering inclusive literacy programs for Birth through Grade Twelve classrooms.

**RDG 5047****CURRENT RESEARCH AND PRACTICES FOR TEACHING LITERACY IN A DIVERSE SOCIETY (3)**

Building on the understandings of how children acquire literacy, this course emphasizes literacy development from Birth to Grade 12 in a multicultural society. Theories, instructional procedures, and practices are examined to provide a practical foundation for advancing literacy in all learners. Literacy skills such as phonemic awareness, phonics skills, word identification, vocabulary skills, study strategies, and strategies for building comprehension and constructing meaning are also studied in light of cultural, political, and theoretical issues common to literacy education.

**RDG 5049****GRADUATE LITERACY PRACTICUM (BIRTH THROUGH GRADE TWELVE) (6)**

This field-based practicum permits students to apply the knowledge and skills acquired in core literacy courses to a supervised teaching situation. Practical experience is offered in administering and interpreting measures of literacy proficiency, developing and using literacy techniques and materials, organizing and conducting literacy workshops; compiling students' literacy profiles, progress reports, and recommendations; and communicating and working with school and home communities. **Prerequisite:** RDG 5001, RDG 5002, RDG 5003, RDG 5010, RDG 5040, and RDG 5047. Summer Term only.

**RDG 5999****PROJECT OR THESIS: LITERACY (BIRTH THROUGH GRADE TWELVE) (3)**

As one of the capstone options for students who intend to earn a degree of Masters of Science in Education, matriculated students with a B average or better may elect to undertake the project or thesis after completing 27

credits of course work. The project or thesis must be completed within two years from the time of registration and within the seven-year time limit of program completion. The project or thesis is designed and carried out under the supervision of a full-time faculty member, project or thesis advisor serving as a first reader. Another faculty member serves as second reader. Guidelines for the project or thesis are available from the Office of Continuing Education and Graduate Studies. **Prerequisite:** EDU 5900 Principles of Educational Research, 27 credits of course work completed. Note: Capstones for the Master of Science in Education in Literacy: Birth through Grade Twelve must focus on the field of literacy. Consult with an advisor for recommended readers. Winter Term only.

**RDG 6000****GRADUATE SEMINAR: LITERACY (BIRTH THROUGH GRADE 12) (3)**

As one of the capstone options for students who intend to earn a degree of Masters of Science in Education. Matriculated students with a B average or better may elect to undertake the graduate seminar in Literacy after completing 27 credits of course work. The graduate seminar in literacy provides a setting for students to synthesize and share knowledge, skills, and attitudes attained in their programs of study in education. The primary course product is a substantive research paper or portfolio that summarizes, synthesizes, and reflects on one topic in literacy. **Prerequisite:** EDU 5900 Principles of Educational Research, 27 credits of course work completed. Note: Capstones for the Master of Science in Education in Literacy: Birth through Grade Twelve must focus on the field of literacy. Winter Term only.

**SOC 5100****THE CHANGING AMERICAN FAMILY (3)**

The family has been the cornerstone of our society and one of its most adaptable institutions. We are now seeing new family forms evolve to meet the demands of a new society. What is the prognosis for the nuclear family? What impacts have affluence and mobility had on the family? What are the legalities of the new family form? We will discuss the changing roles of the family, new uses for the family, dual career marriages, single parenthood, communal living, cohabitation, childless marriages, and other alternatives to the nuclear family.

**SPC 5070****EFFECTIVE USE OF MEDIA IN CLASSROOM INSTRUCTION (3)**

Designed for teachers and instructors in grades kindergarten through adult to enhance their teaching techniques and strategies through effective use of media. Participants will analyze and discuss the different elements that compose the field of media and will create a knowledge base on which teaching techniques and strategies can be built. Topics may include the use of cable in the classroom, distance learning, computer developments in education, interactive communications, the history of broadcasting, and the cable television revolution. In class activities will focus on media as a means to meet learner needs and develop learner participation. Emphasis will also be placed on the use of media as an instructional tool for the development of integrated curriculum and on the use of creativity to develop class materials.

**SPC 5110****PRESENTATION SKILLS FOR PROFESSIONALS (3)**

This is a course designed to provide the professional in all areas with functional skills for informative and persuasive presentations. The course emphasizes communication theory, presentational structuring, formal and informal communication delivery techniques, application of visual aids to the presentation, and how to cope with communication apprehension in all contexts.

