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# CONTINUE YOUR STORY

Continuing Education at Elmira College



2015-2016  
Bulletin



ELMIRA  
COLLEGE

OFFICE OF CONTINUING EDUCATION  
AND GRADUATE STUDIES

This 2015-2016 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)

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.

# A Note from the Dean

Dear Elmira College Adult Students:

Welcome to Elmira College. The Mission Statement of the Office of Continuing Education and Graduate Studies asserts “we assist our graduate and part-time undergraduate students through the successful completion of their academic and professional goals in a supportive, collaborative environment.” This is truly the guiding principle that I have strived to maintain in my professional career in higher education. The Office of Continuing Education and Graduate Studies wants to be your resource for information, advising, support, and anything you may need to make your educational experience transformative.

Adult students are an integral part of the Elmira College community. As an adult learner, you bring both a hunger for knowledge and skills, as well as practical application from the workplace, to the classroom. This blend of academic knowledge and workplace experience makes adult learners highly valued in an academic setting.

Elmira College is undergoing a technological transformation. Over the past year, the college instituted a new student information system, Jenzabar, with an online student portal (MyEC) to assist you, the student, with managing your academic career. This new system allowed us to offer online course registration for the first time. Over the next year, the college will replace the current online learning management system, Angel, with a new and improved system called Canvas. This will allow us to expand online course offerings and to use e-portfolios for students in a variety of interesting ways.

The staff in the Office of Continuing Education and Graduate Studies wants to assist you with identifying and meeting your academic and professional goals. Please reach out to us with ideas about ways that Elmira College can serve adult students better, ideas for course delivery methods to better meet your needs, and with any questions you may have. I, and the rest of the Continuing Education and Graduate Studies team, look forward to working with you.

Sincerely,



Jeanne M. Eschbach

Dean of Continuing Education

# Continuing Education and Graduate Studies

## Mission Statement

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

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

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

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

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

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

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



# Academic Calendar

## Fall 2015 - Summer 2016

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

### Fall 2015

September 7	September 7 - December 19, 2015
September 11	<b>FALL 2015 CLASSES BEGIN (Labor Day)</b>
September 18	Last Day to Register for Fall 2015 Classes
October 24	Last Day to Add a Course; Last Day to Drop a Course for Fall 2015 Term
October 17-20	Family Weekend
October 20	<b>FALL 2015 MID-TERM BREAK</b>
November 1	Mid-Term Grades Due by 5:00 p.m.
November 2-13	Last Day to File for June Graduation in The Office of the Registrar
November 9-13; 19-20	Academic Advising for Winter 2016 Classes
November 21-29	Registration for Winter 2016 Classes
December 12	<b>THANKSGIVING BREAK (Offices closed Wed., Nov. 25-Fri., Nov. 27, 2015)</b>
December 14-18	Fall 2015 "Classes" End
December 19	Fall 2015 Final Exams
December 19 - January 10	<b>FALL 2015 TERM ENDS</b>
December 21	<b>HOLIDAY BREAK (Offices closed Thurs., Dec. 24, 2015-Fri., Jan. 1, 2016)</b>
	Fall 2015 Final Grades Due by 1:00 p.m.

### Winter 2016

January 11	January 11 - April 16, 2016
January 15	<b>WINTER 2016 CLASSES BEGIN</b>
January 22	Last Day to Register for Winter 2016 Classes
February 20-28	Last Day to Add a Course; Last Day to Drop a Course for Winter 2016 Term
February 23	<b>WINTER 2016 MID-TERM BREAK</b>
March 14-25	Mid-Term Grades Due by 5:00 p.m.
March 21-25; 31-April 1	Academic Advising for Spring and Fall 2016 Classes
April 9	Registrations for Spring 2016, Spring 2016A, Summer 2016, and Fall 2016 Classes
April 11-15	Winter 2016 "Classes" End
April 16	Winter 2016 Final Exams
April 16-24	<b>WINTER 2016 TERM ENDS</b>
April 18	<b>SPRING 2016 HOLIDAY</b>
	Winter 2016 Final Grades Due by 1:00 p.m.

### Spring 2016

April 25	<b>Spring 2016: April 25 - June 1, 2016; Spring 2016A: April 25 - June 25, 2016</b>
April 27	<b>SPRING 2016 and 2016A CLASSES BEGIN</b>
April 28	Last Day to Register for Spring 2016 Classes
May 3	Last Day to Add a Course; Last Day to Drop a Course for Spring 2016 Term
June 1	Last Day to Register for Spring 2016A Term
June 1	<b>SPRING 2016 TERM ENDS</b>
June 4	Graduating Students Final Grades Due by 5:00 p.m.
June 5	Candlelight
June 7	Commencement
June 25	Remaining Final Grades Due by 1:00 p.m.
June 27	<b>SPRING 2016A TERM ENDS</b>
	Spring 2016A Final Grades Due by 1:00 p.m.

### Summer 2016

June 7	June 7 - August 6, 2016
June 13	<b>SUMMER 2016 SESSION I NINE-WEEK CLASSES BEGIN</b>
June 15	Last day to register for Summer 2016 Nine-Week Classes
June 25-26	Last day to add a course; last day to drop a course for Summer 2016 Session I Nine-Week Classes
June 27	Summer Registration I
June 29	<b>SUMMER 2016 SESSION II SIX-WEEK CLASSES BEGIN</b>
June 30	Last day to register for Summer 2016 Six-Week Classes
July 4-5	Last day to add a course; last day to drop a course for Summer 2016 Session II Six-Week Classes
July 14-15	<b>SUMMER 2016 HOLIDAY (Offices closed)</b>
August 6	Summer Registration II
	<b>SUMMER 2016 SESSION I &amp; II CLASSES END</b>

# Undergraduate and Graduate Studies General Information

## Charter and Curricula

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

## Accreditations and Memberships

Elmira College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104-2680, (267) 284-5000. Elmira College is registered for teacher education by the New York State Department of Education. The Nurse Education Program received a full 8 year accreditation by the Accreditation Commission for Education in Nursing (ACEN), Inc. following the Fall 2007 evaluation visit. Contact information for ACEN is: 3343 Peachtree RoadNE, Suite 850, Atlanta, Georgia 30326, phone 404-975-5000, fax 404-975-5020, online at [www.acenursing.org](http://www.acenursing.org).

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

## Office of Continuing Education and Graduate Studies

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

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

## Faculty

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

## Advising

Advising is available for current and prospective students who need assistance on academic

matters. Appointments may be made by calling the Office of Continuing Education and Graduate Studies at (607) 735-1825 or 1 (800) 354-4720 or emailing [continuing@elmira.edu](mailto:continuing@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 11 of this bulletin.

## Student Responsibility

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

## Scholastic Standards

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

## Attendance

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

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

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

## Veterans' Information

Veterans who wish to enroll at Elmira College should contact their local Veterans Administration field office or local office of the New York State Division of Veterans Affairs at the Veterans Affairs main web site at [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 "Schedules and Resources."

**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.

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

## Student Records

The Family Educational Rights and Privacy Act of 1974 permits current or former students to inspect college educational records pertaining to them as individuals and to obtain copies for their personal use. 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 failure to adhere to fire evacuation procedures are prohibited.
10. Harassment in every form is prohibited. Harassment is considered to be interference with the personal liberty of others and includes any act or domination by students over others which may lead to injury, emotional disturbances, physical discomfort, or humiliation.
11. Failure to comply with the directions of College officials acting in the performance of their duties is prohibited.
12. Physical violence (assault, battery, or any other form of physical abuse), or threat of physical

violence, whether against any member of the campus community, self, or any other individual, is prohibited.

13. Verbal abuse of a student or College employee is prohibited.
14. Sexual harassment or violations of the Sexual Assault Policy are prohibited.
15. Disorderly, lewd, indecent, or obscene conduct is prohibited.
16. Violation of 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 (i.e. disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic, or other college activities, including its public service functions) is prohibited.
23. Presenting false or misleading information in a disciplinary proceeding or other College investigation of improper conduct is prohibited.
24. Endangering the mental or physical health of another member of the college community, but not limited to, involving in the forced consumption of liquor or drugs, for the purpose of initiation into or affiliation with any organization is prohibited.
25. Elmira College promotes good sportsmanship by student-athletes, coaches and spectators. We request your cooperation by supporting the participants and officials in a positive manner. Profanity, racial or sexist comments or other intimidating actions directed at officials, student-athletes, coaches or team 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 Student Handbook while on campus will be subject to disciplinary proceedings by the College as administered by the Dean of Continuing Education. Complete copies of the disciplinary procedures and the appropriate link to the Elmira College Student Handbook are provided to students charged with a violation. Appeals of disciplinary decisions are explained in the disciplinary procedures. Copies of the disciplinary procedures and the Elmira College Student Handbook are also available upon request from the Office of Continuing Education and Graduate Studies.

## Complaints Procedure

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

- A student may express a complaint to an Academic Advisor. The Academic Advisor will provide appropriate procedural steps or make suggestions to assist the student to resolve the complaint. If the complaint relates to harassment or discrimination based on age, color, race, gender, sexual orientation, religion, national origin or disability, the student may be guided by the procedures outlined in the Elmira College Student Handbook. For Teacher Education Program complaints, please refer to page 28 of this Bulletin or contact the Office of Teacher Education for information.
- Subsequently, if the student believes that the complaint has not been satisfactorily resolved, the student may meet with the Dean of Continuing Education. The student may provide the Dean of Continuing Education with a written statement that describes the nature of the complaint. The Dean will either make a decision, communicated in writing, or forward the complaint to an appropriate individual, college official or committee. Information from other individuals involved with the complaint may be requested if necessary. The outcome will be documented and communicated to the student.

# Policies and Procedures

## Elmira College Policy on Academic Dishonesty

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

### I. Definition and Examples of Academic Dishonesty

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

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

#### Examples:

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

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

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

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

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

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

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

### IV. Appeal and Hearing Processes

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

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

2. The instructor shall have the same opportunities.

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

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

## Acceptable Computer and Network Use Policies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **IV. Harassment**

You may not use Elmira College's computing and network facilities to harass, threaten or de-

fame 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](mailto: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](mailto: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 these revisions occur.

# General Policies and Procedures

## Individuals with Disabilities

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

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

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

### Academic Programs and Activities

Individuals with disabilities should be aware that academic programs and activities scheduled in Watson Fine Arts Building, Carnegie Hall, Gillett Hall, terrace level of McGraw Hall and on upper floors of Fassett Commons, Kolker Science Building and Harris Hall are not accessible. Requests for academic programs and activities to be relocated should be made to the Office of the Registrar, McGraw Hall, (607) 735-1895. Such requests should be made with reasonable notice.

### Administrative Programs and Services

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

Requests for administrative programs and services to be relocated should be made to the Director of Disability Services, McGraw Hall, (607) 735-1857. Such requests should be made with reasonable notice.

## Students with Learning Disabilities

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

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

## Sign Language Interpreting Policy

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

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

## Illegal Drugs On or Off Campus

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

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

## Weapons

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

## Motor Vehicles

### Registration:

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

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

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

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

**Parking Permits:**

Virtually all parking on campus (except visitor areas) is by permit only. A parking permit (sticker) does not guarantee the holder a reserved space, only an opportunity to park within a specified area. Within each permit eligibility category, permits are issued on a first-come, first-served basis, and the College reserves the right to limit issuance so as to prevent exceeding the number of available spaces. Thus, it is important that those desiring parking privileges obtain their permits without delay. All vehicles except those with purple stickers (faculty and staff), must register annually with the College; vehicle registration runs from August to August. Parking stickers are valid only for the areas for which they have been specifically designated. They must be affixed (as designed) to the window behind the driver of the vehicle. Parking stickers are not transferable. Lost or stolen stickers must be reported and replaced within twenty-four hours. The parking stickers issued by the College are the property of Elmira College. Any changes, tampering with, or misuses of the stickers may result in the withdrawal of the stickers.

**Parking Regulations:**

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

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

Also, no person shall park a vehicle on the grounds of the College in such a manner as to interfere with the use of a fire hydrant, fire lane, or other emergency zone; create any other hazard; or unreasonably interfere with the free and proper use of roadways.

Only authorized College vehicles and emergency vehicles (patrol cars, ambulances, fire trucks) are authorized to drive on the inner-campus roadways and walks. Insurance and safety regulations forbid parking of automobiles, motorscooters, 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.

