

A large, stylized graphic of a leafy branch, possibly a laurel wreath, is positioned diagonally across the cover. It starts from the bottom left and extends towards the top right. The leaves are dark blue and have a simple, elongated shape.

ELMIRA COLLEGE  
CONTINUING EDUCATION  
AND GRADUATE STUDIES

**BULLETIN**

2017-2018

Information in this Bulletin is current as of the date of publication. Unexpected changes may occur during the period of this publication. The listing of a course or program in this Bulletin, therefore, does not constitute a guarantee or contract that the particular course or program will be offered during a given year.

This 2017-2018 Bulletin has been published by the:

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Changes in programs and policies may occur over the period of this publication.

Visit the Continuing Education web pages at:  
[www.elmira.edu/ce](http://www.elmira.edu/ce)

# 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 adult 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 non-degree 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

## Fall 2017 - Summer 2018

*Subject to Change. Please see the Academic Calendar on the Elmira College website for the most up-to-date version.*

### Fall 2017

September 4  
**September 5**  
 September 8  
 September 15  
 October 6-8  
 October 17  
**October 19-22**  
 October 23-November 3  
 November 1  
 November 6-9  
**November 18-26**  
 December 9  
 December 11-16  
**December 16**  
**December 16 - January 7**  
 December 18

### September 5 - December 16, 2017

No classes; Offices Closed in Observance of Labor Day  
**FALL 2017 CLASSES BEGIN**  
 Last Day to Register for Fall 2017 Classes  
 Last to Withdraw for Fall 2017 Term  
 Family Weekend  
 Mid-Term Grades Due by 5:00 p.m.  
**FALL 2017 MID-TERM BREAK**  
 Academic Advising for Winter 2018 Classes  
 Last Day to File for June Graduation in The Office of the Registrar  
 Registration for Winter 2018 Classes  
**THANKSGIVING BREAK** (Offices closed Wed., Nov. 22-Fri., Nov. 24, 2017)  
 Fall 2017 Classes End  
 Fall 2017 Final Exams  
**FALL 2017 TERM ENDS**  
**HOLIDAY BREAK** (Offices closed Mon., Dec. 25, 2017-Mon., Jan. 1, 2018)  
 Fall 2017 Final Grades Due by 1:00 p.m.

### Winter 2018

**January 8**  
 January 11  
 January 12  
 January 15  
**February 17-25**  
 February 20  
 March 5-16  
 March 19-22  
 April 7  
 April 9-13  
**April 14**  
**April 14-22**  
 April 16

### January 8 - April 14, 2018

**WINTER 2018 CLASSES BEGIN**  
 Last Day to Add a Course; Last Day to Drop a Course for Winter 2018 Term  
 Last Day to Register for Winter 2018 Classes  
 No Classes; Offices Closed in Observance of Martin Luther King, Jr. Day  
**WINTER 2018 MID-TERM BREAK**  
 Mid-Term Grades Due by 5:00 p.m.  
 Academic Advising for Spring, Summer and Fall 2018 Classes  
 Registrations for Spring 2018, Spring 2018A, Summer 2018, and Fall 2018 Classes  
 Winter 2018 "Classes" End  
 Winter 2018 Final Exams  
**WINTER 2018 TERM ENDS**  
**SPRING 2018 HOLIDAY**  
 Winter 2018 Final Grades Due by 1:00 p.m.

### Spring 2018

**April 23**  
 April 25  
 April 26  
 April 30  
**May 25**  
 May 29  
 June 1  
 June 1  
 June 2  
**June 23**  
 June 25

### Spring 2018: April 23 - May 25, 2018; Spring 2018A: April 23 - June 23, 2018

**SPRING 2018 and 2018A CLASSES BEGIN**  
 Last Day to Register for Spring 2018 Classes  
 Last Day to Add a Course; Last Day to Drop a Course for Spring 2018 Term  
 Last Day to Register for Spring 2018A Term  
**SPRING 2018 TERM ENDS**  
 Graduating Students Final Grades Due by 1:00 p.m.  
 Remaining Spring 2018 Final Grades Due by 1:00 p.m.  
 Candlelight  
 Commencement  
**SPRING 2018A TERM ENDS**  
 Spring 2018A Final Grades Due by 1:00 p.m.

### Summer 2018

**June 5**  
 June 11  
 June 13  
**June 25**  
 June 27  
 June 28  
**July 4**  
**August 6**  
 August 8

### June 5 - August 6, 2018

**SUMMER 2018 NINE-WEEK SESSION BEGINS**  
 Last day to register for Summer 2018 Nine-Week Session  
 Last day to add a course; last day to drop a course for Summer 2018 Nine-Week Sessions  
**SUMMER 2018 SIX-WEEK SESSION BEGINS**  
 Last day to register for Summer 2018 Six-Week Classes  
 Last day to add a course; last day to drop a course for Summer 2018 Six-Week Session  
**SUMMER 2018 HOLIDAY** (Offices closed)  
**SUMMER 2018 SESSIONS END**  
 Summer 2018 Final Grades Due by 1:00 p.m.



# Elmira College 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.

Elmira College is a member of the National Association of Independent Colleges and Universities, the Council of Independent Colleges and Universities, the Servicemembers Opportunity Colleges (SOC) Consortium and other national and regional councils and associations. Additionally, the Master of Science in Education: Literacy (Birth to Grade 12) holds national Teacher Education Accreditation Council (TEAC) accreditation through the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street NW, Suite 400, Washington, DC 20036, (202) 223-0077.

## 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; fax, (607) 735-1150; email, [continuinged@elmira.edu](mailto:continuinged@elmira.edu).

Offices are open Monday through Friday, 8:00 a.m.-5:00 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 emailing [continuinged@elmira.edu](mailto:continuinged@elmira.edu). Advising on Financial Aid matters is handled by the Office of Financial Aid, (607) 735-1728; email [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.

## 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 [www.va.gov](http://www.va.gov), or phone 1-888-GI-BILL-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 (MMR). 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.

In addition to the MMR verification, students must show proof of Meningitis vaccine or sign an informed consent to waive the vaccine.

Immunization forms may be found on the website: [www.elmira.edu/ce](http://www.elmira.edu/ce) under "Student Resources and Forms."

**All students must be in compliance prior to enrollment.** 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 \$100 for re-registration once immunization requirements have been met.

## 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. 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 via MyEC 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 via MyEC. 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 failing 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 con-

duct is prohibited.

16. Violation of established 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 (e.g. 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 representatives 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 Code of Conduct while on campus will be subject to disciplinary proceedings by the College. Complete copies of the disciplinary procedures and the appropriate link to the Elmira College Code of Conduct are provided to students charged with a violation. Appeals of

disciplinary decisions are explained in the disciplinary procedures, which can be found online at [elmira.edu](http://elmira.edu), under the Student Life tab.