**SST 5013****TEACHING MARK TWAIN (3)  
(See EDU 5013)****SST 5030****RACISM, SEXISM & OPPRESSION (3)**

This course will look at oppression based on age, disability, ethnicity, gender, race, religion, and sexual orientation, with a particular emphasis on racism and sexism. The effects of prejudice, discrimination, and inequality on both the oppressor and the oppressed will be explored. Both the politics and the psychology of oppression will be examined. Readings will be drawn from the social sciences and literature.

**SST 5200****TWENTIETH CENTURY AFRICAN LITERATURE  
(See LAL 5200)****SST 5415****LOCAL HISTORY IN THE CLASSROOM (3)  
(See EDU 5415)****WMS 5315****WOMEN AND CHANGE:  
THE ASIAN EXPERIENCE (3)  
(See HIS 5315)**

## Facilities

The Elmira campus facilities include nineteen major buildings on thirty-eight acres of land in a residential section of the city. The location of each building is geographically reproduced on the back cover of this catalog. In addition, an Athletic Center is located on a 235-acre site nine miles from the main campus.

### McGraw Hall Administration Building

Most of the administrative offices of the College, including the Office of Continuing Education and Graduate Studies, are located in McGraw Hall. The Office of Financial Aid is located in Hamilton Hall.

### Gannett-Tripp Library

First and foremost, the Gannett-Tripp Library is a helpful, people friendly place and the library staff is a tremendous resource and asset for you.

The library serves the information and research needs of the Elmira College community and is a place to research, learn, discover, and study. Our expert staff of research librarians and consultants is committed to helping you find information and resources, while teaching you to critically navigate and assess the millions of resources that are available to you at your library and beyond.

If you are not finding what you are looking for, talk to us! The library has over one million titles, including collections of print materials, CDs, and VHS and DVD videos with free rentals.

The library provides 24-7 access to electronic information in research databases. In addition, it is easy to find a comfortable place to study, to work with a group or to meet with a club. The library provides wireless laptop access and cable television, as well as copying machines, study rooms for group or quiet study, and a technology-enhanced space to practice presentations.

For personal assistance in using the library, please visit the Research Help Desk, call the Research Help Desk (607) 735-1864, or send an e-mail ([resdesk@elmira.edu](mailto:resdesk@elmira.edu)). The research librarians and consultants will help you find information on any topic and will assist you in getting started on papers and other research assignments.

Students using the library must observe the regulations pertaining to borrowing materials. Student Identification Cards must be shown, upon request. You may access research databases from off-campus by using your last name and the digits on the back of your I.D. card as a login.

### Nathenson Computer Center

Information Technology provides all students with access to some very important tools that will improve their communication and learning. These include an Elmira College e-mail account;

access to ANGEL, a course management system; an Elmira College network account that makes it possible for students to save and retrieve files on the campus network; and Campus Web, which provides access to academic information, including unofficial transcripts, course catalogs, and open course listings.

The Nathenson Computer Center is located on the Terrace Level of the Gannett-Tripp Library. By combining library and computing services into one building, students are provided with invaluable learning resources in one location.

The Computer Center includes three large labs equipped with high-speed, networked computers, multimedia projectors, and electronic presentation lecterns. These computer labs make it easy to complete homework assignments, rehearse class presentations, or work together on group projects. Spacious work areas invite students to work comfortably in these labs for hours at a time.

In addition, the Computer Center offers an Open Lab, a relaxing environment where students can quickly check e-mail or hook up their personal laptop to do work. The Multimedia Resource lab allows you do such things as edit digital video, digitize audio, or scan photographs for use in enhancing class presentations and projects. Throughout the academic year, the Computer Center offers workshops on using the various software applications supported in our labs.

All computers in the labs and in electronic classrooms are connected to the Elmira College network and to the Internet, allowing students to send and receive e-mail, browse the Internet, chat with friends and family, and access Elmira College's on-line library system. Current Elmira College ID cards are necessary to use the Nathenson Computer Center facilities.

IT Help Desk staff is readily available to assist computing needs. To contact the IT help desk, call (607) 735-1915 or e-mail them at [helpdesk@elmira.edu](mailto:helpdesk@elmira.edu).

### Curtis W. McGraw Bookstore

Adjoining McGraw Hall, the Curtis W. McGraw Bookstore provides textbooks, resource materials, and supplies needed for course work.