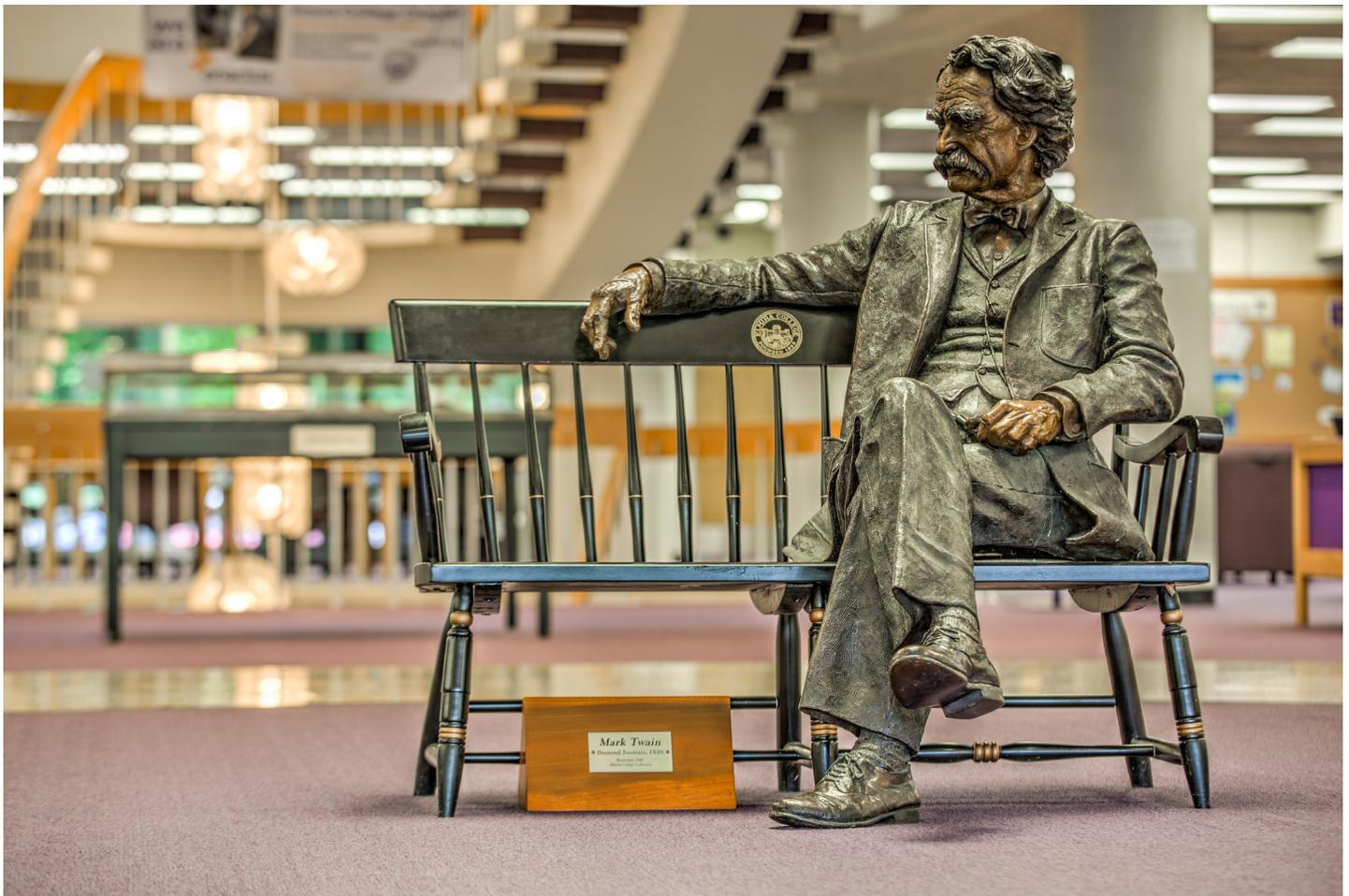
The fines which may be imposed upon any person subject to these rules and regulations for any violations are listed on the parking ticket.

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 2015-2016 academic year. Students should anticipate reasonable and appropriate increase in tuition and fees annually. Such increases go in effect each Summer Term and will be disclosed in registration information.

## 2015-16 Tuition and Other Charges (subject to change)

### Tuition

Undergraduate Part-time Adult (per credit) .....	\$375
Undergraduate Adult Audit (per credit) .....	\$190
Graduate (per credit) .....	\$590
Graduate M.S. Management Program .....	\$645
Graduate Audit (per credit) .....	\$295
Graduate Audit MS Mgmt (per credit) .....	\$325
Undergraduate Part-time Adult Other Charges (where applicable) Application for Admission (Matriculation).....	\$50
Applied Music Fee (per course) .....	\$150
Deferred Payment Fee.....	\$30
Directed-Independent Study Fee .....	\$50
Undergraduate Equivalency Exam (per credit) .....	\$190
Graduate Equivalency Exam (per credit) .....	\$295
Graduate M.S. Equivalency Exam (per credit) .....	\$325
Graduate Matriculation Fee .....	\$100
Graduation Fee .....	\$200
Late Graduation Fee .....	\$75
Late Payment Fee .....	\$50
Official Transcript Fee (no charge for first copy).....	\$5
Unofficial Transcript Fee.....	no charge
Parking Fee (annual, sales tax included) .....	\$30
Re-registration Fee .....	\$100
Returned Check Fee .....	\$35
Replacement of Student Identification Card .....	\$25
Part-time Adult, Graduate, & Audit Technology Fee (per term) Mandatory .....	\$55

\*Payment as arranged with the Business Office must be received in the Business Office within three days of registration. Failure to do so will result in cancellation of registration. Once registration is cancelled, a fee of \$100 will be charged for re-registration.

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

## Payment Options

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

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

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

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

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

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

## Refund of Tuition

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

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

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

## Refund of Tuition Schedule

### Traditional Three- or Four-Credit Courses

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

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

### Intensive Courses

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

### Offered in Nine or More Sessions

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

### Offered in Eight or Fewer Sessions

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

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

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

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

## Financial Aid

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

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

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

There are no graduate grants or fellowships at Elmira College, except graduate assistantships.

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

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

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

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

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

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

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

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

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

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

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

Students who fail to enroll for the credit hours specified in their award letter could face a possible reduction in their Federal and State Grants. **A drop or withdrawal from a course may result in a decrease or cancellation of awards.** Students must meet grade point average requirements for continuance of aid. **The academic records of financial aid recipients will be reviewed at the end of the Fall Term for continuance of State Grants and at the end of the academic year for continuance of all financial aid.** As outlined below, the minimum standards for **Satisfactory Academic Progress**, currently approved by the N.Y. State Commissioner of Education require that a student achieve a **specified cumulative grade point average (qualitative measure) and accrue a specified number of credits (credits accrued or earned versus credits attempted, quantitative measure or pace).** In addition, the Higher Education Act requires that at the end of the student's second academic year or its equivalent, the student must have a GPA of at least a 2.0 or have academic standing

consistent with the College's graduation requirements. The **maximum time frame to maintain financial aid eligibility cannot exceed 150% of published length of the program.** For instance, a student enrolled in an undergraduate program normally consisting of 120 credit hours must complete their program after attempting a maximum of 180 credit hours, measured by the credits attempted and transfer credits (accepted and applied to the degree).

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

**Important Contact Information:**

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

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

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

**Satisfactory Academic Progress**

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

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

**Satisfactory Academic Progress**

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

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



# Registration Information

## Registration for Classes

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 at the Office of Continuing Education and Graduate Studies. Forms may be found online at [www.elmira.edu/ce](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 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 upon notification of the Office of the Registrar. 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 Dean of Continuing Education and the instructor.
  - c. after the second week of class only if unusual circumstances necessitate it.
2. A student may add term-long courses during Spring Term III, Summer, and six-week courses during Fall and Winter
  - a. prior to the second class meeting.
  - b. through the first week of classes with the approval of the Dean of Continuing Education and the instructor.
  - c. after the first week of classes only if unusual circumstances necessitate it.
3. A student may not add courses of less than six weeks duration once the class has begun.

### Withdrawing from a Course

Official or approved withdrawal from a course occurs only when the student has submitted to the Office of the Registrar an appropriately authorized Drop-Add Form. Discontinuance of class attendance does not constitute official withdrawal. It is the responsibility of the student to contact the instructor regarding withdrawal.

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

Withdrawal from a course after the first week of classes must be approved by the Dean of Continuing Education or the student's advisor. The

grade assigned for withdrawals will be a W or WF at the discretion of the instructor according to the time lines in the chart:

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

### Change of Course

Course changes 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 3 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 or in Angel.

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

# Undergraduate Continuing Education

## General Information

### Programs of Study

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

#### Associate Degrees

Business	5004
General Studies	5699
Human Services	5501

#### Baccalaureate Degrees

Accounting*	0502
Adolescence Education: Biology*	0401.01
Adolescence Education: Chemistry*	1905.01
Adolescence Education: English*	1501.01
Adolescence Education: French*	1102.01
Adolescence Education: Mathematics*	1701.01
Adolescence Education: Social Studies	2201.01
Adolescence Education: Spanish*	1105.01
American Studies*	0313.00
Art*	1002
Biology*	0401
Biochemistry*	4902
Business Administration	0506
Chemistry*	1905
Childhood Education	0802.00
Childhood Education: Special Education	0808
Classical Studies*	1504
Clinical Laboratory Science	
Community Health & Wellness Ed	
Criminal Justice*	2105
Economics*	2204
Educational Studies	0801
English Literature*	1502
Finance	0504.00
Foreign Language French*	1102
Foreign Language Spanish*	1105
General Studies	4901
History	2205, 2205.01
Human Services	2101
Individualized Studies	4901
International Studies*	2210.00
Mathematics*	1701
Music*	1005
Nursing*	1203
Philosophy and Religion*	1599.10
Political Science*	2207.00
Psychology	2001
Social Studies	2201
Sociology and Anthropology*	2299.00
Speech and Hearing*	1220
Speech and Language Disabilities*	0815.00
Theatre*	1007
Visual Arts*	0831

\*Attendance in day classes may be necessary.

### Adult Student Status

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

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

Part-time tuition rates are presented in the Tuition and Expenses section on page 10.

### Part-Time Credit Load

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

### Policy on Part-Time Undergraduate Student Overloads

#### Education Students:

- Part-time education students may register for student teaching for one term of nine credits and one term of twelve credits.

#### Nursing Students:

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

#### All Other Students:

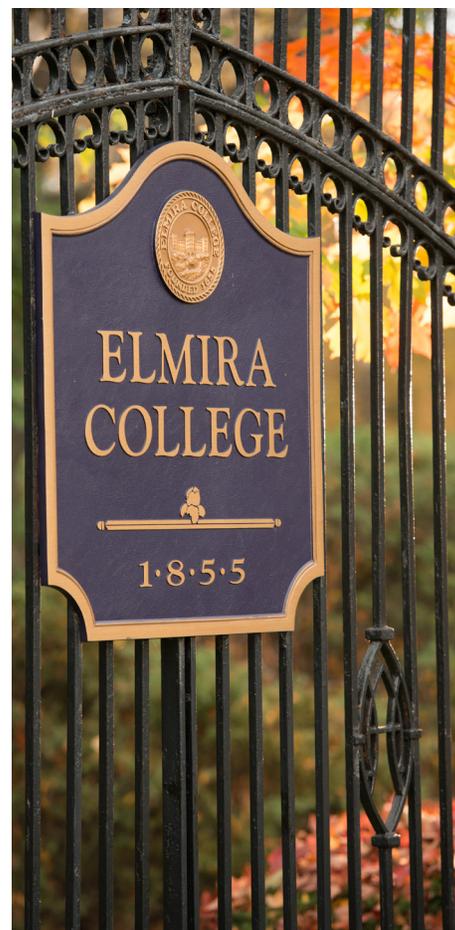
- All other students must finish their work on a part-time basis, less than nine credits in Terms I and II and a maximum of six credits in Term III-IIIa (provided at least three credits are taken in Spring Term IIIa) with no exceptions.

OR

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

### Change in Status

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



## Admission to Adult Undergraduate Study

### Admission to Degree Candidacy (Matriculation)

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

Application for degree candidacy as an adult student is made through the Office of Continuing Education and Graduate Studies by the submission of an Application Form and completion of an admissions interview. An enrollment fee is charged; please refer to page 10. Application must be made by transfer students prior to the completion of 20 credits at Elmira College and by others prior to the completion of 30 credits at Elmira College. Applications are considered on an individual basis. If desired, application for financial aid may be made through the Office of Financial Aid. Financial assistance is available to qualified adult, degree-seeking (matriculated) students. Students may apply for matriculation in one of the following ways:

1. Students with 12 or more credits of prior college coursework at Elmira College or elsewhere must request that official transcripts be sent to the Office of Continuing Education and Graduate Studies from the Office of the Registrar of each college or university (except Elmira College) previously attended.
2. Students with no prior college coursework or those who have completed fewer than 12 college credits must request that an official high school transcript as well as official transcripts of any prior college coursework be sent to the Office of Continuing Education and Graduate Studies. The student must also schedule an admission interview with the Office of Continuing Education and Graduate Studies.
3. Students are not required to have graduated from high school in order to register for credit courses or to matriculate for a degree. These students must satisfactorily complete 12 credits of collegiate study prior to applying for matriculation. The New York State High School Equivalency Diploma is granted by the State Education Department to anyone who has provided satisfactory evidence that they have successfully completed 24 credits or the equivalent as a recognized candidate for a college-level degree or certificate at an approved institution.

Beginning with applications made on or after September 30, 2004, the 24 credits shall be distributed as follows:

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

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

### Transfer Credit

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

Full-time transfer students are routinely guided by the degree requirements that apply to their expected graduating class rather than the requirements in The Elmira College Bulletin when they matriculate. (With advisor approval, the student may choose to graduate under the terms of a later Bulletin.)

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

1. Undergraduate credit for which the student received a grade of C- or above will be considered for transfer to Elmira College only from institutions accredited by an agency that is a member of the Council for Higher Educa-

tion Accreditation (CHEA).

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

# Undergraduate Academic Services and Regulations

## Credits

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

## Residency Requirement

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

## Grading System

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

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

## Honor Points

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

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

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

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

## “Incomplete”

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

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

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

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

W = Withdrawal; indicates withdrawal while passing the course.

## Grade Point Average

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

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

Only credits received from Elmira College are included in this calculation. A student must achieve an overall grade point average of at least 2.000 as well as a grade point average of 2.000 in the major in order to graduate. The awarding of graduation honors (undergraduate students only) is based on Elmira College and transfer credits described under Graduation Honors on page 18.

## Grade Changes

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

## Grade Appeal

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

## Good Academic Standing and Satisfactory Progress

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

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

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

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

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

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

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

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

**Academic Dishonesty** (please refer to page 6)

### Transcript of Grades

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

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

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

### Mid-Term Academic Warnings

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

### S/D/F Option

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

1. Such election cannot be taken in courses that apply to the major, minor, or Education concentration or specialization.
2. Prorations for transfer students will be administered by the Office of the Registrar.
3. Students electing a S/D/F grade must indicate this option during the last two weeks of classes in a thirteen-week term, during the last eight days of a nine-week term, for a six-week term during the fifth week and for a three-week term during the last three days in the term. S-D-F forms may be picked up in the Office of the Registrar, McGraw Hall, room 113, and must be filed with the Office of the Registrar during the appropriate period. The advisor must sign all S/D/F forms.
4. Satisfactory (S) grades do not affect the GPA (Satisfactory grades represent A through C-). However, credits are awarded towards earned credit hours. D+, D, D-, F, and WF grades affect the GPA and no credit is granted for F and WF grades.
5. Students planning to enter a graduate or professional school are reminded that their admission might be affected by S/D/F coursework.

### Repeating a Course

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

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

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

### Tutoring

Any adult student desiring tutoring may contact the Tutorial Center, (607) 735-1769, located in the Gannett-Tripp Library. The Tutorial and Education Services Associate will provide names of tutors

whom the adult student may contact. The Math Laboratory, located in 303 Watson Fine Arts, has both day and evening hours. All tutoring is free of charge for current Elmira College students.