## 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 Code of Conduct. For Teacher Education Program complaints, contact the Office of Teacher Education at (607) 735-1922.
- Subsequently, if the student believes that the complaint has not been satisfactorily resolved, the student may meet with the Provost. The student may provide a written statement that describes the nature of the complaint. The Provost 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

# Policies and Procedures

may be requested if necessary. The outcome will be documented and communicated to the student.

## 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 Provost's Office.

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 College Conduct Board 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 College Conduct Board (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 Provost.
- B. The Provost 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 Conduct Board, providing copies of any added materials to the student and the instructor. The College Conduct Board 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 College Conduct Board.
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 Provost's Office shall notify the College Conduct Board.

## 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 effect 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 Provost for disciplin-

ary 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 email messages, instant messages, text messages, or any other electronic means of contact may constitute harassment. Likewise, email 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 email system, the College will take appropriate action, including any appropriate disciplinary action.

#### **V. Email**

**Elmira College students are required to review their elmira.edu email on a daily basis. Critical information from faculty and administration offices will be communicated to students using this email address. The College is not responsible for a student's not being aware of critical information sent by email and not accessed by the student.** Internet communications are inherently not secure. The confidentiality of electronic mail (email) 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 email or other personal and confidential information.

Elmira College reserves the right to access email 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. Email messages on the College's systems at 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 email 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 email 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 email, 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 revisions occur.

## 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 Mr. Steve Tedone, Learning and Disabilities Specialist, Gannett-Tripp Library Room 109 or (607) 735-1754. 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 Mr. Steve Tedone, Learning and Disabilities Specialist, Gannett-Tripp Library, (607) 735-1754. 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 Learning and Disability Specialist before you begin classes at Elmira College.

## Sign Language Interpreting Policy

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

1. A student with a hearing impairment must submit a written request to the Learning & Disabilities Specialist, Mr. Steve Tedone, Gannett-Tripp Library Room 107, (607) 735-1754, 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 Learning & Disabilities Specialist.
2. If a student is unable to attend class, a twenty-four-hour notice to the Learning & Disabilities Specialist 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 Learning & Disabilities Specialist in writing if a sign language interpreter is unsatisfactory (i.e. unsatisfactory ability to sign or caption, tardiness, absenteeism, unprofessional behavior, etc.).

## 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 to whom 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 (e.g., 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 (e.g., 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 2017-2018 academic year. Any increases go in effect each Summer Term and will be disclosed in registration information.

### 2017-2018 Tuition

Graduate	
(per credit) .....	\$700
Graduate Audit	
(per credit) .....	\$350

### Other Charges (where applicable)

Graduate Enrollment Deposit.....	\$100
Directed-Independent Study Fee.....	\$50
Graduate M.S.Ed. Equivalency Exam	
(per credit) .....	\$325
Graduate M.S. MGT Equivalency Exam	
(per credit) .....	\$325
Campus Parking Fee (annual).....	\$30
Deferred Payment Fee.....	\$30
Late Payment Fee .....	\$50
Returned Check Fee .....	\$50
Replacement of Student	
Identification Card .....	\$25

*\*Payment, as arranged with the Business Office, must be received in the Business Office within fourteen days of the start of the term.*

• No registration is permitted unless a financial account is clear.

Course fees are generally included in tuition charges. When additional charges are necessary, they will be announced prior to registration. Course fees are generally non-refundable.

## Payment Options

All new students are required to pay a non-refundable enrollment deposit of \$100 in order to confirm their enrollment plans. This deposit will be applied to the cost of attendance. Each term, students must submit a Payment Declaration Form indicating their intended method of payment for that term.

Tuition is payable upon registration during any given term and must be received in the Business Office within 14 days of the start of the term. By arrangement with the Business Office, tuition may be paid on the Deferred Payment Plan. A \$30 service charge will be applied for enrollment in this plan.

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 the Fall, and thirty percent on both February 1 and March 1 in the Winter.

Under the Deferred Payment Plan for Spring Term III or the 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 for Spring Term III, and on July 15 for Summer.

Check with the Business Office for the schedule of payments for the Deferred Payment Plan.

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

Students whose employers will be paying their tuition are asked to complete an Employer Tuition Deferral Program form which is available in the Office of Continuing Education and Graduate Studies or online at [elmira.edu/ce](http://elmira.edu/ce).

## Refund Schedule

Should a course be cancelled, all tuition and fees 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 either through the Drop Course process in the MyEC Student Portal or through an official Drop-Add form which is available in the Office of the Registrar or in the Office of Continuing Education and Graduate Studies or the Office of the Registrar. 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.

## Traditional 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%

## Non-Traditional Courses

A non-traditional course is any course that is less than 3 credits.

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

## Notes on Withdrawal:

- The week of withdrawal is the week in which verbal or written communication is received by the Office of Retention and Advocacy, Gannett-Tripp Library, rooms 108, 109, 110 (or a later date if the notice so stipulates). The first week of classes is the week in which the first day of class falls. The class week starts at 12:01 a.m. on Monday.
- The standard refund policy will apply to students who have been suspended or dismissed for disciplinary reasons.

- All scholarships, grants, and loans received through Elmira College will be pro-rated based on the college refund schedule if the student withdraws during the academic year. Refunds for Federal Title IV financial aid (PELL Grant, SEOG Grant, TEACH Grant, Federal Direct Subsidized/Unsubsidized Loans, Federal Perkins Loans and Federal PLUS Loans) are governed by federal law and a federal refund schedule. Students who withdraw or take a leave of absence from the College during an enrollment period should contact the Bursar in McGraw Hall, room 215, (607) 735-1762. The Bursar completes the Department of Education worksheet for Return of Title IV funds using the withdrawal or leave date to determine the amount of federal aid the student is eligible to receive based on the percentage of time enrolled in the term. All days during the term (except for scheduled breaks of five days or more) are counted. Federal aid is pro-rated on a daily basis until the student has completed 70% of the term (at which time, the student has earned 100% of Title IV funds).
- Elmira College will debit the student account for any Title IV program funds that the school was required to return. The refund policies for Title IV Funds and Elmira College are separate. Therefore, a student may still owe funds to Elmira College to cover unpaid institutional charges.

All unearned federal aid is refunded back to the federal programs in the prescribed order:

- Unsubsidized Direct Stafford Loan
- Subsidized Direct Stafford Loan
- Perkins Loan
- Direct PLUS Loan (Graduate Student)
- Direct PLUS Loan (Parent of an Undergraduate Student)
- Pell Grant
- SEOG Grant
- TEACH Grant

- Elmira College does not automatically issue refunds unless required under Title IV (federal aid exceeds allowable billing charges), or the student graduates or withdraws. If a student does not request a refund, the credit balance will remain on the student's account to offset future charges. Questions concerning Title IV guidelines should be directed to the Office of the Bursar.