If a class is cancelled, students who have purchased books may return them for full refund.

Students are urged to attend their first class meeting before purchasing books and supplies to prevent purchase errors.

Store hours are extended during the first week of Term I and II. During the first week of classes, the bookstore is open from 8:30-6:30 Monday through Thursday, Friday 8:30-5:00 and Saturday 11:00-2:00. Also, for your convenience, you can now order your textbooks online and have them packed and held with no waiting in line. Go to [www.elmira.edu](http://www.elmira.edu) and click on the bookstore.

### Campus Center

The Campus Center is the hub of activities at Elmira College. Located in the Campus Center are dining facilities (Dining Hall, MacKenzie's snack bar, the 1855 Room and Simeon's), the Tift Lounge, student lounges, student government and administrative offices, meeting rooms, the Waters Art Gallery, and the Information Desk and campus switchboard.

### Café at Harris

Quick takeout foods and beverages are available at the Café at Harris, first floor, Harris Hall.

### Murray Athletic Center

Completed in January 1973, the Murray Center contains a regulation NCAA Ice Hockey rink building with a seating capacity of more than 3,000 and a building containing regulation basketball courts with bleachers for seating 2,000.

The Murray Center, located nine miles north of the main campus, is accessed from Route 14.

### Parking

Students are encouraged to park their cars in the appropriate college lots. A parking permit may be obtained by filing a student vehicle registration form available in the Business Office. The vehicle registration form must be completed and returned either with the course registration or to the Business Office. No permits will be issued without a license number. Parking permits (decals), an information sheet and a campus map will be mailed to each applicant.

Handicap parking is available in all areas of the campus. Parking is by State permit only. Elmira College does not issue Handicap Parking Permits.

Permits are valid September 1 through August 31. If purchased during the Fall and Winter terms, a fee of \$30 is charged. If purchased during the Spring or Summer terms, the charge is reduced to \$18 and \$7, respectively.

The parking decal should be applied to the rear side window on the driver's side. Students who drive more than one car must complete a vehicle registration form for each vehicle. The additional permits are provided at no charge. Any student who does not receive an information sheet and map or who has any questions regarding the above procedure should contact Campus Security, (607) 735-1777.

# NEW! Non-Credit Online Learning Options

**ELMIRA COLLEGE**  
Continuing Education and Graduate Studies



## Health Ed Today Courses and Certificates

- Pharmacy Technician: \$1,299
- Clinical Medical Assistant: \$2,499
- Dental Assisting: \$1,299
- Medical Billing & Coding: \$1,399
- Medical Coding ICD-10: \$999
- EKG Technician: \$1,299
- Electronic Health Records Management: \$1,299
- Phlebotomy Technician: \$1,299
- Medical Administrative Assistant: \$1,299
- Dialysis Technician: \$1,299
- Medical Terminology: \$499
- BCC/TKG Course for Nurses: \$699

## UGotClass Courses and Certificates

### Business

- Entrepreneur Boot Camp: \$195
- Practical Math for the Workplace: \$145
- Photoshop: \$195
- Certificate in Customer Service
  - Keys to Customer Service: \$145
  - Extraordinary Customer Service: \$145
  - Tuition for both: \$245

### Green Technology

- UHED Green Associate Exam Prep: \$695
- UHED AP+BD&C: \$795

### Non-Profit

- Program Evaluation for Nonprofits: \$245
- Revenue Generation for Nonprofits: \$495

### Courses for the K-12 Classroom

- Students with Asperger's: \$145
- Gender in the Classroom: \$145
- On-line Teaching and Learning: \$145

### Training and Education

- Certification in On-line Teaching: \$495
  - Advanced Teaching Online
  - Building Learning Communities
  - Designing Online Instruction

### Healthcare

- Spanish for Medical Professionals: \$145
- Dementia Care: \$495



For more information and to register, go to:  
[www.elmira.edu/academics/continuing\\_education/non-credit](http://www.elmira.edu/academics/continuing_education/non-credit)  
 (607) 735-1825 • 1 (800) 354-4720



## Appendix

### Non-Discrimination Statement

In compliance with Title IX of the Education Amendments of 1972 and the Age Discrimination Act of 1975, and other federal, state and local laws, Elmira College does not discriminate on the basis of age, color, race, gender, sexual orientation, religion, national origin, or disability in any phase of its employment process and of its admission or financial aid programs, or any aspects of its educational programs or activities.