### Placement Testing

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

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

### Academic Honors

#### Dean's List

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

#### Alpha Sigma Lambda

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

Members are elected on the basis of the following qualifications:

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

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

## Graduation

### Graduation Requirements

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

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

### Application for Graduation

Applications for Graduation must be submitted to the Registrar's Office no later than November 1 for those completing degree requirements by June or August of the current academic year. Students completing degree requirements in the nine-week Spring Term IIIa or in the Summer Term are required to submit a Summer Completion Form with their Application for Graduation. For information on Graduation Application fees please refer to [page 9](#). Please note there is a late fee for applications submitted after the deadline.

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

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

### Graduation Honors

Graduation Honors are awarded to part-time students receiving their bachelor's degrees who achieve the cumulative grade point average indicated below for all coursework at Elmira College.

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

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

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

### Second Baccalaureate Degree

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

### Second Major

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

### Field Experience

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

Whereas the field experience program is not required of part-time students unless specified by a student's major, a career-related internship, involving eighty hours of work, may be selected to achieve the goals mentioned above. Please contact the Office of Career Services for details on this program.

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

### Credit for Prior Learning

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

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

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

### College Level Examination Program (CLEP)

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

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

**Subject Examinations:** The CLEP Subject Examinations are achievement tests for widely offered undergraduate college courses and are similar in content and scope to many New York College Proficiency Examinations. They stress understanding, ability to perceive relationships, and the grasp of principles, concepts, and factual materials in the respective courses. Some cover material studied in a typical full-year course, while others are limited to material studied in a one-semester course. At present, forty CLEP Subject Examinations are available in such fields as data processing, business law, economics, geology, human growth and development, statistics, and trigonometry.

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

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

College Level Examination Program  
 P.O. Box 6600  
 Princeton, New Jersey 08540  
 609-771-7865  
[www.collegeboard.com/clep](http://www.collegeboard.com/clep)

### New York State Excelsior College Examinations

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

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

Elmira College (and other institutions) may grant course credit or advanced standing for acceptable Excelsior College grades. Candidates are advised to check with the Registrar before taking an examination to determine its acceptability. The

University of the State of New York will send an official transcript of the candidate's Excelsior College grades to Elmira College. The Registrar may request the University to provide a copy of the candidate's answers to the essay or problem section of an Excelsior College Examination for review.

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

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

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

Information may be obtained from:

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

#### Elmira College Equivalency Examination

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

Students who request an equivalency or "challenge" examination must demonstrate that they have acquired the knowledge and skills on which they wish to be examined. Students must com-

plete the examination during the term in which they register for it. The last possible date to register for such an examination in any academic year is one month before Commencement.

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

1. The student must first obtain from the Office of Continuing Education and Graduate Studies the proper application forms.
2. The student must seek the agreement of a full-time faculty member in the appropriate discipline that he or she is willing to administer an examination.
3. The student must seek the approval of the Dean of Continuing Education for permission to sit for this examination. This requires submission of the following:
  - a. A written statement from the faculty member who has agreed to develop, administer, and evaluate the examination;
  - b. The title, course number, and credits for which the examination is intended;
  - c. Written evidence of the approval of the student's academic advisor. The Dean of Continuing Education will not grant approval for equivalency exams for courses prerequisite to those for which the student has already received credit or is currently enrolled, or those preliminary to or significantly overlapping with such courses. Students may appeal rejection of their application to the Educational Standards Committee.
4. After written approval has been granted by the Dean of Faculty, the student must complete in duplicate the Elmira College Equivalency Examination Application Form, which is available in the Office of Continuing Education

and Graduate Studies. Such application serves as the examination registration.

5. The student must then pay the examination fee in the Business Office (see page 9).  
When the examination has been administered, the grade will be submitted to the Registrar and recorded as follows:

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



## Undergraduate Academic Programs

### The Associate's Degree

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

#### Associate in Arts (General Studies)

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

##### I. General Degree Requirements

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

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

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

#### Associate in Science

The Associate in Science degree requires the following:

##### I. General Degree Requirements

##### A. Academic Writing Program 6 credits

WRT 1010 College Composition I

WRT 1020 College Composition II

##### B. Mathematical Competency 3 credits

Students must achieve an adequate score on the mathematics placement exam or take one course of Mathematics at the college level and achieve a grade of C- or better.

##### C. The Pillars and World Engagement

##### I. The Pillars 21 credits total \*

\*Students will complete 21 credits of coursework among the Pillars listed below. Courses taken as part of the major will qualify for The Pillars. No more than 3 credit hours from the same field code may be applied unless that field code is for a language other than English:

1. Fine Arts 3-6 credits
2. Humanities 3-9 credits
3. Social Sciences 3-6 credits
4. Mathematics and Natural Sciences 3-6 credits

##### II. World Engagement\* 9 credits

\*These courses can be chosen from a wide variety of disciplines and may also overlap with the disciplinary Pillar component of General Education or the student's major.

Non-Western Perspectives (NWP) 3 credits

Global (GLP) 3 credits

Western Perspectives (WEP) 3 credits

Note: Associate's Degree students are not required to complete First Year Seminar, Odyssey, PE/Wellness, Quantitative Reasoning or Field Experience-Practicum Requirements.

#### Business (A.S.) 28 credits

ACC 2010 Financial Accounting I 3 credits

ACC 2021 Financial Accounting II 3 credits

ECO 2010 Principles of Microeconomics 3 credits

ECO 2020 Principles of Macroeconomics 3 credits

MAT 2090 Statistical Methods 4 credits

MGT 2240 Principles of Management 3 credits

MGT 2010 Business Law I 3 credits

MKT 2250 Principles of Marketing 3 credits

#### Human Services (A.S.) 21 credits

Human Services Core (15 credits)

HMS 1000 Human Services in Contemporary America 3 credits

PSY 1010 Introductory Psychology 3 credits

SOC 1010 Introductory Sociology 3 credits

HMS 3300 Basic Counseling Techniques 3 credits

HMS 3005 Family Assessment 3 credits

#### Human Behavior and Development 3 credits

Select one of the following:

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

HMS 3006 Observing Child Development

PSY 2030 Personality

PSY 2060 Child and Adolescent Psychology

PSY 3000 Psychology of Maturing and Aging

PSY 3010 Social Psychology

PSY 3140 Abnormal Psychology

PSY 3220 Theories of Human Development

PSY 4031 Contemporary Problems: Issues of Adolescence

SOC 2600 Sociology of Aging

#### Human Service Delivery 3 credits

Select one of the following:

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

HMS 1010 Services to Families with Young Children

HMS 2010 Chemical Dependency: Treatment and Rehabilitation

HMS 2020 Mental Health Services

HMS 2025 Death and Dying OR

HMS-NSG 2030 End-of-Life-Issues

HMS 3010 Management of Human Services Agencies

HMS/SOC 3025 Services for Children and Youth

HMS/SOC 3120 Community Organization

HMS 3140 Social Group Work

HMS 3150 Social Casework

PSY 2020 Introduction to Clinical Psychology

### The Baccalaureate Degree

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

##### I. General Degree Requirements

##### A. Academic Writing Program

WRT 1010 College Composition I 3 credits

WRT 1020 College Composition II 3 credits

##### B. "W" Course 3 credits

(A list of courses approved for this category may be found in electronic files maintained by the Office of the Registrar)

Every student must complete, with a passing grade, a course from an approved list of "W" courses. This will typically be an advanced course in the student's major which has a special emphasis on written communication. The "W" course is a supplement to the more formal instruction in writing skills that a student receives in the first two years and is aimed at assisting students in further developing writing skills

not only in composition classes but also in advanced courses in their own discipline and elsewhere.

**C. Quantitative Reasoning and Mathematical Competency 3-8 credits**

The Mathematical Competency and Quantitative Reasoning requirements are designed to ensure students are prepared to handle quantitative courses at the collegiate level and have the skills necessary to apply quantitative reasoning in their lives after college.

The Mathematical Competency requirement ensures that each student will have the appropriate foundation in Mathematical thinking for success in quantitative coursework. In order to satisfy this requirement a student must achieve an adequate score on the mathematics placement exam or take one course (usually 3 or 4 credits) of Mathematics at the college level and achieve a grade of C- or better. Examples of courses that satisfy the requirement are MAT 1030 (College Algebra), MAT 1091 (Precalculus I).

The Quantitative Reasoning (QR) requirement will expose students to developing strategies and solving problems in a structured, logical and analytical way. Students will also have the opportunity to apply these strategies to specific questions in specific disciplines. Students will take one course (usually 3 or 4 credits) beyond Mathematical Competency. Courses satisfying Quantitative Reasoning contain a significant quantitative component. These courses may come from a variety of disciplines including but not limited to Mathematics.

**D. The Pillars and World Engagement**

*(A list of courses approved for each of these categories will be maintained by the Office of the Registrar)*

The Pillars and World Engagement requirements provide students with the intellectual breadth in the liberal arts and sciences necessary to be a broadly educated and globally aware citizen.

**1. The Pillars 27 credits**

Students will complete 27 credits of coursework among the Pillars listed below. Courses taken as part of a major or concentration will qualify for The Pillars. No more than 3 credit hours from the same field code may be applied unless that field code is for a language other than English.

**A. Fine Arts 6 credits (ART, DAN, FAR, MUS, THE)**

The fine arts are the expression of our human experience through visual art, writing, language, motion, and music. Coursework from this pillar will develop a student's skills in the creation of the fine and performing arts, present historical and cultural contexts for appreciation of the arts, and encourage students to embrace new means of expression.

**B. Humanities and Languages 9 credits (AMS, ASL and all languages, ENG, LAL, HIS, HUM, PHR)**

The humanities focus on the interpretation of the human experience with a strong emphasis on analytical, critical, and reflective approaches. Courses from this pillar contribute to a student's understanding of the development, expression, and diversity of the human community by examining the development of a wide variety of ideas and forms of expression using literary, historical and philosophical texts, and various artistic media.

**C. Social Sciences 6 credits (ANT, ARC, CRJ, ECO, GEO, PSY, PSC, SOC, SSC, SST, WMS)**

The social sciences study human behavior in the context of culture and society. Courses from this pillar develop a student's ability to use quantitative and qualitative tools to analyze material artifacts, institutions and processes, motivations, and behavior of people in past and contemporary societies.

**D. Mathematics and Natural Sciences 6 credits (AST, BIO, CHE, ENV, GEO, MAT, NSC, PHY)**

Mathematics and the natural sciences focus on using empirical and quantitative methods and the development of those methods by way of formal logic and quantitative reasoning. Courses from this pillar enable students to better employ the scientific method, use mathematical tools, and apply knowledge of nature to understand the universe. MAT courses at or below the Math Competency requirement do not count towards this pillar.

**II. World Engagement 9 credits**

The World Engagement component of the General Education curriculum will foster the ability to view the world from multiple perspectives and to gain an appreciation of the global interconnectedness of issues, trends, and systems.

Students will complete the following:

A. 3 credits of coursework in Non-Western Perspectives (NWP)

B. 3 credits of coursework in Global (GLP)

C. 3 credits within Western Perspectives (WEP)

These courses can be chosen from a wide variety of disciplines and may also overlap with the disciplinary Pillar component of General Education or the student's major or electives.

**II. Major Requirements**

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

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

**Accounting (Bachelor of Science) 121 credits**

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

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

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

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

**Accounting -150-Hour Licensure Qualification  
(Bachelor of Science)**

ACC 2010	Financial Accounting	3 credits
ACC 2021	Managerial Accounting	3 credits
ACC 3540	Intermediate Accounting I	3 credits
ACC-FIN 3541	Intermediate Accounting II	3 credits
ACC-MGT 3610	Cost Accounting I	3 credits
ACC 3730	Tax Accounting I	3 credits
ACC 4550	Advanced Accounting	3 credits
ACC 4740	Auditing (W course)	3 credits
ECO 2010	Principles of Microeconomics	3 credits
ECO 2020	Principles of Macroeconomics	3 credits
ECO-FIN 3030	Money and Financial Institutions	3 credits
FIN 3010	Corporation Finance	3 credits
MAT 2090	Statistical Methods	4 credits
MGT 2010	Business Law I	3 credits
MGT 2020	Business Law II	3 credits
MGT 2240	Principles of Management	3 credits
MIS 3010	Introduction to Management Information Systems	3 credits
MKT 2250	Principles of Marketing	3 credits
Total credits required to complete core requirements:		55 credits

**Option I:**

ACC 3735	Tax Accounting II	3 credits
ACC -FIN 3755	Principles of Government and Non-Profit Accounting	3 credits
ACC 3910	Accountants as Whistleblowers?	3 credits
MGT 3410	Operations Planning and Control	3 credits
MGT 4011	Strategic Management (W course)	3 credits
PHR-ECO 2900*	Business and Society: Does the Corporation Have a Conscience?	3 credits

\*Accounting majors must register under the ECO field code for 3 credits

Electives:	International ECO, MGT, or MKT	3 credits
<b>Total credits required to complete Option I:</b>		<b>21 credits</b>

**Option II:**

Electives: Accounting Electives:		9 credits
Select three of the following four courses:		
ACC 3735	Tax Accounting II	
ACC-FIN 3755	Principles of Government and Non-Profit Accounting	3 credits
ACC 3910	Accountants as Whistleblowers?	
ACC 4510**	Accounting Internship	
Business Electives:		6 credits
Business		
Economics		
Finance		
Management		
Marketing		
Management Information Systems		
<b>Total credits required to complete Option II:</b>		<b>15 credits</b>

**Additional Credit Hours\*\*\* 74-80 credits**

\*\*The Accounting Internship may not be used as one year experience requirement for licensure.

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

**Total credits required to complete major: 150 credits**

Note: This program is designed to meet the requirements to sit for the CPA examination in New York State. The Office of the Professions (New York State Education Department) will review each student's transcript to determine his or her eligibility to sit for the CPA examination in New York State. Students who plan to sit for the CPA examination in a state other than New York should consult with the appropriate Board of Accountancy to determine if this program will meet the requirements of that state.