## Financial Aid

Graduate degree-seeking (matriculated) students enrolled at least half-time (six credits per term) may apply for financial assistance in the form of loans (borrowed money that must be repaid with interest).

Contact the Office of Financial Aid with the number of credits you plan to complete each term and report any outside sources of aid (including teacher credits) if applicable prior to loan certification. Phone: (607) 735-1728, Fax: (607) 735-1718, Email: [finaid@elmira.edu](mailto:finaid@elmira.edu).

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 an FSA ID 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.

You must be a United States citizen, permanent resident, or eligible non-citizen and must be in good academic standing and not currently in default on a federal student loan.

**Federal Direct Unsubsidized Loans** – you may borrow up to \$20,500 per school year.

A Federal Direct Loan Master Promissory Note\* (loan application) and Direct Loan Entrance Counseling must be completed at [www.studentloans.gov](http://www.studentloans.gov).

**Federal Direct PLUS Loan** – if you need to borrow more than the maximum unsubsidized loan amount to meet your education costs; a credit check is performed during the application process.

A Federal Direct PLUS Loan application and Federal Direct PLUS Loan Master Promissory Note\* must be completed at [www.studentloans.gov](http://www.studentloans.gov).

\*Master Promissory Notes are valid for ten years and completion is required only for the student's first loan certification.

You may not borrow more than the cost of education minus other financial aid as determined by the college.

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.

### What is the interest rate?

The interest rate is determined annually for new loans that are made between July 1 of one year and June 30 of the following year. Each loan will have a fixed interest rate for the life of the loan. You are responsible for the interest during all periods.

In addition to interest, you pay a loan fee that is a percentage of the principal amount of each loan. The fee is deducted before you receive any loan money, so the loan amount you actually receive will be less than the amount you have to repay. The current fees by loan type are available at [StudentAid.gov/interest](http://StudentAid.gov/interest).

### When will I begin repayment of my loan?

Repayment begins six months after graduation, withdrawing from school or dropping below half-time status.

### Academic Requirements for Aid Eligibility

Failing to enroll for the credit hours specified in your award letter or a drop or withdrawal from a course may result in a decrease or cancellation of your loan. Students must meet grade point average requirements for continuance of aid.

### CONTACTS

[www.FAFSA.gov](http://www.FAFSA.gov)

Federal Student Aid Information Center to ask questions about student aid, to check on the status of a FAFSA or to request a duplicate Student Aid Report. Students may also call 1 (800) 433-3243.

[www.StudentAid.gov](http://www.StudentAid.gov)

Find detailed information about federal student aid and the FAFSA application process. The site includes helpful publications and tools for managing Direct Loans.

[www.StudentLoans.gov](http://www.StudentLoans.gov)

Get more information about completing your Master Promissory Note, Direct PLUS Loan requests, and entrance counseling.

[www.nsls.ed.gov](http://www.nsls.ed.gov)

National Student Loan Data System (NSLDS ®) For information about all of your federal student loans and federal grants, visit NSLDS. Note that NSLDS does not include information about any private loans you may have received.



## Graduate General Information

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.

### 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 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 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.

#### Master of Science in Education

Literacy  
0830  
(Birth through Grade Twelve)  
General Education  
0801  
Corporate and Community Education  
0807

#### Master of Science

General Management  
0506  
Health Services Management  
1202

#### Advanced Certificates

Training of Trainers  
0807  
Human Resource Development  
0807  
General Management  
0506  
Health Services Management  
1202

### 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 undergraduate cumulative grade point average of 2.700 is required for applicants seeking admission to the Master of Science in General Management, the Master of Science in Health Services Management, and the Master of Science in Education: Corporate and Community Education. Candidates for the Master of Science in Education: General Education and the Master of Science in Education: Literacy will be required to have a 3.0 cumulative GPA in their undergraduate coursework to be admitted to the program.

Scores are required from either the GRE® General Test or the Miller Analogy Test for candidates for the M.S. Education: General Education and M.S. Education: Literacy.

For non-native English speakers, TOEFL (internet-based) scores are required. The minimum score for admission to graduate programs is 80, with no section score below 20.

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 term:

1. Completed Online Application.
2. Official transcripts from each institution previously attended.
3. Personal Statement of 800-1000 words.
4. Three letters of recommendation.
5. Resume (M.S. in Management candidates only).
6. Documentation of provisional or initial teacher certification (M.S. in Education/Literacy candidates only).
7. GRE® or MAT scores (M.S. in Education candidates only).
8. TOEFL scores (Non-native English speakers only).

Decisions regarding acceptance are made once all application materials are received. Upon acceptance, an Enrollment Deposit of \$100 is required to confirm admission into the program. The fee is not required for Non-Degree candidates.

### Full-time Status

Elmira College's graduate programs are designed for part-time study. However, graduate students who plan to be full-time should enroll in nine credits during the Fall and Winter terms and six credits during the Spring and Summer terms.

### Degree Requirements

All students must complete the required number of credit hours of a registered program of graduate study (36 for the Master of Science in Management; 30 for the Master of Science in Education), while maintaining a cumulative grade point average of 3.000. All 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 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

## Graduate Academic Services and Regulations

directed or independent studies to satisfy this requirement, a petition must be submitted in writing to the Office of Continuing Education stating the rationale, a detailed plan which shows work on campus and the 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 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 Office 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 in Management degree programs at Elmira College.

Elmira College evaluates transfer of coursework 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 may be accessed via the MyEC portal.

### 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 the Spring or Summer Term must be removed within thirty days after the opening of Fall Term.

An 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.

### Grade Point Average

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

$$\text{GPA} = \frac{\text{Sum of Quality Points (i.e. course credits x Honor Points)}}{\text{Sum of Quality Hours Earned (A-F, WF)}}$$

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 and remain in good academic standing. It is the student's responsibility to monitor their academic progress. Graduation honors are not awarded to graduate students.

### 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 Office of Continuing Education within six months of the date the grade was recorded by the Office of the Registrar, by following the steps described below.

### 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 Office of Continuing Education for review and action by the Educational Standards Committee.
3. A copy of the petition will be forwarded to the instructor 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 total 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 email and should consult with their instructor and with an advisor from the Office of Continuing Education and Graduate Studies.

## Academic Probation

The following circumstances will result in an academic probation: Completion of a term in which the cumulative grade point average falls below 3.000 for the first time or two terms in which the term grade point average is below a 3.000.

## Academic Dismissal

The following circumstances may result in an academic dismissal:

1. A student will be dismissed when the student's cumulative grade point average falls below 3.00 for the second time.
2. A student will 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. If the course is retaken, only the higher grade will be used to calculate the cumulative grade point average, though both grades remain on the transcript.

Dismissed students may appeal to the Educational Standards Committee for readmission based on new information or special considerations. Dismissed students may re-apply for admission after separation from the college for at least one

term. Students who are granted readmission will be placed on academic probation until their cumulative grade point average is at or above 3.000.