Dr. William Pruitt, Assistant Professor of Criminal Justice, is the individual designated by the College to coordinate its efforts to comply with Title IX, the Age Discrimination Act, and other applicable equal opportunity regulations and laws.

Section 504 of the Rehabilitation Act of 1973: In compliance with Section 504 of the Rehabilitation Act of 1973, Elmira College prohibits discrimination on the basis of physical or mental disability. Questions or concerns regarding the College's obligations under Section 504 and Title II of the Americans with Disabilities Act of 1990 (ADA) should be directed to Mrs. Carolyn Draht, Assistant Registrar and Director of Accessibility Services.

Vice President Julie Baumann '75, Vice President of Enrollment Management, is the individual designated by the College to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973.

In Compliance with the Crime Awareness and Campus Security Act of 1990 as amended in 1992 and 2000, the Elmira College Safety and Security Report is published annually and provides detailed information about the Elmira College Security Staff, relationships with local, state and federal law enforcement agencies, crime prevention education programs, procedures for reporting crimes and other emergencies, campus resources for victims of assault, including sexual assault, fire safety, and general campus safety. Statistics concerning crimes on campus for the most recent three calendar years are included in this report. A copy of the Elmira College Safety and Security Report may be obtained from the Office of Admissions at 1-800-935-6472.

In compliance with Article 129-A of New York's Education Law, the Advisory Committee on Campus Security will provide on request all campus crime statistics as reported to the United States Department of Education. These statistics can also be obtained online by going to [www.ope.ed.gov/security/](http://www.ope.ed.gov/security/).

### Family Educational Rights and Privacy Act of 1974

Implementation Guidelines – An amendment to the Elementary and Secondary Education Act of 1965, signed by the President on August 21, 1974, and enforceable after November 19, 1973, provides for the access by parents and students under eighteen, or students themselves if they are older than eighteen, or enrolled in a college or university, to certain school-college records. On June 17, 1976, the rules and regulations applying to the Family Educational Rights and Privacy Act of 1974, section 438 of the General Education Provisions Act, became final. The principal effects of this law and an amendment passed on December 13, 1973, as they relate to Elmira College, are as follows:

According to the provisions of the Act, records not available to student inspection include parents' financial statements, confidential letters, and recommendations written before January 1, 1975, and confidential law enforcement records. An educational record does not include records written by physicians, psychiatrists, or psychologists for treatment purposes.

Section 438(a) gives students "the right to inspect and review" all official records and files "intended for school use or to be available to parties outside the school." This section further provides that the College must respond to such requests within 45 days and that the College must provide "an opportunity for a hearing to challenge the content" of these records. The December 13th amendment provides that "the privacy notes and other materials, such as a teacher's daily record book created by individual school personnel...as memory aids..." would not be available so long as they are not revealed to third parties. This section does not give the right to challenge the method of arriving at grades. Section 438(b) requires that we obtain the student's permission for our release of any "personally identifiable records for files," except such information as is normally in directories and programs, to any agency or organization other than:

1. To other College officials, including faculty members and administrators within the college who have been determined by the College to have legitimate educational interests;
2. To officials of another college in which the student seeks or intends to enroll;
3. To authorized representatives of:
  - a. The Comptroller General of the United States
  - b. The Secretary of Education, or
  - c. State educational authorities;
4. In connection with financial aid for which a student has applied or which a student has received; Provided, that personally identifiable information from the education records of the student may be disclosed only as may be necessary for such purposes as:
  - a. To determine the eligibility of the student for financial aid,
  - b. To determine the amount of the financial aid,
  - c. To determine the conditions which will be imposed regarding the financial aid, or
  - d. To enforce the terms of conditions of the financial aid;
5. To State and local officials or authorities to whom information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974;
6. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering



ing, predictive tests, administering student aid programs, and improving instruction; Provided, that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization, and the information will be destroyed when no longer needed for the purposes for which the study was conducted; the term “organizations” includes, but is not limited to, Federal, State, and local agencies; and independent organizations; 7. To accrediting organizations in order to carry out their accrediting functions; 8. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954. 9. To comply with a judicial order or lawfully issued subpoena; Provided, that the educational agency or institution makes a reasonable effort to notify the parent of the student or the eligible student of the order or subpoena in advance of compliance therewith; and 10. To appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The College must obtain the student’s permission to send information to any other third parties. The College is permitted to reply to a subpoena, but must make reasonable effort to notify the student in question that we are doing so.