**Art\***

**(Bachelor of Arts)**

ART 1210	Drawing I	3 credits	<b>48 credits</b>
ART 1220	Painting I	3 credits	
ART 1360	Sculpture I	3 credits	
ART 2100	Introduction to Art History: Prehistoric to Gothic	3 credits	
ART 2101	Introduction to Art History: Renaissance to Modern	3 credits	
ART 3163	Contemporary Art	3 credits	
ART 4590	Seminar in Art Criticism	3 credits	
Electives, including at least 6 credits at or above the 3000 level:			
	Art History	3 credits	
	Painting, Drawing, Printmaking	6 credits	
	Sculpture or Ceramics	6 credits	
	Digital Imaging, Photography or Video Art	6 credits	
	Studio Art Specialization	6 credits	

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

**Art Education (Visual Arts)** See page 27.

**Business Administration  
(Bachelor of Science)**

**49-50 credits**

**Common Curriculum and Business Administration:**

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

Choose from two options to complete Business Administration major:

**Generalist Track: 15 credits**

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

or

**Complete one of the following specializations\*:**

\*It may be necessary to attend some day classes in order to fulfill requirements for specializations within Business Administration.

**Specialization in Finance: 15 credits**

FIN 3100	Investments I	3 credits
FIN 3200	Investments II	3 credits
FIN 4200	Case Problems in Financial Management	3 credits

Electives: Choose 6 credit hours from the following courses:		
ECO 3200	International Trade and Finance	3 credits

ECO-FIN 3970 Financial Economics	6 credits
Any FIN course at the 3000 or 4000 level	3 credits
<b>Specialization in International Business**:</b>	16 credits
ECO-PSC 3200 International Economics	3 credits
ECO 3140 Development Economics	3 credits
or	
ECO 4000 Contemporary Issues in International Economic Policy	3 credits
MGT 4005 Seminar in International Business	3 credits
MKT 3800 International Marketing	3 credits
PSC 1020 International Relations	4 credits

**\*\*Language:**

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

**International Business (BAIB) Internships:**

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

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

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

<b>Specialization in Management:</b>	15 credits
MGT 3410 Operations Planning and Control	3 credits
MGT 3720 Human Resource Management	3 credits
MGT 4011 Strategic Management (W course)	3 credits

Six credits, choose TWO from:

ACC-MGT 3610 Cost Accounting I	3 credits
MAT-MGT 3200 Operations Analysis and Modeling	3 credits
MGT 2940 Effective Negotiation	3 credits
MGT 3020 Entrepreneurship	3 credits
MKT-MGT 3660 Sales Management	3 credits
MGT 3710 Organizational Behavior	3 credits
MGT 4020 Managerial Leadership & Supervision	3 credits
Any ECO course at the 3000 level	3 credits

**Specialization in Management Accounting:** 15 credits

**Required Courses:**

ACC 3540 Intermediate Accounting I	3 credits
ACC 3541 Intermediate Accounting II	3 credits
ACC-MGT 3610 Cost Accounting	3 credits

Either:

**Option A:** 6 credits

ACC 3910 Accountants as Whistleblowers?	
and	
ACC 4740 Auditing	
or	

**Option B:** 6 credits

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

<b>Option C:</b>	6 credits
ACC 3755 Government and Not-For-Profit Accounting and	
ACC 4550 Advanced Accounting	

\*Students completing Option B or C must also complete a W course. It may be necessary to attend some day classes in order to fulfill requirements for this program.

**Specialization in Marketing:** 15 credits

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

**Electives:**

Six credits of MKT field code at the 2000 level or higher	6 credits
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NOTE: It is recommended that students intending to pursue a graduate degree in business complete at least one course in Calculus.

**Community Health and Wellness Education (Bachelor of Science)**

HLS 1000 Chemical and Biological Life Processes	4 credits
HLS 1001 Genetics and Microbiological Life Processes	4 credits
HLS 1020 Principles of Community Health and Wellness Education I	3 credits
BIO 1070 Human Biology	3 credits
PSY 1010 Introductory Psychology	3 credits
SOC 1010 Introductory Sociology	3 credits
MAT 2090 Statistical Methods	4 credits
HLS-HMS 3001 Adult Learning: Education Clients and Communities	3 credits
HLS 3020 Principles of Community Health and Wellness Education II (W course)	3 credits
HLS 3030 Nutrition Across the Lifespan	3 credits
HLS 3040 Exercise Across the Lifespan	3 credits
HLS 3050 Demographics of Health and Disease	3 credits

**Lower Division Electives:**

Two lower division electives from the list below: 6-12 credits

PSY 2410 Psychology of Interpersonal Relations	3 credits
SSC 2502 Evaluating Social Science Research (W course)	3 credits
SPC 2020 Public Speaking	3 credits
BIO 1953 Genetics and Society	6 credits
BIO 1962 Environmental Issues and Choices	6 credits
HLS 2030 Health Care Ethics	3 credits
ANT-SOC 2010 Social Inequality	3 credits
PSY 2700 Cultural Psychology	3 credits
PSY 2800 Health Psychology	3 credits
SOC 2110 Medical Sociology	3 credits
PSY 2060 Child and Adolescent Psychology	3 credits
NSG 1000 Perspectives on the American Health Care System	3 credits
ANT-NSG 1600 Complementary Health Therapies	3 credits
PHR 1006 Ethics	3 credits

**Upper Division Electives:**

Two electives from the list below at or above the 3000 level 6 credits

HMS 4000 Program Planning and Evaluation	3 credits
BIO 3000 Epidemiology	3 credits

BIO 3400	Topics in Bioethics	3 credits
PSY 3000	Adult Development and Aging	3 credits
HMS-SOC 3120	Community Organization	3 credits
ENV-PHR 3940	Environmental Ethics	3 credits
PSY 3220	Theories of Human Development	3 credits

EDU 3365	Teaching Literacy in the Elementary Schools	3 credits
EDU 3931	Student Teaching I and Seminar: Childhood Special Education	6 credits
EDU 4391	Student Teaching II and Seminar: Childhood Special Education	12 credits

Students are encouraged to select electives related to their specific interests

**Total credits required to complete major:** 51-57

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

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

**Certification in Education**

Elmira College offers the following teacher education certificate programs:

- A. Childhood Special Education (Students with Disabilities Grades One Through Six)
- B. Childhood Education (Grades One through Six)
- C. Adolescence Education (Grades Seven through Twelve)
- D. Visual Arts (Art Education) (All Grades)

To be eligible for institutional recommendation to the New York State Department of Education for teacher certification under any one of the aforementioned titles, students must successfully complete all degree requirements for the specific certification title being sought. These include the Teacher Education requirements (Pedagogical Core), the approved Major or Concentration requirements (Content Core), and the college-wide General Degree Requirements (Liberal Arts and Sciences Core). Each program combines an excellent liberal arts foundation with innovative, evidence-based instructional and assessment practices to prepare beginning teachers for the challenges of educating all children in today’s society. Furthermore, all programs leading to New York State certification prepare students to teach to the appropriate State and National Learning and Common Core Standards. Whenever possible, students are placed in schools where they have the opportunity to work with diverse populations across a variety of developmental levels.

Because the requirements for each certificate title are complex and leave little room for error, students must assume an active participatory role in their academic advising. According to the subsection on Student Responsibility under Academic Services and Regulations in The Elmira College Bulletin, students must fully understand and adhere to the following policy:

“Although the academic advisor as well as other members of the faculty and administration are available to help the student plan a program and work toward the completion of a degree, **ultimate responsibility for knowing and complying with these regulations and for meeting all requirements rests with the students.**”

**A. Childhood Special Education  
(Students with Disabilities Grades One Through Six)**

EDU 1010	Foundations of Education	3 credits
PSY 1010	Introductory Psychology	3 credits
PED 1162	Physical Education for the Classroom Teacher	1.5 credits
EDU 1920	Introductory Fieldwork and Seminar in Education	3 credits
EDU 2020	Teaching Students with Disabilities in the Inclusive Classroom	3 credits
PSY 2060	Child and Adolescent Psychology	3 credits
EDU 2222	Managing Behavior of Students with Disabilities	3 credits
EDU 3331	Curriculum Design and Instruction in Childhood Special Education: Mathematics, Science, Social Studies, and the Arts	3 credits
EDU 3345	Literacy Acquisition and Development for Preschool and Elementary School Learners	3 credits
EDU 3351	Assessing Students with Disabilities: Childhood Special Education	3 credits

**Additional Requirements for Certification**

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

1. Current information regarding their specific teacher education program.
2. Language-Other-than-English (LOTE) requirements (6 college credits) or equivalent.
3. Mathematical process requirement. Students in the Childhood Special Education program must complete two 3-credit mathematics courses, MAT 2005 Mathematics for Elementary Teachers I: Number Systems and MAT 2006 Mathematics for Elementary Teachers II: Geometry and Measurement;
4. Information for taking the mandatory New York State Teacher Certification Examinations. All students who complete their programs on or after May 1, 2014, will be required to take five separate examinations: the *Academic Literacy Skills Test (ALST)*, the *Educating All Students Test (EAS)*, the *Education Teacher Performance Assessment (edTPA)*, *Content Specialty Test (CST): Students with Disabilities*, and the *Content Specialty Test (CST) Multi-Subject: Teachers of Childhood*. Please refer to the most recent Checklist for Teacher Education Candidates to review recommended test timelines and other exam updates. It should be noted that all students will take the edTPA during their Student Teaching II experience in their final year;
5. Forms, including the Introductory Fieldwork and Seminar in Education Application, the Teacher Education Program Application, the Student Teaching I Application and the Student Teaching II Application; requirements; procedures; policy statements; and application deadlines and so forth.
6. Other requirements, such as required GPA for acceptance into the Teacher Education Program and Student Teaching (2.7 GPA is required in both the academic major or concentration and in the Teacher Education courses) or changes in the New York State Teacher Certification requirements. No waivers or exceptions are granted. Please note that pending new national accreditation requirements, the content area and pedagogical core minimum GPAs are subject to change. Consult the most recent Checklist for Teacher Education Candidates for updates, or consult your academic advisor.

**In addition to completing the requirements listed above for Childhood Special Education, students also must complete their general distribution requirements and one of the following approved academic majors or concentration:**

<b>Majors</b>	<b>Concentrations</b>
Biology	Biology
Chemistry	English Literature
English Literature	Mathematics
Foreign Languages - Spanish or French	Social Studies
Mathematics	Visual and Performing Arts
Social Studies	

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

PSY 1010	Introductory Psychology	3 credits
EDU 1010	Foundations of Education	3 credits
PED 1162	Physical Education for the Classroom Teacher	1.5 credits
EDU 1920	Introductory Fieldwork and Seminar in Education	3 credits
PSY 2060	Child and Adolescent Psychology	3 credits
EDU 2020	Teaching Students with Disabilities in the Inclusive Classroom	3 credits
EDU 3335	Curriculum, Instruction, and Assessment in Childhood Education: Social Studies and the Arts	3 credits
EDU 3345	Literacy Acquisition and Development for	

EDU 3355	Preschool and Elementary School Learners Curriculum, Instruction and Assessment in Childhood Education: Mathematics, Science, and Technology	3 credits
EDU 3365	Teaching Literacy in the Elementary Schools	3 credits
EDU 3935	Student Teaching I and Seminar: Childhood Education	5 credits
EDU 3955	Literacy Intervention and Enrichment: Childhood Education	1 credit
EDU 4395	Student Teaching II and Seminar: Childhood Education	12 credits

**Additional Requirements for Certification**

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

1. Current information regarding their specific teacher education program.
2. Language-Other-than-English (LOTE) requirements (6 college credits) or equivalent.
3. Mathematical process requirement. Students in the Childhood Education program must complete two 3-credit mathematics content courses, MAT 2005 Mathematics for Elementary Teachers I: Number Systems and MAT 2006 Mathematics for Elementary Teachers II: Geometry and Measurement;
4. Information for taking the mandatory New York State Teacher Certification Examinations. All students who complete their programs on or after May 1, 2014, will be required to take four separate examinations: the *Academic Literacy Skills Test (ALST)*, the *Educating All Students Test (EAS)*, the *Education Teacher Performance Assessment (edTPA)*, and the *Content Specialty Test (CST)*. Please refer to the most recent Checklist for Teacher Education Candidates to review recommended test timelines and other exam updates. It should be noted that all students will take the edTPA during their Student Teaching II experience in their final year;
5. Forms, including the Introductory Fieldwork and Seminar in Education Application, the Teacher Education Program Application, the Student Teaching I Application and the Student Teaching II Application; requirements; procedures; policy statements; and application deadlines and so forth.
6. Other requirements, such as required GPA for acceptance into the Teacher Education Program and Student Teaching (2.7 GPA is required in both the academic major or concentration and in the Teacher Education courses) or changes in the New York State Teacher Certification requirements. No waivers or exceptions are granted.

**In addition to completing the requirements listed above for Childhood Education, students also must complete their general distribution and one of the following approved academic majors or concentrations:**

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

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

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

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

NOTE: Childhood Education students pursuing an Extension will need to

pass the Academic Literacy Skill Test (ALST), the Educating All Students Test (EAS), the Content Specialty Test (CST) (multisubject) and the CST in their content core (e.g. Biology), and the Education Teacher Performance Assessment (edTPA).

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

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

**Approved Concentrations for Childhood Education & Childhood Special Education**

Biology Concentration*	35-37 credits
BIO 1020 Biological Concepts I	4 credits
BIO 1022 Biological Concepts II	4 credits
BIO 1070 Human Biology	3 credits
BIO 2050 General Botany	4 credits
BIO 3120 Ecology	4 credits
BIO 4605 Evolution	3 credits
CHE 1010 Introductory Chemistry	4 credits

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

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

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

**English Literature Concentration\*** 30 credits

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

One of the following:	3 credits
ENG 2010 The Craft of Writing Fiction	
ENG 2015 The Craft of Writing Poetry	
ENG 2180 Expository Writing	

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

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

One of the following:	3 credits
ENG 2250 Shakespeare	
ENG 2260 Shakespeare and His Contemporaries	

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

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

ENG 4590 may be taken as one of these courses. 15 credits  
 \*It is necessary to attend day classes in order to fulfill requirements for this concentration.