## Application for Graduation

Students who expect to complete degree requirements must submit an application for graduation by November of their graduating year. In order to participate in Commencement a student must be within six credit hours of completing the degree at the time of Commencement. Applications for graduation are available in the Office of the Registrar and in the Office of Continuing Education.

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.

## Transcript of Grades

Official transcripts will be issued through the Office of the Registrar only. Students may print unofficial transcripts through the MyEC student portal.

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 as well as on [elmira.edu](http://elmira.edu) and through MyEC.



## Registration Information

### Registration for Classes

Matriculated students may register for classes via the MyEC student portal after consultation with their advisor. New students will register via MyEC after meeting with their advisor and completing the admissions process. Audit students and non-degree students may register by sending the registration form and payment declarations forms via mail, fax, email or in-person to the Office of Continuing Education and Graduate Studies. Forms may be found online at [www.elmira.edu/](http://www.elmira.edu/) ce under "Schedules and Resources."

To view the list of classes available, go to [myec.elmira.edu](http://myec.elmira.edu). On the bottom of the screen, click on Course Search. The next page allows students to search by Term and has several ways to narrow the search for specific courses. Please contact the Office of Continuing Education and Graduate Studies for assistance.

### 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 in duration.

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

A student may audit a course with the consent of the instructor. An auditor is expected to attend classes, complete the assignments in consultation with the instructor, and participate in class discussions, but is not required to take examinations. Under no circumstances is credit given for an audited course. An audited course is included in a student's course load at one-half of the amount of credits of the course. Registration for students auditing a course will be permitted during the two weeks prior to the start of a term, on a space available basis.

### Student Identification Card

Student photo identification cards are issued upon initial registration at the College by the office of Campus Security. Identification cards grant a student use of the Gannett-Tripp Library, the Nathenson Computer Center, 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). 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 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 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

1. A student may drop term-long courses during Term I and Term II:
  - a. through the first week of classes by dropping a course in MyEC;
  - b. after the first week of classes with the approval of the advisor and the course instructor using an Add-Drop form.

It is important to note that discontinuance of class attendance does not constitute official withdrawal. Additionally, being withdrawn from a Canvas course roster by the course professor does not constitute an official withdrawal from the course. Withdrawals require appropriately authorized drop-add forms to the Office of the Registrar. There is no charge for simply withdrawing from a course. Academic advisors must approve all changes to students' schedules. The table describes the timing of when and how dropping or withdrawing from courses affects students' transcripts.

	Thirteen-Week Term	Nine-Week Term	Six-Week Term	Three-Week Term
Time during which course is removed from the transcript	Through the second week of the term	Through the second Tuesday of the term	Through the fourth day of the term	Through the second day of the term
Time during which a grade of "W" or "WF" is posted on the transcript at the discretion of the instructor	From the third week through the end of the term	From the second Wednesday through the end of the term	From the fifth day of the term through the end of the term	From the third day of the term through the end of the term

Unapproved withdrawal from courses will result in students receiving grades of "WF," regardless of the date of withdrawal. Students receiving financial aid should check with the Office of Financial Aid before withdrawing from a course.

### Change of Course

Course changes are completed via the MyEC student portal during the Drop-Add period. After that, students must submit an authorized Drop-Add form to the Office of the Registrar (see calendar on Page 2 for dates).

### 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 4 p.m. and local radio and television will be notified. Please listen and or watch local media for announcements.

Announcements will also be made via the Elmira College website and MyEC portal. Additionally, you may sign up for text alerts via the Campus Security web page.



## Master of Science in Education

Elmira College offers two Master of Science (M.S.) programs designed to facilitate professional growth for educators: Master of Science: General Education and the Master of Science: Literacy: Birth to Grade 12. The two programs share a common core of graduate level courses. The M.S.Ed. General Education program offers flexibility for graduate students to select 12 additional credit hours from a variety of professional and content areas. The M.S.Ed. Literacy (Birth to Grade 12) 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, students apply on their own for professional certification in their original content area and are institutionally recommended by Elmira College for New York State initial certification in Literacy.

### M.S. Ed. Required Core Courses:

EDU 5900	Principles of Educational Research	3 credits
EDU 5047	Theory to Practice: Teaching Literacy in a Diverse Society	3 credits
EDU 5330	Instructional Design for the Inclusive Classroom	3 credits
One of the following:		3-6 credits
EDU/RDG 5999	Thesis (3 or 6 credits)	
EDU/RDG 6000	Graduate Seminar (3 credits)	
<b>Core Courses:</b>		<b>12-15 credits</b>

### M.S.Ed. candidates must choose one of the following professional/specialization tracks:

#### I. M.S.Ed. General Education HEGIS 0801

##### Required Professional/Content Area Courses:

EDU 5300 Principles of Curriculum Design (3)  
EDU 5352 Contemporary Issues in Education (3)

- and -

12 Credit Hours from the following Field Codes:

EDU, RDG, ECS, ART, ENG, HIS, LAL, PSC, BIO, ECO, MAT, PSY, SOC. Graduate courses in other areas may be accepted upon approval by advisor.

**Professional/Content Core Area Courses: 18 credits**

**TOTAL CREDITS: 30-33 credits**

The M.S.Ed. General Education degree does not lead to certification.\* Candidates holding New York State Initial Teacher Certification in an approved area (e.g., Childhood 1-6, Students With Disabilities 1-6, Adolescence 7-12, or Visual Arts) are able, upon completion of the M.S.Ed. General Education and other requirements, to apply on their own for NY State Professional Certification in that area. Candidates should consult with NYSED and their local BOCES Certification Specialist to ensure they meet all requirements for Professional Certification.

\*Individuals who have a Bachelor's Degree in a content area and wish to seek an initial teaching certification in New York are advised to work with a BOCES regional certification specialist and an advisor in Continuing Education to develop a program of study aligned with the NYS Education Department requirements.

#### II. M.S.Ed. Literacy: Birth to Grade 12 HEGIS 0830

##### Required Literary Specialization Courses:

RDG 5350 Principles of Literacy Assessment and Intervention (Birth through Grade 12) (3)  
RDG 5300 Adolescent Literacy (3)  
RDG 5010 Perspectives of Literacy Acquisition (3)  
RDG 5430 Principles of Literacy Leadership (3)  
RDG 5400 Graduate Literacy Practicum I: Early Childhood and Childhood (3)  
RDG 5410 Graduate Literacy Practicum II: Midlevel and Adolescence (3)

**Professional/Content Core Area Courses: 18 credits**

**TOTAL CREDITS: 30-33 credits**

The M.S.Ed. Literacy (Birth to Grade 12) degree enables candidates to seek certification in Literacy from the NYS Education Department. Upon successful completion of the program, Elmira College institutionally recommends candidates for initial and professional certification in Literacy Birth-6 and Literacy 5-12. Candidates are responsible for completing any additional NYS Education Department requirements (e.g., state testing). Candidates can use the M.S.Ed. Literacy degree to fulfill the graduate study requirement for NY State Professional Certification in their original certification area and apply for initial certification in Literacy B-6 and Literacy 5-12.