Section 438(b) (4) provides that persons identified in Section 438(b) who desire access to the records of the student shall be “required to sign a written form which will be kept permanently with the file of the student, but only for inspection by the student, indicating specifically the legitimate educational or other interest that each person, agency or organization has in seeking this information.” This subsection further provides that personal information shall be transferred to a third party on the condition that such party will not permit any other party to have access to such information.

The following guidelines will be followed:

1. All students registered with the Office of Career Services should give blanket, written permission on forms we provide to send their placement folders, including copies of transcripts, to all employers or graduate or professional schools requesting such information. Students participating in intercollegiate athletics will be asked to give blanket permission to send information necessary for us to respond to the NCAA eligibility forms. Students will be given the option of signing a release in the event the College needs to respond to some request.
2. When a request for information is received from a third party, unless the student has already given blanket permission to release this information, we will have to obtain written permission prior to release of the information.
3. The student’s file or transcript will include a list of all third parties to whom copies have been sent.
4. We will place in every student folder, housed in the Office of the Vice President of Enrollment Management, a form on which individuals inspecting the folder (including the student) must record their name, the date, and a brief reason for looking at the folder. These would be kept in the folder or attached to the permanent record card.
5. The following statement will be placed on the outside of every credential file and on a note attached to any other personally identifiable information sent to third parties. “This information may not be shown to another party. It is for your personal use only.” College attorneys advise that in using the statement, the College meets its obligation regarding fourth party access.
6. Students who request copies of information in their credential files must make such a request in writing on a form designed for that purpose. A copy of the form will be placed in the folder. Students will be charged for copies.
7. In relation to admission, a student is defined as such only after registering for the first time. At that time, the student would have the rights given in the law.
8. Grade reports and notification of disciplinary actions shall continue to be sent to parents or guardians of dependent students.
9. The Academic Vice President is designated as the person to whom the student goes for a hearing on academic matters. If a conference cannot resolve the issue, the Educational Standards Committee will be the appeal group. The Vice President of Enrollment Management is designated as the person to whom the student goes for a hearing on disciplinary or other student life matters. If a conference cannot resolve the issue, the Discipline Committee will be the appeal group.
10. In no case will students have access to any other information regarding their parents’ economic status without the written consent of the parents.

## Grievance Procedures

### Section 504 Complaint Procedure

Any student who believes that he or she has been discriminated against with respect to, access to or participation in the College's educational programs or activities based on a disability protected by Section 504 of the Rehabilitation Act, may utilize the following complaint procedure. Student complaints of disability-based harassment may be made under this complaint procedure or under the Harassment policy complaint procedure outlined in this Handbook.

1. Our objective as an organization is to resolve conflicts to the satisfaction of all parties involved through informal, internal mechanisms whenever possible. In accordance with this objective, the initial procedure to resolve a complaint of discrimination is to schedule a conference with the Director of Disability Services to discuss a specific complaint, and if possible, reach an informal resolution.
2. Should the informal conference fail to produce a resolution, the complainant must send a written statement of the complaint to the Section 504 Compliance Officer. This statement must include whatever information the complainant believes is necessary to support the claim of discrimination.
3. A hearing will be held upon receipt of written notification of the complaint. The Hearing Committee shall be composed of the Section 504 Compliance Officer, who shall be the Chairperson of the Committee, and two persons from the Elmira College community selected by the President of the College. Reasonable notice shall be given to the complainant of the time and place of the hearing.
4. At the meeting of the Hearing Committee, the written complaint shall be considered. The Committee and the complainant may call witnesses and shall have the right and opportunity to question any witness, provided such questions are within the scope of the inquiry. The Committee may have access to all information and details necessary to make a judgment in the matter; however, all information upon which the decision will be made must be presented at the hearing. The complainant may be present and may be accompanied by an advisor from members of the full-time College community. The Committee may seek advice from the College's attorneys.
5. The Hearing Committee will reach a decision which must be based on findings of fact determined solely from the information presented at the hearing. The decision shall be written and shall include the findings of fact. The Committee shall rule either that the complaint is not supported by the facts or recommend remedial action to the appropriate Executive Officer. The complainant and respondent and the appropriate Executive Officer will receive a copy of the findings of fact and of the decision.
6. The appropriate Executive Officer shall consider the Committee's decision and recommendation and the evidence presented to the Committee. The Executive Officer may either accept, reject, or modify the Committee's determination within twenty days of receiving it.
7. If the complainant or the accused is dissatisfied with the Executive Officer's decision, he or she may appeal to the President within ten business days. Within thirty days of receipt of the appeal, the President shall issue a determination accepting, rejecting, or modifying the Executive Officer's determination. In so doing, the President will consider the Committee's decision, the Executive Officer's decision, and the information presented to the Committee. The President's decision is final.