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

MAT 1092	Pre-Calculus II	4 credits
	or	
MAT 2010	Calculus I	4 credits
MAT 2003	Mathematical History: Ancient to Medieval	3 credits
MAT 2009	Mathematical History: Renaissance to Modern	3 credits
MAT 2090	Statistical Methods	4 credits
MAT 2100	Discrete Mathematics	4 credits
MAT 3200	Operations Analysis and Modeling	3 credits
MAT 3260	Intro to Classical and Modern Geometry	3 credits

Any pair of the following:  
 BIO 1020 Biological Concepts I  
 BIO 1022 Biological Concepts II 8 credits  
 or  
 CHE 1505 General Chemistry Principles I  
 CHE 1515 General Chemistry Principles II 8 credits  
 or  
 CHE 1515 General Chemistry II  
 CHE 1515L General Chemistry II Lab 8 credits  
 or  
 PHY 2000 Principles of Physics I  
 PHY 2010 Principles of Physics II 8 credits  
 or  
 CHE 1010 Introductory Chemistry  
 PHY 1030 The World of Physics 8 credits

Either  
 ECO 2010 Microeconomics or  
 ECO 2020 Macroeconomics 3 credits

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

**Social Studies Concentration** 30 credits

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

\*Must take one 3000 level W course.

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

ART 2100	Introduction to Art History: Prehistoric to Gothic	3 credits
ART 2101	Introduction to Art History: Renaissance to Modern	3 credits

**Music**  
 MUS 1101 Music Appreciation 3 credits  
 MUS 1110 Music Theory I (if specializing in music) or  
 MUS 1920 Fundamentals of Music (if not specializing in music) 3 credits

**Theatre**  
 THE 1010 Introduction to Theatre or  
 THE 1011 Play Production and  
 THE 1013 Acting I 3 credits

Total credits required for core requirements: 18 credits  
 In addition to completing the core requirements, students need to complete one of the following specializations:

*Specialization in Art*  
 ART 1210 Drawing I 3 credits  
 ART 1220 Painting I 3 credits  
 ART 1360 Sculpture I 3 credits

Three credits selected from:  
 Painting or  
 Sculpture  
 ART 3150 Nineteenth Century Art 3 credits  
 ART 3163 Contemporary Art 3 credits

Three credits selected from:  
 ART 3111 Ancient Art or  
 ART 3120 Classical Art 3 credits  
 or  
 ART 3125 Roman Art  
 ART 4590 Seminar in Art Criticism (W course) 3 credits

Total credits required to complete Arts Specialization: 24 credits  
 Total credits required to complete Visual and Performing Arts Concentration with Specialization in Art: 42 credits

*Specialization in Music*  
 MUS 1120 Music Theory II 3 credits  
 MUS 3005 Twentieth Century Music 3 credits  
 MUS 3115 Form and Analysis 3 credits  
 Twelve additional credits of MUS electives required. At least 3 credits must be at the 3000 level or above. Course credits may be any combination of 3 credits or 1.5 credit courses.

The courses may include, but are not limited to, the following courses:  
 MUS 2010 History and Literature: Ancient to Classical 3 credits  
 MUS 2020 History and Literature: Classical to Modern 3 credits  
 MUS 3001 Counterpoint 3 credits  
 MUS 3004 Advanced Private Composition 3 credits  
 Beginning Private Lessons (may be repeated for credit) 1.5 credits  
 Advanced Private Lessons (may be repeated for credit) 1.5 credits  
 Total credits required to complete Music Specialization: 21 credits  
 Total credits required to complete Visual and Performing Arts Concentration with Specialization in Music: 39 credits

*Specialization in Theatre*  
 Six credits required in Literature:  
 THE 2010 Dramatic Literature and  
 THE 4001 Dramatic Theory and Criticism

Six credits required in Performance from:	6 credits
THE 2113 Acting II	
or	
THE 3013 Acting III - Topics in Acting	
or	
THE 3050 Stage Movement	
Six credits required in Design:	6 credits
THE 2120 Introduction to Theatrical Design	
and	
Three credits required at the 3000 level or above, selected from:	
THE 3121 Scenic Design (for Theatre Majors)	
or	
THE 3131 Stage Lighting and Sound Design (for Theatre Majors)	
or	
THE 3141 Stage Costume Design (for Theatre Majors)	
Six additional credits of THE electives required. At least 3 credits must be at the 3000 level or above.	6 credits
Total credits required to complete Theatre Specialization:	24 credits
Total credits required to complete Visual and Performing Arts Concentration with Specialization in Theatre:	42 credits

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

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

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

**Additional Requirements for Adolescence Certification**

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

1. Current information regarding their specific teacher education program.
2. Language-Other-than-English (LOTE) requirements (6 college credits) or equivalent.
3. Information for taking the mandatory New York State Teacher Certification Examinations. All students who complete their programs on or after May 1, 2014, will be required to take four separate examinations: the *Academic Literacy Skills Test (ALST)*, the *Educating All Students Test (EAS)*, the *Education Teacher Performance Assessment (edTPA)*, and the *Content Specialty Test (CST)*. Please refer to the most recent Checklist for Teacher Education Candidates to review recommended test timelines and other exam updates. It should be noted that all students will take the edTPA during their Student Teaching II experience in their final year;
4. Forms, including the Introductory Fieldwork and Seminar in Education Application, the Teacher Education Program Application, the Student Teaching I Application, and the Student Teaching II Application; requirements; procedures; policy statements; and application deadlines, and so forth.

5. Other requirements, such as required GPA for acceptance into the Teacher Education Program and Student Teaching (2.7 GPA is required in both the academic major or concentration and in the Teacher Education courses) or changes in the New York State Teacher Certification requirements. No waivers or exceptions are granted.

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

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

**Optional Extension for the Childhood Education Certificate to Teach a Subject in Grades Five and Six**

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

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

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

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

Certificate Extension	Required Major
Biology 5-6 Ext.	Biology
Chemistry 5-6 Ext.	Chemistry
English Language Arts 5-6 Ext.	English Literature
French 5-6 Ext.	Foreign Languages with a specialization in French
Mathematics 5-6 Ext.	Mathematics
Social Studies 5-6 Ext.	Social Studies
Spanish 5-6 Ext.	Foreign Languages with a specialization in Spanish

**D. Visual Arts (Art Education) (All Grades)**

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

Completion of the following art courses:

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

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

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

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

**Complaints Procedure**

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

**Complaints Related to Working in the Schools**

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

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

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

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

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

**Elmira College Complaints**

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

<b>Finance (Bachelor of Science)</b>	62-65 credits
<b>Core Requirements:</b>	
ACC 2010 Financial Accounting I	3 credits
ACC 2021 Financial Accounting II	3 credits
ECO 2010 Principles of Microeconomics	3 credits
ECO 2020 Principles of Macroeconomics	3 credits
MAT 2090 Statistical Methods	4 credits
MAT-MGT 3200 Operations Analysis and Modeling	3 credits
MAT 2010 Calculus I	4 credits
MGT 2010 Business Law I	3 credits
MGT 2240 Principles of Management	3 credits
MKT 2250 Principles of Marketing	3 credits
MIS 3010 Intro to Management Information Systems	3 credits
Total credits required for core requirements:	35 credits

**Finance Courses:**

ECO-FIN 3030 Money and Financial Institutions	3 credits
FIN 3010 Corporation Finance	3 credits
FIN 3100 Investments I	3 credits
FIN 3200 Investments II	3 credits
FIN 4100 Portfolio Management	3 credits
FIN 4200 Case Problems in Financial Management	3 credits
FIN 4510 Internship in Finance	3 or 6 credits
Elective: Choose 6 credit hours from the following course:	6 credits
ECO 3200 International Trade and Finance	3 credits
ECO-FIN 3970 Financial Econometrics	6 credits
Any FIN course at the 3000 or 4000 level	3 credits
Total credits required for finance courses:	27-30 credits

**General Studies**

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

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

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

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

**Human Services  
(Bachelor of Science)**

**42 credits**

Majors in the Human Services may fulfill requirements for either the General Human Services degree (Option I) or also the Human Services degree with specialization (Option II). Human Services specializations include: Correctional Services and Early Childhood Services. Both options require completion of the Human Services Practicum, an internship in an occupational setting related to the student’s career goals. For additional information concerning the Human Services major, visit: [www.elmira.edu/academics/programs/Majors\\_Minors/Human\\_Services/index.html](http://www.elmira.edu/academics/programs/Majors_Minors/Human_Services/index.html)

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

<b>Option I General: Take all of the following:</b>	<b>42 credits</b>
HMS 1000 Human Services in Contemporary America	3 credits
HMS 3005 Family Assessment	3 credits
HMS-PSY 3300 Basic Counseling Techniques	3 credits

HMS 4000	Program Planning and Evaluation	3 credits
PSY 1010	Introductory Psychology	3 credits
SOC 1010	Introductory Sociology	3 credits
Total credits required for Option I core requirements:		24 credits

Option I majors must take at least two of the following: 6 credits  
 In making choices, be aware that courses may have prerequisites.

**Human Behavior and Development:**

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

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

**Human Service Delivery:**

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

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

\*Students can choose to take either HMS 2055 or HMS/NSG 2030. Should not take both courses to meet the elective requirement.

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

**Option II Major With Specialization: 42 credits**

Take all of the following:

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

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

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

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

Required Courses for the Specializations:

**Correctional Services Specialization:\***

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

**Early Childhood Services Specialization:\***

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

\* This specialization requires daytime attendance.

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

**Individualized Studies**

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

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

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

**Nursing**

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

Any part-time student seeking admission into the nursing major as an adult student who is not currently licensed as a Registered Professional Nurse in New York State is required to take the Test of Essential Academic Skills (TEAS) prior to declaring nursing as a major. Applicants are allowed to take the entrance exam twice.. All non-licensed part-time students are required to successfully complete the examination prior to majoring in nursing or enrolling in a nursing course. Students are responsible for contacting the Nurse Education Program to register for the exam. The cost of the exam is the responsibility of the student.

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

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

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

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

The Nursing Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN), Inc. following the Fall 2007 evaluation visit. Contact information for ACEN is: 3343 Peachtree RoadNE, Suite 850, Atlanta, Georgia 30326, phone 404-975-5000, fax 404-975-5020, on-line at www.acenursing.org, and is a member of the American Association of Colleges of Nursing.

**Nursing Course Sequence:**

NSG 2010	Introduction to Nursing Science	3 credits
NSG 2510	Fundamentals of Nursing Care I	2 credits
NSG 2520	Fundamentals of Nursing Care II	3 credits
NSG 3110	Nursing Care of Adult Clients	6 credits
NSG 3111	Individual Nursing Care of Women's Health Clients	3 credits
NSG 3112	Nursing Care of Critically Ill Clients	3 credits
NSG 3115	Health Assessment of Clients Across the Life Span	2 credits
NSG 3210	Professional Seminar	3 credits
NSG 3900	Nursing Care of Mental Health Clients	3 credits
NSG 4009	Nursing Care of Family Clients	3 credits
NSG 4011	Nursing Care of Pediatric Clients	3 credits
NSG 4120*	Nursing Care of Community Clients (W Course)	6 credits
FEX 4510	Career Related Field Experience Nursing Practicum	6 credits
<b>Prerequisite and Co-requisite Courses:</b>		
BIO 1110	Microbiology	4 credits
BIO 1210	Anatomy and Physiology I	4 credits
BIO 1211	Anatomy and Physiology II	4 credits
BIO 3000	Epidemiology	3 credits
BIO 3310**	Human Physiology and Pharmacology	3 credits
CHE 1010	Introductory Chemistry	4 credits
PHR 1006*	Ethics	3 credits
PSY 1010	Introductory Psychology	3 credits
SOC 1010	Introductory Sociology	3 credits
SSC 2502	Evaluating Social Science Research (W course)	3 credits
MAT 2090	Statistical Methods	4 credits

\*Required of non-licensed students only.

\*\*BIO 3310 must be taken concurrently with or prior to NSG 3110.

**Students who hold a current RN License must take the following nursing courses:**

NSG 3000	Perspectives of Professional Nursing Care (W course)	
NSG 3115	Health Assessment of Clients Across the Life Span	
NSG 3210	Professional Seminar	
NSG 4009	Nursing Care of Family Clients	
NSG 4120	Nursing Care of Community Clients	
<b>Total credits to complete the major:</b>		<b>83-84</b>

**Transfer students must contact the Dean of Health Sciences for proper placement of transfer nursing credit.**

To be admitted to the first required nursing course in the major a student must have an overall GPA of 2.7 and "C" (2.0) in each required course for the major and have taken two required science courses for the major. Students must maintain a "C" (2.0) in each required course in the major throughout the program.

Students must earn a 2.0 in each required nursing (NSG) course to progress to the next required nursing course. Only one nursing course can be repeated. A student who does not earn a "C" (2.0 or higher) in the repeated course is dismissed from the nursing program. A student who does not earn a "C" in two required nursing courses is dismissed from the program.

Students must meet program requirements including, but not limited to, child abuse and criminal background checks, health status and requirements, and Professional CPR. Students must provide their own transportation for clinical experiences. Prior to graduation, non-licensed students are required to take a NCLEX review course, which is arranged by the Program. Additional expenses and policies specific to the Nurse

Education Program are in the *Nurse Education Program Student Handbook*. Policies and requirements are subject to change at any time.

NOTE: Placement in a clinical experience may be contingent upon satisfactory completion of a criminal background check and a satisfactory drug screening. An applicant who has been convicted of a crime may not be eligible for clinical placement that is required for the program. Graduates of the program who have been convicted of a crime may not be eligible for licensure as a Registered Professional Nurse. For information, contact the state in which licensure is desired.

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

PSY 1010	Introductory Psychology	3 credits
PSY 2602	Quantitative Methods in Psychology	3 credits
PSY 3080	Experimental Psychology	3 credits
PSY 4010	History and Systems	3 credits
Nine credits in Foundations Courses from those below:		
PSY 2030	Personality	3 credits
PSY 2650	Psychology of Learning	3 credits
PSY 3010	Social Psychology	3 credits
PSY 3030	Cultural Psychology	3 credits
PSY 3100	Physiological Psychology	3 credits
PSY 3140	Abnormal Psychology	3 credits
PSY 3220	Theories of Human Development	3 credits
PSY 3410	Cognitive Processes	3 credits
Three credits of a capstone course from those below:		
PSY 4080	Advanced Research Methods	3 credits
PSY 4590	Advanced Seminar	3 credits

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

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

**Baccalaureate Minors**

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

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

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

## Undergraduate Special Academic Opportunities

### Directed Study

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

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

A Directed Study Contract, along with an outline of study and the signature of the professor involved, must be submitted to and approved by the Dean of Continuing Education prior to registration. **A Directed Study is available to matriculated Elmira College students only with prior permission of the Office of Continuing Education and Graduate Studies.** A fee is charged; please refer to page 10.