## Master of Science in Education (M.S.Ed) 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 (3 credits)

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 Community Education  
or  
AED 5005 Administration in Adult Education Organizations

##### Spring Term (3 credits)

AED 6000 Graduate Seminar

## 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 in Management

## Master of Science (M.S.)

### General Management—HEGIS 0506

### Health Services Management—HEGIS 1202

Elmira College offers two Master of Science in Management 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 either of the 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 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 enroll 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: [www.bls.gov/ooh](http://www.bls.gov/ooh).

### 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.) 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: [www.bls.gov/ooh](http://www.bls.gov/ooh).

### 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

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>



## 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 11. Master's degree students who wish to earn an additional certificate must matriculate in both the degree program and the certificate.

### 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 Corporate and Community Education. For further information regarding each of the above workshops, consult the Course Descriptions section on page 20.

### 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 Corporate and Community Education. 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 week-day 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 5260	Adult Learners with Special Needs
AED 5270	Facilitating Learning Organizations
PSY 5150	Organizational Psychology
HUE 5630	Career Development

## 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.

#### 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>

## Special Academic Opportunities

### Directed Study

Graduate students may enroll in a directed study course if prior permission is received from the Graduate Student Advisor and the instructor. 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 and approved 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 of \$50 is charged.

### Independent Study

Graduate students may enroll in an independent study with prior permission of an advisor. Students must request 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. 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 syllabus describing the Independent Study, along with the signature of the instructor involved. It must be submitted and approved 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 of \$50 is charged.

### 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 Graduate Student Advisor. 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.

### Teacher Certification Pathway by Individual Evaluation

Teacher Certification Pathway by Individual Evaluation is one of several ways that Initial Teacher Certification may be obtained in New York State. This option, Approved Teacher Preparation Program (Alternative Certification "Transitional B" Program), 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). Students are responsible for all New York State Education Department certification requirements and must apply directly to New York State for certification. It is imperative to work with an academic advisor and a BOCES regional certification officer.

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

Please consult with an advisor in the Office of Continuing Education and Graduate Studies. However, students who possess New York State (NYS) Initial Certification and are seeking professional certification through this program, must obtain prior approval from a NYS Certification Evaluator.

### Non-Degree Study

This option is for individuals who have successfully completed a Bachelor's degree from a regionally-accredited institution and are interested in pursuing undergraduate or 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 graduate degree program, they must do so prior to completion of 12 graduate credits. They must make an appointment with an advisor and submit any additional application materials as outlined on page 11 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.

### Non-Credit Professional Development

The Office of Continuing Education and Graduate Studies offers non-credit courses and professional certificate programs designed to assist working professionals in strengthening job skills and meeting continuing education requirements.

Online professional development courses and certificates for business and for educators are offered as well as online certificate programs for health-related careers. Please check our website for the latest non-credit program offerings.

Employer deferrals, teacher credit awards, and veterans benefits are included on the list of acceptable forms of payment.

The Office of Continuing Education and Graduate Studies also can help employers develop the programs they need to keep their employees at the forefront of their fields. Programs can be industry specific and can be offered on-campus or at the employer's location. For more information on developing a customized training program, contact Joann Kowalski, Director of Continuing Education and Graduate Studies, at (607) 735-1825 or jkowsk@elmira.edu.

## 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 work experience, as an adult educator is desirable.

### AED 5020

#### PROGRAM DEVELOPMENT & EVALUATION (3)

Examines current practices in adult education agencies and programs, and relates them to models of program development and evaluation. Explores various methods of techniques related to determining program origins, program planning, delivery systems, program improvement, and promotion. Studies the unique and specific roles of adult educators as managers, facilitators, and evaluators of adult education programs.

**Prerequisites:** AED 5000 or AED 5005 and work experience as an adult educator are desirable.

### 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 diverse 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 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.

### 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 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:** ART 5110.

**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. Also, 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:** 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, BIO 1022, 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, 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.

#### **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 mathematics 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 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 5047**

##### **THEORY TO PRACTICE: 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.

#### **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-run curriculum planning; use of Bloom's Taxonomy for developing effective questioning techniques; development of a classroom management plan.

**EDU 5300****PRINCIPLES OF CURRICULUM DESIGN: K-12**

An overview of trends in curriculum development in the K-12 setting from an historical and philosophical perspective. Current research and practice in curriculum development, implementation, and evaluation are examined.

**EDU 5330****INSTRUCTIONAL DESIGN FOR THE INCLUSIVE CLASSROOM**

An examination of the roles of inclusive/special education teachers in planning curriculum and instruction for academically diverse students in an inclusive K-12 setting. A particular focus is on differentiation of the curriculum to ensure that all students with/without disabilities learn at their highest potential.

**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 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, 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. **Prerequisites:** EDU 5900, 27 credit hours of course work completed.

**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.

**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 Finn*, *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 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 focuses on several of Shakespeare's histories and comedies. The dramas are studied and analyzed from a structural point of view - plot, characterization, themes, 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 Odysseus," 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 up to the 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 1890s to the collapse of world communism in the 1990s. 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 the 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 different cultural settings in Asian countries. The focus of the course will be on four principal regions, namely, South Asia, East Asia, South-west 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 relationships 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 by 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 the foundation for ethical practice as a health care administrator. Special issues in health care, including principles of liability, issues of procreation, patient rights and responsibilities, acquired immune deficiency syndrome, access to health care, and 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.

**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 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:** MAT 2020.

**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. **Prerequisites:** MAT 2020 and MAT 2100.

**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:** MAT 2100 and MAT 3010.

**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 to 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 development. 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. This course provides an introduction to ethical decision making and the role of business in society. It examines the origins, justifications and applications of morality in the marketplace by reviewing actual cases, analyzing the results and formulating solutions to the problems encountered.

#### **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 and Health Services) 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 that 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:** PSY 2060 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:** PSY 5011, 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 basis 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:** PSY 1010.

**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 PSY 1010 and PSY 2060, 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 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 5047****THEORY TO PRACTICE: TEACHING LITERACY IN A DIVERSE SOCIETY**

(See EDU 5047)

**RDG 5300****ADOLESCENT LITERACY (3)**

An examination of research-based literacy instruction for middle and high school level students. Developmental aspects of adolescent learners will be examined to provide a framework for understanding literacy instruction across the content areas. Emerging technologies will be examined and applied to literacy learning.

**RDG 5350****PRINCIPLES OF LITERACY ASSESSMENT AND INTERVENTION (BIRTH TO GRADE 12) (3)**

An examination of the continuum of assessment administration, data analysis, and progress monitoring as connected to the process of developing and delivering plans of intervention for literacy learners based on individual needs.