### Title IX Complaint Procedure

Any student who believes he or she has been discriminated against with respect to access to or participation in the College's educational programs or activities on the basis of his or her sex, may utilize the following complaint procedure. Student complaints of sexual harassment may be made under this complaint procedure or under the Harassment Policy Complaint Procedure outlined in this Handbook.

1. A conference should be scheduled with the Elmira College Title IX Compliance Officer, Elmira College, Elmira, New York 14901, phone (607) 735-1800, extension 1908, Office - Room 236B McGraw Hall. At that meeting, the nature of the complaint will be discussed and an informal resolution will be reached if possible.
2. Should this informal conference fail to produce a resolution, the complainant shall send to the Title IX Compliance Officer a written statement of the complaint. This written statement must include whatever information the complainant believes is necessary to support the complaint.
3. Upon receipt of written notification of the complaint, a hearing on the complaint will be held. The Hearing Committee shall be composed of the Title IX Compliance Officer, who shall be Chairperson of the Committee, and two persons from the Elmira College community selected by the President.
4. At this hearing the written complaint shall be considered. The Committee, complainant, and respondent may call witnesses and may have access to all information it deems necessary to make a judgment in the matter. The complainant may be present and may be accompanied by an advisor from the full-time members of the College community. The Committee may seek advice from the College's attorneys.
5. The Hearing Committee will reach a decision which must be based on findings of fact determined solely from the information presented at the hearing. The decision shall be written and shall include the findings of fact. The Committee shall rule either that the complaint is not supported by the facts or recommend remedial action to the appropriate Executive Officer. The complainant and respondent and the appropriate Executive Officer will receive a copy of the findings of fact and of the decision.
6. The appropriate Executive Officer shall consider the Committee's decision and recommendation and the evidence presented to the Committee. The Executive Officer may either accept, reject, or modify the Committee's determination within twenty days of receiving it.
7. If the complainant or the accused is dissatisfied with the Executive Officer's decision, he or she may appeal to the President within ten business days. Within thirty days of receipt of the appeal, the President shall issue a determination accepting, rejecting, or modifying the Executive Officer's determination. In so doing, the President will consider the Committee's decision, the Executive Officer's decision, and the information presented to the Committee. The President's decision is final.

# Index

Academic Calendar.....2  
 Academic Dishonesty.....5  
 Academic Honors (Undergraduate) .....17  
 Academic Programs  
     Graduate .....46  
     Undergraduate .....19  
 Academic Regulations  
     Graduate .....43  
     Undergraduate .....15  
 Academic Standing  
     Graduate .....44  
     Undergraduate .....15  
 Academic Warning  
     Graduate.....44  
     Undergraduate .....16  
 Accreditation and Membership.....3  
 Adding a Course .....12  
 Admissions Policy  
     Graduate.....42  
     Undergraduate .....14  
 Advising .....3  
 Aid for Part-time Study (Undergraduate) .....10  
 Alpha Sigma Lambda (Undergraduate).....17  
 Assessment Exams (Undergraduate) .....16  
 Associate Degree Programs  
     Business (A.S.).....19  
     General Studies (A.A.) .....19  
     Human Services (A.S.) .....19  
 Athletic Center .....62  
 Attendance.....3  
 Auditing Courses .....12  
 Baccalaureate Degree Programs  
     Accounting .....20  
     Adolescence Education  
     (Grades Seven through Twelve) .....23  
     Art .....20  
     Art Education (Visual Arts) (All Grades).....24  
 Business Administration.....21  
     Childhood Education (Grades One through Six).....22, 23  
     Educational Studies.....26, 27  
     General Studies .....27  
     Human Services .....27, 28  
     Individualized Studies .....28  
     Nursing.....28  
     Psychology .....29  
     Social Studies .....29  
     Visual Arts (All Grades) .....24  
 Baccalaureate Minors.....29  
 Bookstore .....62  
 Café at Harris.....62  
 Campus Center.....62  
 Cancellation of Classes.....12  
 Change in Status (Part-time - Full-time) .....13  
 Charter and Curricula.....3  
 College Level Examination Program (CLEP).....17, 18  
 Complaints Procedure .....4, 26  
 Computer Center .....62  
 Course Changes.....12  
 Course Descriptions  
     Graduate.....52  
     Undergraduate .....31