### Independent Study

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

If a course is required and usually offered in a regular long term or six-week term, a student may not substitute a course of his or the faculty member's own design to fulfill the requirement. Applications and arrangements for independent study may be made by contacting the Office of Continuing Education and Graduate Studies. A student may register for one to six credit hours. **The Independent Study is available to matriculated Elmira College students only with prior permission of the Office of Continuing Education and Graduate Studies.** A fee is charged; please refer to page 10.

### Graduate Courses for Undergraduate Credit

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

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

### Individual Music Instruction

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

### Servicemembers Opportunity Colleges (SOC) DNS

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

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

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

### Programs for High School Students

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

The Office of Continuing Education and Graduate Studies also coordinates Summer Pre-College, a program for high achieving high school students. Classes are credit-bearing; it is a residential program designed for students to experience life on a college campus. For further information, contact the Office of Continuing Education and Graduate Studies.

### Programs for Senior Citizens

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

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

### Teacher Certification Pathway by Individual Evaluation

Teacher Certification Pathway by Individual Evaluation is one of 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), and Early Childhood Education (Birth through Grade Two). Students are responsible for all New York State Education Department certification requirements and apply directly to New York State for certification. Students must begin in a timely fashion in order to apply for certification by the New York State Education Department deadline. It is imperative to work with an academic advisor and a BOCES regional certification officer.

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

# Undergraduate Course Descriptions

## Distribution Requirements, 2012-2015

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

## Distribution Requirements, 2015- Quantitative Reasons (QR)

### World Engagement:

- Global Perspectives (GLP)
- Non-Western Perspectives (NWP)
- Western Perspectives (WEP)

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

### ACC 2010

#### FINANCIAL ACCOUNTING I (3)

A study of the fundamental principles of accounting as applied in business. Included are the basic concepts of accounting system design and use, transaction analysis, adjusting entries, basic financial statement preparation, and accounting for assets, liabilities and owner's equity. **Prerequisite:** MAT 1030.

### ACC 2021

#### FINANCIAL ACCOUNTING II (3)

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

### ACC 3540

#### INTERMEDIATE ACCOUNTING I (3)

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

### ACC 3541

#### INTERMEDIATE ACCOUNTING II (3)

This course includes accounting theory and practice applied to current assets, fixed assets, liabilities, network accounts, investments, reserves, income, and sources and applications of funds. **Prerequisite:** ACC 3540 or permission of the instructor.

### ACC 3610

#### COST ACCOUNTING I (3)

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

### ACC 3730

#### TAX ACCOUNTING I (3)

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

### ACC 3735

#### TAX ACCOUNTING II (3)

A continuation of tax accounting theory and practice introduced in Tax Accounting I. Topics include taxation of income of Subchapter C and S corporations, partnerships, estates, and trusts; taxation of corporate earnings and profits; and the imposition of transfer (estate and gift) taxes. **Prerequisite:** ACC 3730.

### ACC 3755

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

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

### ACC 3910

#### ACCOUNTANTS AS WHISTLEBLOWERS? (3)

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

### ACC 4550

#### ADVANCED ACCOUNTING (3)

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

### ACC 4740

#### AUDITING (3)

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

### AMS 3200

#### MAPPING AMERICA (3)

(See ENG 3200)

### ANT 1040

#### CULTURAL ANTHROPOLOGY (3)

An examination of human cultural diversity. Examples from societies around the world illustrate basic principles of formation, structure, and distribution of human institutions. The course emphasizes the ideas and methods anthropologists use to develop a scientific and humanistic understanding of the world's cultures. **Distribution Requirement:** BSS and NWP.

### ANT 1600

#### COMPLEMENTARY HEALTH THERAPIES (3)

(See NSG 1600)

### ANT 2020

#### SUB-SAHARAN AFRICA (3)

Ethnographic survey of peoples and cultures of sub-Saharan Africa, including ecology and political economy; continuing impacts of colonialism, nationalism, and current challenges for development; changes in social relations, and events in contemporary Africa. **Distribution Requirement:** NW and NWP. Offered Term I or Term II.

### ANT 2170

#### ANCIENT MESOAMERICA (3)

Survey of the ancient societies of Mexico and Central America, including the Maya, the Mexican (or "Aztec"), Zapotec, Mixtec, and others. Topics will include the development of these societies and their various inter-relationships, the social and political organization of these societies and an introduction to their religion. **Distribution Requirement:** NW and NWP. Offered Term I or Term II.

### ANT 2185

#### PEOPLES OF LATIN AMERICA (3)

Introduction to cultural patterns and diversity of Latin America with emphasis on indigenous groups, peasants, and urban residents throughout Mexico, Central America, the Caribbean and South America. **Distribution Requirement:** NW and NWP. Offered Term I or Term II.

### ART 1210

#### DRAWING I (3)

A foundations level studio course covering the basic technical and perceptual approaches to drawing. Students will learn to develop an understanding of both formal and conceptual elements as they relate to a traditional and representational manner of drawing, such as; composition, perspective, volume, value, etc. Working in a variety of traditional media, i.e. graphite, charcoal, ink, etc., students will draw such subjects as; still-lives, self-portraiture, single object descriptions, and working from one's own imagination. There is a course fee. **Distribution Requirement:** CP.

**ART 1220  
PAINTING I (3)**

A foundations level studio course covering the basic technical and perceptual approaches to painting. Students will learn to develop an understanding of both formal and conceptual elements as they relate to a traditional and representational manner of painting, such as; color theory, composition, perspective, volume, value, etc., including how to build and stretch a canvas. Working in a variety of traditional media, i.e. oil paint, acrylic and water color, students will paint such subjects as; still-lives, self-portraiture, visual transcriptions (copying master paintings), and working from one's own imagination. There is a course fee. **Distribution Requirement:** CP.

**ART 1250  
PHOTOGRAPHY I (3)**

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

**ART 1280  
COMPUTER IMAGING AND GRAPHIC DESIGN (3)**

A foundations level computer lab course covering the basic technical and perceptual approaches to digital imaging using the Mac computer as a tool. Students will learn to develop an understanding of both formal and conceptual elements as they relate to a wide range of digital processes with an emphasis on practical design components. Using updated Adobe software programs such as Photoshop and Illustrator, students will produce assignments based on a variety of projects including working from one's own imagination. Lab time is required outside of class time. Prior computer experience is helpful but not required. There is a course fee. **Distribution Requirement:** CP.

**ART 1360  
SCULPTURE I (3)**

This studio course offers a wide range of basic techniques using traditional tools and materials for object-making. It will also provide an introduction to non-traditional art forms and processes. Sensitivity to materials and development of concepts will be emphasized. **Prerequisite:** Recommended that art majors take Three-D Design first. There is a course fee. **Distribution Requirement:** CP.

**ART 1361  
ASSEMBLAGE SCULPTURE (3)**

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

**ART 1370  
CERAMICS I (3)**

A basic studio course emphasizing the technical and conceptual skills needed to create sound, three dimensional forms in stoneware clay. Hand building and wheel throwing techniques, glaze preparation and application, and kiln techniques are included. **Distribution Requirement:** CP.

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

Video Art is an introductory digital art class that will acquaint students with the aesthetics and techniques of digital photography as pre-production, as well as audio production, in order to create final art video for public screening. **Distribution Requirement:** CP.

**ART 2100  
INTRODUCTION TO ART HISTORY: PREHISTORIC TO GOTHIC (3)**

A survey of the history of art beginning with prehistoric and tribal art and continuing through the Middle Ages with a concentration on the Mediterranean cultures. The emphasis is on the art which was created and its social and philosophical significance. **Distribution Requirement:** GN and WEP.

**ART 2101  
INTRODUCTION TO ART HISTORY: RENAISSANCE TO MODERN (3)**

A survey of the history of art beginning with the Renaissance and continuing with the Baroque, Rococo, nineteenth and twentieth centuries. The major focus is on the European art of these periods and its social and philosophical significance. **Distribution Requirement:** EU and WEP.

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

The art of making hand-made paper is the subject of this course. Technique of making 100% rag paper sheets in a mold will be taught as well as using paper pulp as a sculptural medium to create relief images. The technique of marbled paper, which creates colorful surface patterns will also be explored. Once the paper is made, it can be used as a surface on which to draw, write, or print. Various materials can be embedded in the paper to add texture and color. **Distribution Requirement:** CP.

**ART 2910  
MONOPRINTING (3)**

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

**ART 3111  
ANCIENT ART (3)**

An in-depth study of the architecture, painting, sculpture, and minor arts of Egypt, Etruria, and the Aegean from the third through the first millennium B.C. The course emphasizes the social, political, religious, and geographical influences on the arts and artifacts of ancient peoples of the Mediterranean. **Prerequisites:** ART or HIS 2100. Fulfills W-Course Requirement. Offered as needed.

**ART 3125  
ROMAN ART (3)**

An in-depth study of the architecture, painting, sculpture, and minor arts of Ancient Rome and the Roman Empire from the Eighth Century B.C. to the Fifth Century A.D. The course emphasizes the social, political, religious, and geographical influences on the arts and artifacts of the Roman World. **Prerequisite:** ART 2100 or HIS 2502. Fulfills W-Course Requirement.

**ART 3150  
NINETEENTH CENTURY ART (3)**

A survey of European art of the nineteenth century beginning with the Neo-Classical and Romantic school, through the Barbizon painters and the realists, and ending with the Impressionists and Post-impressionist painters. **Distribution Requirement:** EU. Offered as needed.

**ART 3163  
CONTEMPORARY ART (3)**

An in-depth study of late Modernism and Post-Modernism (1945 to present). From the end of the Second World War to the present, transitions have been increasingly more swift and directions diverse. This course will examine the relationship to these pluralized artistic directions and the social-cultural context of the artist.

**ART 4590  
SEMINAR IN ART CRITICISM (3)**

This course will focus on understanding works of art by means of three activities: seeing, reading, and writing. Course content will center on modern art and post-modernism in order to gain an understanding of the range of contemporary art criticism. Essays by the most influential art critics of their day will be studied, from Baudelaire and Ruskin to Greenberg and Rosenberg, Kramer, Schapiro, Sontag, Lippard, Hughes, Tomkins, Danto and others. Articles excerpted from contemporary art magazines such as "Art Forum" and "Art in America" will be read and discussed. The process of thinking and writing about art will be emphasized. Fulfills W-Course Requirement.

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

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

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

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

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

A study of the human being as a living organism in relationship to the physical and biological world. This course is designed to enable non-science majors to have a sufficient grasp of basic biological concepts to enable them to operate intelligently in modern society. **Distribution Requirement:** PLS.

**BIO 1020  
BIOLOGICAL CONCEPTS I (4)**

An introductory course presenting fundamental ideas about biomolecules and energetics, the structure and function of cells and Mendelian and molecular genetics. **Distribution Requirement:** PLS and QR. Offered every Term I.

**BIO 1022  
BIOLOGICAL CONCEPTS II (4)**

An introductory biology course primarily for science students. Fundamental concepts about animal diversity, structure and function are presented, as well as unifying themes of evolution and ecology. Labs explore diversity of animals using experimental methods as well as some dissections and field experience. **Prerequisite:** BIO 1020. **Distribution Requirement:** PLS. Offered every Term II.

**BIO 1070****HUMAN BIOLOGY (3)**

This course examines how the human body works, and how humans interact with their environment. Major organ systems of the human body will be examined. Fundamental biological principles as they apply to humans are explored, especially in reference to health outcomes. The course is not intended for Biology majors. Offered Term I.

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

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

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

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

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

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

**BIO 1953****GENETICS AND SOCIETY (3)**

Genetic fingerprinting in the courtroom, GMO foods on our tables, cancer genes, genetic testing and the spread of antibiotic resistance in medicine: what are these and how do they affect us as a society? Through a combination of lecture, reading, discussion and lab, the student will learn the fundamentals of the history of genetics as a science, how our genes make us who we are, how traits are inherited and spread through a population, how biotechnology really works, and how this all impacts our society. Current events will serve as a starting point for many of the lectures and discussions, where emphasis will be placed on ethics as well as science.

**BIO 1962****ENVIRONMENTAL ISSUES AND CHOICES (3)**

Environmental Issues and Choices is intended to provide learners with an appreciation and understanding of the interconnectedness of environmental issues that currently plague us: the Gulf of Mexico oil disaster and, climate change, and alternative and renewable energy. This course is intended to provide a basic scientific understanding of the environmental topics and an ability to critically assess these issues using the scientific method. Knowledge and understanding of these issues will help develop decision-making skills that will aid students in making more sustainable choices. Case studies and media stories help to illustrate the many environmental issues we face. By the end of this course students should be able to answer the questions "Why should I care?" and "What does it mean?" with respect to environmental issues in the media.

**BIO 2050****GENERAL BOTANY (4)**

Introduction to the bacterial, protist, fungal, and plant kingdoms, with an emphasis on the latter. The evolutionary range from simple to advanced plants will be covered. Other topics will include physiology, morphology, and life cycles. **Prerequisite:** BIO 1020. Offered Term II.

**BIO 2902****FIELD BOTANY (6)**

This course is intended for any student interested in investigating the characteristics of plants, botanical communities, and the species that occur there. Emphasis will be placed on identification of woody and herbaceous plants in natural habitats with a concentration on the flora of the northeastern United States. Topics covered will include plant structure, function and development; plant-environment interactions; natural history; using plant keys; and the economic and environmental value of native plants. Several mandatory field trips to local natural areas will serve to acquaint students with native flora and habitats.

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

A study of the nature of epidemics and the biological, social and economic factors involved in the occurrence of epidemics. Emphasis is placed on the integration of biological and statistical elements in the sequence of epidemiologic reasoning that seeks to determine the causes of disease, both infectious and noninfectious. **Prerequisites:** BIO 1110 and MAT 1050, or permission of the instructor.