**RDG 5400****GRADUATE LITERACY PRACTICUM I: EARLY CHILDHOOD AND CHILDHOOD EDUCATION (3)**

A supervised field-based practicum providing professional experiences at the early childhood and childhood level in all aspects of literacy assessment, intervention, literacy instruction, and other activities associated with the role of the literacy coach and reading specialist.



**RDG 5410****GRADUATE LITERACY PRACTICUM II: MIDDLE AND HIGH SCHOOL EDUCATION (3)**

A supervised field-based practicum providing professional experiences at the middle and high school level in all aspects of literacy assessment, intervention, literacy instruction, and other activities associated with the role of the literacy coach and reaching specialist.

**RDG 5430****PRINCIPLES OF LITERACY LEADERSHIP (3)**

An examination of the roles and professional responsibilities of educators serving as literacy leaders within a school setting. Specifically, the focus of this course is the role of the reading specialist and literacy coach within an elementary, middle, or high school setting.

**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 Master's 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 coursework. 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 of 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 Master's 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. **Prerequisites:** EDU 5900, 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.

**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 (3)**

(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, the Murray Athletic Center is located on a 235-acre site nine miles from the main campus.

### McGraw Hall Administration Building

Most of the College administrative offices, including the Office of Continuing Education and Graduate Studies, are located in McGraw Hall. The Office of Financial Aid is located in the Admissions House.

The Office of Continuing Education and Graduate Studies is open for students and faculty, Monday - Friday, 8:00 a.m. - 5:00 p.m. or by appointment. The office staff and advisors are available to meet with students for a variety of concerns. Additionally, there is a small room that contains a computer, phone and printer for use by both students and faculty (please call the office to reserve). This room may also be used for group study, meetings or projects. Contact us at (607) 735-1825 for assistance.

### Gannett-Tripp Library

The Gannett-Tripp Library serves the information and research needs of the Elmira College community and is a place to research, learn, discover, and study. The expert staff of research librarians and consultants is committed to helping students find information and resources, while teaching them to critically navigate and assess the millions of resources that are available at the library and beyond. The library has over one million titles, including collections of print and digital materials, and free video 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, visit the Research Help Desk, call the Research Help Desk (607) 735-1864, or send an email ([resdesk@elmira.edu](mailto:resdesk@elmira.edu)). The research librarians and consultants can help students find information on any topic and assist them with 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. Research databases can be accessed from off-campus by using the last name and digits on the back of the student I.D. card as a login.

### Nathenson Computer Center

Information Technology provides all students with access to important tools that improve communication and learning. These include an Elmira College e-mail account; access to Canvas, 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 the MyEC student portal, 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 enable students to work comfortably for hours at a time.

In addition, the Computer Center offers an Open Lab, a relaxing environment where students can quickly check email or connect their personal laptop to do work. The Multimedia Resource lab allows such things as video editing, digitizing audio, or scanning photographs for use in enhancing class presentations and projects. The Computer Center also offers workshops on using the various software applications supported in the labs.

All computers in the labs and classrooms are connected to the Elmira College network and to the Internet, allowing students to send and receive email, 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 with computing needs. To contact the IT help desk, call (607) 735-1915 or email [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 a 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 Fall and Winter Terms. During the first week of classes, the bookstore is open from 8:30 a.m.-6:30 p.m., Monday through Thursday, Friday 8:30 a.m.-5:00 p.m., and Saturday 11:00 a.m.-2:00 p.m. Also, students can now order textbooks on-line 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 under Student Life.

### 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, Starbucks and Simeon's), the Tifft Lounge, student lounges, student government and administrative offices, meeting rooms, Sweeney's, the George Waters Art Gallery, and the Information Desk.

### Café at Harris

Quick takeaway foods and beverages are available at the Café at Harris, first floor, Harris Hall.

### Murray Athletic Center

Completed in January 1973, the Murray Athletic Center contains a regulation NCAA Ice Hockey rink arena with seating capacity of more than 3,000 and a building with 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.

## Appendix

### Non-Discrimination Statement

In compliance with Title IX of the Education Amendments of 1972 and the Age Discrimination Act of 1975, and other state, federal, and local laws, Elmira College does not discriminate on the basis of age, color, race, gender, sex, 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.

For concerns related to students contact Ms. Karen Johnson, Director of Institutional Research, and the College's Title IX compliance officer. All concerns related to employees contact Ms. Jessica Carpenter, Director of Human Resources, the College's compliance officer for employees. More detail can be found in the Student and Employee Handbooks.

Currently Ms. Karen Johnson, Director of Institutional Research, 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 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 Mr. Steve Tedone, Learning and Disabilities Specialist.

In Compliance with The Crime Awareness and Campus Security Act of 1990 as amended in 1992, 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. The Elmira College Safety and Security Report is available electronically at [https://www.elmira.edu/Student/Student\\_Support/Campus\\_Security.html](https://www.elmira.edu/Student/Student_Support/Campus_Security.html).

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 <https://ope.ed.gov/campusafety/#/>.

### Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who, regardless of age, attends a postsecondary institution.) At Elmira College, your rights as an eligible student under FERPA begin effective upon registering for classes the first time. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Elmira College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
  - a. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or a person volunteering or otherwise performing services for the College. A contractor, consultant, volunteer, or other party to whom the College has outsourced institutional services or functions may be considered a school official under this exception only if he/she/it performs an institutional service or function for which the College would otherwise use employees, is under the direct control of the College with respect to the use and maintenance of education records, and agrees to use the education records only for the purposes for which they were disclosed.
  - b. A school official has a legitimate educational interest when he, she, or it has a need to access student education records for the purpose of performing an appropriate educational, research, administrative or other function for the College. This includes performing tasks specific to job, contractual, or volunteer duties and provision of a service or benefit relating to the student or the student's family. The information sought and provided must be pertinent to and used within the context of official College business and not for a purpose extraneous to the official's area of responsibility.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. These exceptions are available upon request.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Elmira College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Elmira College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct

control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Elmira College.

Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. FERPA requires Elmira College to make a reasonable attempt to notify each student of these disclosures.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Elmira College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

## 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 Bulletin.

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 Learning and Disabilities Specialists 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 respondent 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.