Course Load, Part-time Status  
     Graduate.....42  
     Undergraduate .....13  
 Credit Hour.....15, 43  
 Credit for Prior Learning.....17  
 Deans List (Undergraduate).....17  
 Deferred Payment Plan .....9  
 Directed Study  
     Graduate.....51  
     Undergraduate .....30  
 Disability Access.....7  
 Disciplinary Process .....4  
 Dismissal  
     Graduate.....44  
     Undergraduate .....15, 16  
 Employer Tuition Deferral Program.....9  
 English as a Second Language (ESL) .....30  
 Equivalency Examination .....18  
 Expenses.....9  
 Family Educational Rights and Privacy Act of 1974 .....64  
 Field Experience .....17  
 Financial Aid.....10, 11  
 Grievance Procedure.....66  
 Grading System  
     Graduate.....43  
     Undergraduate .....15  
 Graduate Advanced Certificates .....49, 50  
 Graduate Course for Undergraduate Credit.....30, 51  
 Graduate Programs.....42-45  
 Graduation Application .....17, 45  
 Graduation Requirements  
     Graduate.....43  
     Undergraduate .....17  
 High School Students.....30  
 Human Resource Development Advanced Certificate .....50  
 Identification Cards.....12  
 Incomplete Grades.....15, 43  
 Independent Study  
     Graduate.....51  
     Undergraduate .....30  
 Late Registration .....12  
 Library.....62  
 Map of Campus.....Inside Back Cover  
 Mark Twain Advanced Certificate .....50  
 Masters Degree Programs (M.S.Ed.)  
     Corporate and Community Education .....47, 48  
     General Education .....46, 47  
     Literacy (Birth through Grade Twelve).....46  
 Masters Degree Programs (M.S.)  
     General Management.....48  
     Information Technology Management.....48, 49  
     Health Services Management .....49  
     Emergency and Disaster Preparedness Management .....49  
 Matriculation  
     Graduate.....42  
     Undergraduate .....14  
 Mid-Term Warnings  
     Graduate.....44  
     Undergraduate .....16  
 Mission Statement .....1  
 Music Instruction.....30  
 New York State Excelsior Examinations.....18  
 New York State Immunization Requirement .....3

New York State Teacher Certification		Second Master's Degree.....	45
Graduate .....	47	Second Masters Program .....	45
Undergraduate .....	22	Senior Citizens.....	30
Non-Credit Online Learning Options .....	63	Servicemembers Opportunity Colleges (SOC) .....	30
Non-Degree Study (Graduate) .....	47	Seven-Year Rule.....	43
Non-Discrimination Statement .....	64	Sign Language Interpreting .....	7
Office Hours .....	3	Stafford Loan .....	10
Parking .....	62	Standards for Written Coursework (Graduate).....	44
Part-time Status		Status Change (Part-time - Full-time).....	13
Graduate .....	42	Student Records.....	3
Undergraduate .....	13	Student Responsibility.....	3
Pass - Fail Option (Undergraduate) .....	16	Teacher Certification	
Payment Options .....	9	Graduate .....	47
Pell Grant.....	10	Undergraduate.....	22
Placement Testing.....	16	Teacher Certification Pathway by Individual Evaluation	
Plagiarism.....	5	Graduate .....	51
PLUS Loan.....	11	Undergraduate.....	30
Refund Policy.....	9, 10	Training of Trainers Advanced Certificate.....	49
Registration Policies.....	12	Transcript of Grades.....	16, 45
Repeating a Course		Transfer Credit	
Graduate .....	44	Graduate .....	43
Undergraduate.....	16	Undergraduate.....	14
Residency Requirement		Tuition .....	9
Graduate .....	43	Tutoring (Undergraduate) .....	16
Undergraduate.....	15	Undergraduate Course for Graduate Credit (Graduate).....	51
S/D/F Option .....	16	Veteran's Information.....	3
Second Baccalaureate Degree .....	17	Withdrawing from a Course.....	12
Second Baccalaureate Major.....	17		