**BIO 3010****INVERTEBRATE ZOOLOGY (4)**

A lecture-laboratory course surveying in detail the major invertebrate phyla and some minor phyla with respect to their morphology, physiology and ecological importance. **Prerequisites:** BIO 1020 and 1022 or equivalent. Offered Term I odd years.

**BIO 3120****ECOLOGY (4)**

A study of the interactions and interrelationships between organisms and the physical and chemical properties of the environment. There will be both laboratories and field trips. **Prerequisites:** BIO 1022 and CHE 1511 or BIO 1022 and CHE 1515. Offered Term I odd years.

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

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

**BIO 3400****TOPICS IN BIOETHICS (3)**

This class is intended for Science students. It studies Bioethics, its definition, theory and applications to the various fields of modern Biology. The course requires students to master the biological principles studied (stem cell research, cloning, steroid effects on human biochemistry, gene therapy, HIV, etc.) and opens the discussion on ethical issues deriving from the technology studied. **Prerequisite:** Junior class standing or permission of instructor. **Distribution Requirement:** GN. Offered Term II alternate years.

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

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

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

A lecture-laboratory course which emphasizes the application of chemical principles to living organisms. Aspects of inorganic chemistry, organic chemistry and biochemistry are covered. **Distribution Requirement:** PLS and QR.

**CHE 1505****GENERAL CHEMISTRY PRINCIPLES I (4)**

CHE 1505 and 1515 is a two-term first-year chemistry lecture sequence designed for the science major. Topics covered include atoms and elements, stoichiometry, reactions in aqueous solution, enthalpy, atomic structure, electronic configuration, bonding and gases. **Co-requisite:** CHE 1505L. **Distribution Requirement:** PLS and QR. Offered Term I.

**CHE 1515****GENERAL CHEMISTRY PRINCIPLES II (4)**

CHE 1505 and 1515 is a two-term first-year chemistry lecture sequence designed for the science major. Topics covered include thermodynamics, properties of liquids, solids and solutions, reaction kinetics, equilibria, acids, bases and electrochemistry. **Prerequisite:** CHE 1505. **Co-requisite:** CHE 1515L. Offered Term II.

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

Designed to give non-science students some understanding of chemical principles and their applications to everyday living. The laboratory experiences will permit students to relate theoretical concepts to everyday life. **Distribution Requirement:** PLS.

**CRJ 1010****INTRODUCTION TO CRIMINAL JUSTICE (3)**

A course introducing the various components of the criminal justice process and presenting a broad overview of the processing of the accused through confrontation, arrest, detention, prosecution, defense, adjudication, sentencing, incarceration, probation and parole. The rights and responsibilities of defendants, citizens, suspects and agents of the Criminal Justice system are reviewed. Systemic issues are addressed. **Distribution Requirement:** CSI.

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

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

## CRJ 3200

**JUVENILE DELINQUENCY AND JUVENILE JUSTICE (3)**

A history of the development of juvenile justice is followed by a survey of the theories and incidence of juvenile delinquency in our society. The development of policy in relation to public opinion, and current theories and practice are discussed. **Prerequisite:** CRJ 1010. Offered Term I.

## CRJ 3230

**COMMUNITY-BASED CORRECTIONS (3)**

An examination of the development, philosophy, and principles of community based corrections. Instructional methods focus on probation, parole, and other correctional alternatives to incarceration. Emphasis is placed on systematic issues including, among others, the perceived and real impacts of community alternatives on institutional overcrowding, the consequences of excessive workloads, the potential for "widening the net," and the application of justice model principles. Students also assess contemporary legal, methodological and evaluation issues and problems.

## CRJ 3311

**CRIMINOLOGY (3)**

An overview of the study of criminology: how crime is defined, the nature and extent of crime, the correlates of crime (such as social class, race, gender and age), various types of offenders and offenses (such as violent crime, property crime, white collar crime, and public order crime), and various theories of crime causation. An overview of both sociological and non-sociological theories. **Prerequisite:** CRJ 1010. Fulfills W-Course Requirement. Offered Term I.

## ECO 2010

**PRINCIPLES OF MICROECONOMICS (3)**

This course introduces the economic way of thinking. This encompasses the basic principles of microeconomic theory including opportunity cost, scarcity, and marginal analysis. These and other principles will be used to understand the theories of supply and demand, utility, the consumer, the producer, the invisible hand, perfect and imperfect competition, externalities and market failure. In order to enhance an understanding of the theory it will concurrently be applied to everyday issues and situations. The course has the dual role of preparing economics majors for more advanced courses and enabling non-majors to analyze rationally economic problems that are usually discussed at an emotional level. **Distribution Requirement:** CSI and QR.

## ECO 2020

**PRINCIPLES OF MACROECONOMICS (3)**

This course studies the economy from a macroeconomic perspective. Starting with a basic understanding of GDP, standards of living, and inflation, the determination of economic growth in the long run is examined followed by an in-depth analysis of short-run fluctuations of output and the price level. The latter includes a detailed understanding of the Federal Reserve System and its role in formulating monetary policy. In addition, the government's role in setting fiscal policy is discussed and the effects of both type of policy on the economy are examined. **Distribution Requirement:** CSI and QR.

## ECO 2900

**BUSINESS AND SOCIETY: DOES THE CORPORATION HAVE A CONSCIENCE? (3)**

This course deals with the following sorts of issues: A) Should the only concern of business be profit, or should the corporation be socially responsible? B) What are the moral limits on product advertising? Should the advertising industry be allowed to regulate itself? C) Should business take the initiative in affirmative action? D) Should corporations be responsible for our environmental wellbeing? **Distribution Requirement:** WEP.

## ECO 3030

**MONEY AND FINANCIAL INSTITUTIONS (3)**

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

## ECO 3040

**INTERMEDIATE MICROECONOMICS (3)**

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

## ECO 3041

**INTERMEDIATE MACROECONOMICS (3)**

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

## ECO 3140

**DEVELOPMENT ECONOMICS (3)**

This course is designed to provide an understanding of the concepts of economic development and the obstacles faced by countries undergoing the process of development. This includes evaluating different indicators of development and studying classical and contemporary theories and models of economic development. After gaining this basic knowledge the following important issues are examined and addressed: economic growth and inequality; population growth and its consequences; unemployment and migration; agricultural development; environmental concerns; education; and international macroeconomic issues. Each question is discussed critically in the context of case studies and articles. **Prerequisites:** ECO 2010 and ECO 2020. Fulfills W-Course Requirement. **Distribution Requirement:** GLP. Offered Term II, alternate years.

## ECO 3200

**INTERNATIONAL TRADE AND FINANCE(3)**

A survey of international trade from both economic and political viewpoints. Topics to be discussed will include the Ricardian Trade Model, the Ohlin Trade Model, tariffs and quotas, the international monetary system, multinational corporations, East-West and North-South trade, and the effects on the domestic economy of international trade. **Prerequisites:** ECO 2010 and ECO 2020. **Distribution Requirement:** GLP. Offered Term II, alternate years.

## ECO 3970

**FINANCIAL ECONOMETRICS (6)**

This is a course in the econometrics of time series with special emphasis on applications in macroeconomics, international finance, and finance. Students will be exposed to various univariate and multivariate models of stationary and nonstationary time series. More specifically, we will cover topics such as non-stationary stochastic processes, unitroot tests, Granger causality, cointegration, regression, MA, ARMA, ARIMA, VAR, ARCH, GARCH models and forecasting, among others. This course aims to provide students with a complete set of tools and techniques that will allow them to analyze different types of univariate and multivariate time series models with STATA and EViews statistical software. Students will also be able to follow some of the current literature appearing in economics and finance journals that apply time series econometrics. Students who successfully complete this course will have strong skills in analyzing time series data and carrying out independent research, which will make them more competitive in the job market and graduate school admissions.

## ECO 4000

**CONTEMPORARY ISSUES IN INTERNATIONAL ECONOMIC POLICY (3)**

Studies current topics relevant to international economic policy. Emphasis placed on issues concerning international trade, regional trading blocs, international macroeconomic and monetary policy and international financial institutions. **Prerequisite:** ECO 3200. Offered as needed.

## EDU 1010

**FOUNDATIONS OF EDUCATION (3)**

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

## EDU 1920

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

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

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

This course provides teacher education candidates with a background in special education in order to develop the skills necessary to provide instruction that promotes the participation and progress of students with disabilities in the general education curriculum. The fundamentals of special education are reviewed including special education laws and regulations, the knowledge and skills to work collaboratively with special education teachers and other supportive colleagues, and all categories of students with disabilities and special learning needs. Candidates also examine effective inclusive classroom strategies and tools such as differentiated instruction, behavior management, maximizing academic engagement time, and types of assessments and modifications. Additionally, they study the challenges posed by specific content area curriculum and develop the appropriate accommodations and modifications to insure classroom success. Candidates examine the impact that State and National Standards have on the inclusive classroom curriculum. **Prerequisites:** EDU 1010, PSY 1010 and EDU 1920.

**EDU 2222****MANAGING BEHAVIOR OF STUDENTS WITH DISABILITIES (3)**

Pre-service teacher candidates examine principles of behavior and classroom management of students with disabilities. The course teaches candidates how to design positive behavioral supports, functional behavioral assessments, social skills training, and proactive, problem-solving techniques for all learners. Also, candidates learn how to communicate and collaborate with staff, family, and community partners. **Prerequisites:** EDU 1010, PSY 1010, EDU 1920, and EDU 2020, and Sophomore standing. Offered Term II.

**EDU 3331****CURRICULUM DESIGN AND INSTRUCTION IN CHILDHOOD SPECIAL EDUCATION: MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND THE ARTS (3)**

In this course, pre-service teacher candidates apply learning theories and evidence-based methods to design, organize, deliver, and adapt instruction and to promote enrichment and remediation in mathematics, science, social studies, and the arts for students with disabilities in grades one through six. Emphasis is placed on designing effective instructional programs and accommodating students with disabilities. Candidates use New York State's Learning and Common Core Standards and the Next Generation Science Standards to design alternative instructional strategies and techniques. Additionally, candidates use research and writing process skills (e.g., prewriting, writing, revising, and editing) to develop written individual educational plans (IEPs), instructional goals and objectives, lesson plans, and learning segments. **Prerequisites:** EDU 1010, PSY 1010, PED 1162, EDU 1920, EDU 2020, EDU 2222, and PSY 2060. Fulfills W-Course Requirement. Offered Term I.

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

Curriculum is the study of foundational knowledge, historical and societal influences, learner characteristics, and philosophical, theoretical, and sociological influences that interact and blend to scaffold the growth and development of American Curriculum. In this course pre-service teachers apply learning theories to designing

curriculum and developing lessons for childhood learners of all needs and abilities in elementary school subject areas. Emphasis is on designing, organizing, planning, and assessing curriculum as it applies to instructional techniques in childhood classrooms. **Prerequisites:** Junior class standing and EDU 2020.

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

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

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

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

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

This course introduces students to the concepts, methods, and practice of designing curriculum in the visual arts. Students explore historical and contemporary issues relevant to building instructional frameworks in the arts for kindergarten through grade twelve. Students demonstrate the knowledge and creativity essential to developing units, lessons, visuals, and assessments in the arts. Students understand the National and New York State Standards for the Arts, and apply those standards in developing curriculum experiments. Students work individually, in partnerships, and in groups to design "team teaching" strategies and interdisciplinary units of study. Students understand and apply the theories of "Outcome" and "Discipline" based instruction. Students develop a shared repertoire of exemplar units, lessons, and assessments for class participants, applying theories into practice. **Prerequisites:** Junior class standing and EDU 2020.

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

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

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

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

**EDU 3351****ASSESSING STUDENTS WITH DISABILITIES: CHILDHOOD SPECIAL EDUCATION (3)**

In this course, pre-service teacher candidates learn and apply skills in developing, implementing, and interpreting alternative and adaptive assessment techniques and strategies for students with disabilities, including students with autism, in grades one through six. Additionally, candidates carefully select appropriate formal and informal testing materials to assess, diagnose, and correct learning problems. **Prerequisites:** EDU 1010, PSY 1010, PED 1162, EDU 1920, EDU 2020, PSY 2060, EDU 2222, EDU 3331, and EDU 3345. Offered Term II.

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

This course focuses on methods of instruction used in elementary school classrooms. Emphasis is on designing, developing, implementing, and assessing lessons. Students study and apply these instructional practices in-depth to the elementary school curriculum. **Prerequisites:** Junior class standing, EDU 3335 and EDU 3345.

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

This course focuses on methods of instruction used in middle school classrooms. Emphasis is on designing, developing, implementing, and assessing lessons. Students study and apply these instructional practices in-depth to their respective content area. **Prerequisites:** Junior class standing, EDU 3335 and EDU 3345; or Junior class standing, EDU 3336 and EDU 3347; or Junior standing and EDU 3337 and EDU 3347.

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

This course focuses on methods of instruction used in Adolescent classrooms. Emphasis is on designing, developing, implementing, and assessing lessons. Students study and apply these instructional practices in-depth to their respective content area. **Prerequisites:** Junior class standing, EDU 3337 and EDU 3347.

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

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

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

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

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

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

**EDU 3931**  
**STUDENT TEACHING I AND SEMINAR: CHILD-**  
**HOOD SPECIAL EDUCATION (6)**

This course provides pre-service teachers with classroom instruction in a special education setting within the appropriate grade range (e.g. grades 1-3 or grades 4-6). Pre-service teachers work with cooperating teachers to plan, implement, and assess lessons based on New York State Learning and Common Core Standards as well as to participate in other daily school activities. Additionally, they attend and participate in workshops and weekly seminars that address a series of topics, including classroom instruction and management. **Prerequisites:** Junior class standing, completion of EDU 3351 and EDU 3365, timely completion and submission of an application for Student Teaching I, and a minimum GPA of 2.700 in both content major or concentration coursework and Teacher Education (pedagogical core) coursework. Offered in Term III.