### Sex and Gender Discrimination and Sexual and Other Misconduct Complaint Procedure

Any Elmira College community member 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, or is the victim of sexual or other misconduct may utilize the following complaint process:

1. The College's investigation and resolution of a complaint (excluding any appeal) will normally be completed within 60 calendar days. However, the nature of a complaint and/or extenuating circumstances (such as the time of the academic year, the timing of College breaks, the effect of concurrent criminal proceedings, etc.) may require an extension of that timeframe. In the event that the investigation and/or resolution exceed the timeframes in this policy, the Title IX Coordinator will notify both parties of any scheduling delays and the expected adjustment in the time frame.
2. The complainant and respondent will be permitted to have an advisor of their choice attend any investigatory interview/ meeting with him/her (at the party's own expense if the advisor is a paid advisor). Unless the matter involves a sexual assault, domestic or dating violence, or stalking, the advisor must be a non-attorney member of the campus community. An advisor's role is to consult with and support the party and may not disrupt or distract from the interview/meeting. The advisor is not permitted to speak or otherwise make any direct statements to the investigators or during any meetings. Each party is required to speak on their own behalf if he or she wishes to be heard and not through the advisor. Any advisor who fails to comply will be required to leave the meeting, and the meeting will proceed in the advisor's absence.
3. Mediation

In some cases, a mediated resolution may be appropriate. This may be the case in instances of more minor acts of insensitivity or misunderstandings. Serious sanctions, such as suspension, expulsion or termination, are not possible as a result of the mediation process, but lesser sanctions may be agreed to. Mediation is not available in cases of sexual assault or other violence or where a student is complaining of conduct by an employee in a position of authority over that student.



A person who desires mediation should contact the Title IX Coordinator. Mediation must be agreed upon by both parties, and the Title IX Coordinator must agree that mediation is appropriate. The mediation must be conducted by a third-party; mediation between just the complainant and respondent is not acceptable. A campus mediator will begin mediation efforts promptly and will report to the Title IX Coordinator that the mediation occurred. At any time during the mediation process the complainant or the respondent has the right to terminate the process and proceed to an investigation.

The Title IX Coordinator must agree that the parties' mediated resolution is appropriate under the circumstances. If the parties reach agreement and this agreement is deemed appropriate, the mediation is considered successful. Both parties will sign a statement agreeing that the mediation was successful, and the matter will be considered resolved. If the mediation is unsuccessful, the complainant can proceed with a formal complaint. A copy of the signed statement will constitute the record of the mediation. If a party with obligations pursuant to a mediated resolution fails in his/her obligations, the other party may ask the College to enforce the terms of the resolution or may proceed with a formal complaint process.

4. Upon receipt of a complaint and a desire by the complainant to move forward with an investigation, or a determination by the College to move forward in the absence of a participating complainant, the investigation process will begin. Investigators appointed by the Title IX Coordinator will contact the complainant(s) and the respondent(s) to meet and review the investigation procedures, and outline the basis for the complaint. The investigation will normally be conducted by a team consisting of two members of Title IX Investigation Team. In extenuating circumstances the College may utilize an external team solely or in conjunction with an internal investigation team. The investigation process generally includes interviewing the persons involved, including witnesses, and gathering and considering relevant evidence. The complainant and respondent will be given an equal opportunity to present separately information in the context of the investigation. Normally, the investigation will be completed within 14 business days of receipt of the complaint. In unusual cases, it may be apparent that an investigation should not proceed. This may be the case if the complaint is not of a nature covered by this policy; where another policy or procedure is more appropriate; or where there is indisputable proof that the allegations are not true. If an investigation is not to proceed, the complainant and respondent will be so informed. That decision is not appealable.

In most instances, both parties are advised to avoid unnecessary contact with the other and, in appropriate cases, an administrative "no contact" directive may be issued to the respondent.

The complainant and respondent will have the right to have their own prior sexual history with persons other than the other party and their own mental health diagnosis and/or treatment excluded from the investigatory and disciplinary proceedings held under this policy.

Both the complainant and the respondent shall receive notice referencing the specific provision of this policy alleged to have been violated and the possible sanctions. This notice shall also include the date, time, location and factual allegations concerning the alleged violation.

The investigation team uses the preponderance of the evidence standard (i.e., it is more likely than not that a fact is true and/or that a violation of this policy occurred) in making its findings and recommendation.

The parties, upon submission of a written request to the Title IX Coordinator, may be permitted to review on campus information in the case file, subject to redaction permitted and/or required by law and consistent with College policy and applicable federal and state law, including the Family Educational Records Privacy Act. At the conclusion of the investigation, the investigation team will issue a written report of the evidence and their findings and recommended action to the person identified below.

**Student Respondent:** The Dean of Student Life will review the finding and recommendations of the investigatory team and make a final determination, including issuing appropriate sanctions. The Dean of Student Life may discuss the case and information provided with the investigatory team, with anyone interviewed as part of the investigation, or with any other person deemed relevant. Alternatively, the Dean of Student Life may request further investigation by the investigatory team.

**Faculty Respondent:** The Dean of Academic Affairs will review the findings and recommendations of the investigatory team and make a final determination, including issuing appropriate sanctions or referral to other procedures as may be required. The Dean of Academic Affairs may discuss the case and the information provided with the investigatory team, with anyone interviewed as part of the investigation, or with any other person deemed relevant. Alternatively, the Dean of Academic Affairs may request further investigation by the investigatory team.

**Other Employee Respondent:** The Director of Human Resources will review the findings and recommendations of the investigatory team and make a final determination, including issuing appropriate sanctions. The Director of Human Resources may discuss the case and the information provided with the investigatory team, with anyone interviewed as part of the investigation, or with any other person deemed relevant. Alternatively, the Director of Human Resources may request further investigation by the investigatory team.

**Vendor, visitor, or other non-student, non-employee Respondent:** The Director of Campus Security or other College administrator (as designated by the Title IX Coordinator) will review the findings and recommendations of the investigatory team and make a final determination, including issuing appropriate sanctions. The Director may discuss the case and the information provided with the investigatory team, with anyone interviewed as part of the investigation, or with any other person deemed relevant. Alternatively, the Director may request further investigation by the investigatory team.

In all cases, the official reviewing the findings and recommendations may accept them, reject them, send the matter back for further consideration, or issue his/her own determination. Any determination is to be based on a preponderance of the evidence presented. Normally, the review of the investigatory report will be completed within 14 business days of receipt, but this timeframe may be extended if necessary under the circumstances.

In any case where a student is a Respondent or Complainant, both the Complainant and Respondent will be permitted to submit a written impact statement to the Title IX Coordinator after a finding of responsibility for violation of this policy and prior to the determination of an appropriate sanction(s). The Title IX Coordinator will provide copies of any such written impact statements to the official responsible for making a determination regarding appropriate sanctions.

If a determination is made that a violation of this policy did not occur, no sanction(s) will be issued under this policy. However, the College retains the right to address inappropriate behavior through other applicable College personnel and student life policies and procedures.

5. Each party will be notified in writing, at or about the same time, of the results of any decision by the above identified persons. In cases where a student is a party, the final outcome letter shall include factual findings supporting the determination, the decision and sanction, if any, as well as the rationale for the decision and sanction. Any record of or information obtained during the proceedings shall be protected from public release until a final determination is made. A final determination is made under this policy when no appeal of the decision is sought, or in the event of an appeal, when the decision on appeal is communicated to the complainant and respondent. Any public release of the full and fair record of the proceedings shall be made in accordance with College policy and federal and state laws.

Either party may appeal in writing within 5 business days of the decision (except that a vendor, visitor, or other non-student, non-employee does not have a right of appeal.). Where the accused is a student, the appeal will be considered by a panel consisting of the Vice President of Enrollment Management and two other College officials appointed by the Title IX Coordinator. Where the accused is a faculty member, the appeal should be sent to the Provost; and where the accused is a non-faculty employee, the appeal should be sent to the Vice President of Finance and Administration.

Appeals will be permitted only for claims of procedural error (including issues relating to the adequacy of any investigation), new evidence which was not reasonably available at the time of the investigation and decision, or because any sanction imposed (or the failure to impose a sanction) is claimed to be inappropriate. All grounds for appeal must be set forth in the written appeal statement. On appeal, the designated person(s) reviewing the appeal may accept, reject, or modify any finding and/or sanction, or may return the matter for further consideration. The designated person(s) reviewing the appeal may also, as part of this appeal process, speak directly with the investigatory team, the initial decision-maker, or otherwise directly (or through a designee) seek additional information from the parties or witnesses, if considered necessary. A written decision regarding an appeal (which will be based on a preponderance of the evidence standard) will generally be issued within 10 business days.

6. Regardless of whether discipline is imposed, the College may offer other, non-disciplinary remedies to the complainant.
7. At all steps of the process, College officials may consult with the College's legal counsel.
8. Rights of the Complainant and the Respondent.

- a. Rights of the Complainant

When a member of the campus community has become the victim of an alleged act of Misconduct which violates this policy, the victim should expect that the conduct system/investigators shall respond in a caring, sensitive manner which allows the victim to utilize the policy's process unimpeded, while still maintaining the rights of the respondent person. The following rights shall be provided to victims of alleged offenses:

- The right to be fully informed of the applicable conduct codes and policies.
- The right to have complaints of Misconduct responded to quickly and with sensitivity.
- The right to preservation of confidentiality, to the extent possible and appropriate under the circumstances.
- The right to be notified of available counseling, mental health or student services for victims, both on campus and in the community.
- The right to be treated with dignity and respect by all persons involved in the investigatory and appeal process.
- The right to be informed by College officials of options to notify proper law enforcement authorities, including on-campus public safety and local police.
- The right NOT to be discouraged by College officials from reporting a crime, especially crimes of sexual assault/violence, to both on and off-campus authorities.
- The right to have an advisor who, in cases which do not involve sexual assault, domestic/dating violence, or stalking, is a non-attorney member of the College community; this person has an advisory role only and may not directly participate in the investigatory/resolution process.
- The right to notification of options for and available assistance in changing academic, working, and living situations after an alleged incident, if so requested by the victim and if such changes are reasonably available (no charges or investigation, campus or criminal, need occur before this option is available).
- The right to request a campus physical restriction or "keep-away" order against the respondent.
- The right to NOT be subject to any type of retaliation. Violation of such instructions would constitute grounds for the College to take immediate and further action.
- The right to submit an appeal and receive a written response in the proscribed time frame.
- The right to participate in the investigatory/resolution process by means other than being in the same room with the respondent.
- The right to have the evidence presented be relevant, based in fact, and without prejudice, and the outcome of the complaint based solely on evidence presented during the investigatory/review process.
- The right to assert an objection to any member of the investigatory team or to any decision-maker under this policy, for reasons of demonstrated bias.
- The right to present relevant witnesses and evidence.
- The right to make a victim-impact statement and to have that statement considered in determining any sanction.
- The right to be informed in writing of the outcome and any sanctions resulting from the complaint, usually at or about the same time as the respondent.

#### b. Rights of the Respondent

When a member of the campus community has become the respondent of an alleged act of Misconduct which violates this policy, the respondent should expect that the conduct system shall respond in a caring, sensitive manner which allows the respondent to utilize the policy's process unimpeded, while still maintaining the rights of the complainant. The following rights shall be provided to respondent of the alleged offenses:

- The right to be advised of the nature of the allegations against him/her.
- The right to be fully informed of the applicable conduct codes and policies.
- The right to have complaints of Misconduct responded to quickly and with sensitivity.
- The right to be presumed not in violation of College policies unless and until determined to be in violation under a preponderance of the evidence standard.
- The right to preservation of confidentiality, to the extent possible and appropriate under the circumstances.
- The right to waive the investigatory or review process by admitting responsibility. In these cases, the Dean of Student Life, Associate Dean of Faculty, or Director of Human Resources, as appropriate, may determine an appropriate sanction.
- The right to be notified of available counseling, mental health, or student services available on campus.
- The right to be treated with dignity and respect by all persons involved in the investigatory and appeal process.
- The right to have an advisor who, in cases which do not involve sexual assault, domestic/dating violence, or stalking, is a non-attorney member of the College community; in all cases this person has an advisory role only and may not directly participate in the investigatory/resolution process.
- The right to notification of options for and available assistance in changing academic working and living situations after an alleged incident, if so requested and if such changes are reasonably available.
- The right to NOT be subject to any type of retaliation. Violation of such instructions would constitute grounds for the College to take immediate and further action.
- The right to submit an appeal and receive a written response in the proscribed time frame.
- The right to participate in the process by means other than being in the same room with the complainant.
- The right to have the evidence be relevant, based in fact, and without prejudice, and the outcome of the complaint based solely on evidence presented during the investigatory/review process.
- The right to assert an objection to any member of the investigatory team, or to any decision-maker under this policy, for reasons of demonstrated bias.
- The right to present relevant witnesses and evidence.
- The right to make a statement and to have that statement considered in determining the outcome of the case.
- The right to be informed in writing of the outcome and any sanctions resulting from the complaint, usually at or about the same time as the complainant.

#### 9. Withdrawal prior to resolution of an open conduct case

A student who withdraws from the institution prior to an outcome of a pending conduct case should understand that the investigation will continue without their participation. A student can still be found responsible in their absence.

#### 10. Resolution of Procedural Issues

In the event procedural issues arise under this policy which are not explicitly addressed, the Title IX Coordinator shall have the authority to resolve those issues.



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3. Cowles Hall\*
4. Mark Twain Study\*
5. Gillett Memorial Hall\*
6. Alumni Hall
7. Carnegie Hall\*
8. Kolker Hall
9. Watson Fine Arts
10. Harris Hall
11. McGraw Hall
12. The College Store
13. College Post Office
14. The College Cottages
15. Anderson Hall
16. Columbia Hall
17. Meier Hall
18. Gannett Tripp Library
19. Clarke Health Center
20. Twin Towers
21. Campus Center
22. Speidel Gymnasium in Emerson Hall
23. Gibson Theatre in Emerson Hall
24. Tompkins Hall\*
25. Perry Hall
26. The Office of Admissions & Financial Aid
27. Campus Field

\*Listed on the National Register of Historic Places





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