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

This course is designed to provide students with pre-service experience in elementary classroom instruction. Students work with cooperating teachers to formulate lessons and classroom management plans, and participate in the daily activities of school life. Whenever possible, students are placed in schools where they have the opportunity to work with a diverse population across a variety of developmental levels. Additionally, weekly seminars provide a forum for students to discuss a range of topics, including classroom instruction and management. Students must register for co-requisite EDU 3955 Literacy Intervention and Enrichment: Childhood Education. **Prerequisites:** Junior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3355, EDU 3365, and an application for Student Teaching I.

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

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

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

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

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

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

**EDU 4391**  
**STUDENT TEACHING II AND SEMINAR: CHILD-**  
**HOOD SPECIAL EDUCATION (12)**

This course is the second of two student teaching experiences in a special education setting within the appropriate grade range (e.g. Grades 4-6 or Grades 1-3). Pre-service teachers demonstrate their teaching knowledge, dispositions, and performances as they assume a significant instructional load from their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of learning experiences in mathematics, English language arts, science, social studies, and art for students with disabilities. These learning experiences align with and are based on the New York State Learning and Common Core Standards and the Next Generation Science Standards. Whenever possible, pre-service teachers are placed in schools where they work with diverse populations across a variety of developmental levels. Additionally, pre-service teachers attend seminars and workshops at Elmira College to discuss such topics as classroom instruction and management; student learning; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention; child abuse identification and reporting; safe schools against violence in education (SAVE); and harassment, bullying, and

discrimination prevention and intervention. **Prerequisites:** Senior class standing, completion of EDU 3931, timely completion and submission of an application for Student Teaching II, and a minimum GPA of 2.700 in both content major or concentration coursework and Teacher Education (pedagogical core) coursework. Offered Term I and Term II.

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

This course is the second of two student teaching experiences and is intended to be the "capstone" experience for students completing an approved program of study for teacher certification in New York State. During this course, students demonstrate their acquired teaching skills as they assume the full instructional load of their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of lessons. Whenever possible, students are placed in schools where they have the opportunity to work with diverse populations across a variety of developmental levels. Additionally, students attend seminars and workshops to discuss such topics as classroom instruction and management; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention, child abuse identification and reporting; and safe school against violence in education (SAVE). Students must co-register for PED 1162 Physical Education for the Classroom teacher. **Prerequisites:** Senior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3935, EDU 3955, an application for Student Teaching II, and a minimum overall 2.000 GPA, 2.700 GPA in major or concentration and in the Education Program.

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

This course is the second of two student teaching experiences and is intended to be the "capstone" experience for students completing an approved program of study for teacher certification in New York State. During this course, students demonstrate their acquired teaching skills as they assume the full instructional load of their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of lessons. Whenever possible, students are placed in schools where they have the opportunity to work with diverse populations across a variety of developmental levels. Additionally, students attend seminars and workshops to discuss such topics as classroom instruction and management; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention, child abuse identification and reporting; and safe school against violence in education (SAVE). **Prerequisites:** Senior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3937 and a minimum overall 2.000 GPA, 2.700 GPA in major and in the Education Program.

**EDU 4398**  
**STUDENT TEACHING II AND SEMINAR:**  
**VISUAL ARTS (12)**

This course is the second of two student teaching experiences and is intended to be the "capstone" experience for students completing an approved program of study for teacher certification in New York State. During this course, students demonstrate their acquired teaching skills as they assume the full instructional load of their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of lessons. Whenever possible, students are placed in schools where

they have the opportunity to work with diverse populations across a variety of developmental levels. Additionally, students attend seminars and workshops to discuss such topics as classroom instruction and management; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention, child abuse identification and reporting; and safe school against violence in education (SAVE). **Prerequisites:** Senior class standing, completion of the New York State Liberal Arts and Sciences Test, EDU 3938, an application for Student Teaching II, and a minimum overall 2.000 GPA, 2.700 GPA in major and in the Education Program.

**ENG 1075**  
**INTRODUCTION TO LITERATURE (3)**

A course designed to introduce students to the principal genres of imaginative literature: fiction, poetry, and drama, as well as to a variety of technical concepts and skills of literary study. Emphasis is on reading and discussing selected, representative short stories, poems, and plays, and then on writing critical essays about them. **Distribution Requirement:** GN and WEP.

**ENG 1100**  
**FOUNDATIONS OF LITERATURE: KING ARTHUR (3)**

A course that introduces students to variants on one of the great myths that informs all of western culture and literature: the attempt to establish an ideal order founded on chivalry and courtly love. Readings are drawn mostly from medieval sources, though modern versions of the myth are also examined. **Distribution Requirement:** EU and WEP.

**ENG 1101**  
**FOUNDATIONS OF LITERATURE: THE HERO (3)**

A course that introduces students to both the common and the discrete elements of the heroic ideal as depicted in some of the world's landmark works of literature as well as in some noteworthy achievements from the popular culture. **Distribution Requirement:** GN and WEP.

**ENG 1102**  
**FOUNDATIONS OF LITERATURE:**  
**THE AMERICAN SHORT STORY (3)**

A study of the American short story from Hawthorne and Poe to the present. **Distribution Requirement:** US and WEP.

**ENG 1104**  
**FOUNDATIONS OF LITERATURE: ANCIENT, CLASSICAL AND BIBLICAL (3)**

The course provides students with a measure of familiarity with landmarks of literature from the ancient Middle East, Greece, Rome, Celtic Europe, and Israel. **Distribution Requirement:** EU and WEP.

**ENG 2007**  
**LITERARY GENRES: THE GOTHIC AND THE GROTESQUE (3)**

This course explores the distinction between the gothic and the grotesque in literature, film and criticism. It is focused on the themes of psychology, gender and sexuality. Emphasis will be on the short story. **Distribution Requirement:** WEP.

**ENG 2010**  
**THE CRAFT OF WRITING FICTION (3)**  
A study of various techniques required to write convincing and significant fiction through workshop methods. **Prerequisite:** Any one of ENG 1075, ENG 1100, ENG 1101, ENG 1102. **Distribution Requirement:** CP.

**ENG 2015**  
**THE CRAFT OF WRITING POETRY (3)**  
An examination of poetic structures and an introduction to the writing of poetry through workshop methods. **Distribution Requirement:** CP.

**ENG 2020**  
**MAJOR ENGLISH AUTHORS I: MEDIEVAL AND RENAISSANCE (3)**

To provide a general background in British literature of the Medieval (700-1500) and the Renaissance (1500-1660) periods. **Distribution Requirement:** EU and WEP.

**ENG 2021**  
**MAJOR ENGLISH AUTHORS II: NEOCLASSICAL AND ROMANTIC (3)**

To provide a general background of English literature in the Neoclassical (1670-1770) and Romantic (1770-1840) periods. **Distribution Requirement:** EU and WEP.

**ENG 2022**  
**MAJOR ENGLISH AUTHORS III: VICTORIAN AND MODERN (3)**

To provide a general background in English literature in the Victorian (1840-1890) periods and Modern (1890-1930) periods. **Distribution Requirement:** EU and WEP.

**ENG 2039**  
**LITERATURE INTO FILM (3)**  
A course which examines literature and how it is developed into cinema. **Distribution Requirement:** US and WEP.

**ENG 2042**  
**AMERICAN LITERATURE: BEGINNINGS TO THE CIVIL WAR (3)**

This course introduces students to American literature beginning with the oral traditions of Native American peoples and ending with the shift toward a distinctive American literature in the years immediately preceding the Civil War. It offers a survey of major movements and authors. **Distribution Requirement:** US and WEP.

**ENG 2043**  
**AMERICAN LITERATURE: 1945 TO THE PRESENT (3)**

This course introduces students to American literature written between the years 1860 and 1945. It covers the range of literary movements that took shape during the second half of the nineteenth century and follows the shifts in those movements into and during the first half of the twentieth century. **Distribution Requirement:** US and WEP.

**ENG 2044**  
**AMERICAN LITERATURE: BEGINNINGS TO THE CIVIL WAR (3)**

This course introduces students to American literature written between the years 1945 and the present. It covers the range of literary movements that took shape during the second half of the twentieth century and early twenty-first century. **Distribution Requirement:** US and WEP.

**ENG 2180**  
**EXPOSITORY WRITING (3)**  
Designed to help students organize and develop and subject thoughts to analysis and to demonstrate methods of organization which will lead to concrete, concise, and logical writing. This course is taught through workshop methods.

**ENG 2250**  
**SHAKESPEARE (3)**  
An investigation into Shakespeare's dramaturgy including comedies, tragedies, history plays, and romances in which we will study the structural aspects (plot, characterization, themes, language devices, etc.) of Shakespeare's plays as well as the milieu of Elizabethan England that fostered such activity. **Distribution Requirement:** EU and WEP.

**ENG 2260**  
**SHAKESPEARE AND HIS CONTEMPORARIES (3)**

A study of Shakespeare's major tragedies as well as one or more works of other great Elizabethan tragedians in an effort to understand what constitutes dramatic tragedy in the age of Elizabethan and Jacobean Dramatists. **Distribution Requirement:** EU and WEP.

**ENG 3015**  
**ADVANCED CREATIVE WRITING (3)**

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

**ENG 3200**  
**MAPPING AMERICA (3)**

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

**ENG 4590**  
**SENIOR SEMINAR: THE LITERARY CANON (3)**  
A course that focuses on the debate over both the definitions and descriptions of culture and how that debate shapes our notion of literary canon, considers why and how and what we read, and the relationship between reading, literary criticism, and literary theory. **Prerequisites:** Senior standing and 18 credits of ENG (at least one 3000 level course). Fulfills W-Course. **Distribution Requirements:** WEP.

## ENV 3940

## ENVIRONMENTAL ETHICS (3)

This course examines the relationship between ethics and the environment, in both a global sense and in terms of the value of nonhuman beings that populate it. Possible topics covered include animal rights, environmental justice, biodiversity, population consumption, and ecofeminism. **Prerequisite:** PHR 1006. **Distribution Requirement:** WEP.

## FAR 2610

## SUSPENSE FILMS (3)

The purpose of this course is to introduce the art of cinema as it applies to Suspense Films. Studies of the development of the motion picture medium through various themes genres. Full-length movies are shown in class for illustration of craft elements and critical analysis of artistic contributions. **Distribution Requirement:** US.

## FAR 2611

## GREAT AMERICAN FILM DIRECTORS (3)

The purpose of this course is to introduce the art of cinema as it applies to great American Film Directors. Full-length movies are shown in class for illustration of craft elements and critical analysis of artistic contributions. **Distribution Requirement:** US.

## FAR 2612

## GREAT FILM PERFORMERS (3)

The purpose of this course is to introduce the art of cinema as it applies to Great Film Performers Studies of the development of the motion picture medium through analysis of film performances. Full-length movies are shown in class for illustration of craft elements and critical analysis of artistic contributions. **Distribution Requirement:** US.

## FAR 2613

## CLASSIC HORROR FILMS (3)

The purpose of this course is to introduce the art of cinema as it applies to classic horror films. Studies of the development of the motion picture medium through the genre of horror films. Full-length movies are shown in class for illustration of craft elements and critical analysis of artistic contributions. **Distribution Requirement:** US.

## FAR 2614

## GREAT NON-WESTERN FILM DIRECTORS (3)

The purpose of this course is to introduce the art of cinema as it applies to non-western culture and civilization. **Distribution Requirement:** NW.

## FAR 2616

## FILMS OF CENTRAL EUROPE (1945-1989)

The purpose of this course is to introduce the art of cinema as it applies to the period of Central Europe culture and civilization from 1945 to 1989. **Distribution Requirement:** EU.

## FAR 2609-2915

## GREAT INTERNATIONAL FILM DIRECTORS (3)

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

## FEX 4510

## CAREER-RELATED NURSING PRACTICUM (6)

Provides the student the opportunity to explore a career role in nursing. Principles of nursing leadership are incorporated into a synthesis of all previous nursing courses and experiences. An independent study format is used to develop the special interests, abilities, and needs of the student. Characteristics of the role selected are

explored and communicated. **Prerequisites:** All other Nurse Education Program requirements.

## FIN 3010

## CORPORATION FINANCE (3)

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

## FIN 3030

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

## FIN 3100

## INVESTMENTS I (3)

The first course in a two-course sequence that provides a comprehensive understanding of the key concepts, practices, and application of theory used to make investment decisions. This course focuses on financial theories, introductory portfolio theory and practice, and equilibrium in capital markets. **Prerequisites:** ACC 2021, ECO 2010 and ECO 2020. Fulfills W-Course Requirement. Offered Term I.

## FIN 3200

## INVESTMENTS II (3)

The second course in a two-course sequence that provides a comprehensive understanding of the key concepts, practices, and application of theory used to make investment decisions. This course focuses on fixed income securities; security analysis; and options, futures, and other derivatives. **Prerequisite:** FIN 3100. Offered Term II.

## FIN 3970

FINANCIAL ECONOMETRICS (6)  
(See ECO 3970)

## FIN 4100

## PORTFOLIO MANAGEMENT (3)

Provides the theory and practical application of modern portfolio management. This course focuses on portfolio analysis, portfolio asset selection, models of equilibrium in the capital markets, and security analysis and portfolio theory. **Prerequisites:** FIN 3100 and FIN 3200. Offered Term II.

## FIN 4200

## CASE PROBLEMS IN FINANCIAL MANAGEMENT (3)

A case-study course in which students apply financial theory and knowledge to real-world situations to recommend strategic and tactical decisions to upper management that are rational and that ultimately maximize shareholder value. **Prerequisite:** FIN 3200. Offered Term II.

## FIN 4510

## INTERNSHIP IN FINANCE (3)

The Finance Internship is either one hundred twenty hours (3 credit hours) or two hundred forty hours (6 credit hours) of supervised field experience in a position using financial theories and practices at firms such as providers of financial services, investment management companies, insurance firms, private or public companies, and government agencies. To enroll in FIN 4510, students must meet with and have the written approval of an appropriate full-time Business and Economics

Division faculty member. Students must have upper division standing. **Prerequisites:** FIN 3010, FIN 3030, and FIN 3100.

## HIS 1400

## UNITED STATES HISTORY I THROUGH 1877 (3)

A survey stressing the significant movements, events, and personalities in American history from the earliest settlements to 1877. **Distribution Requirement:** US and WEP.

## HIS 1401

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

A survey stressing the significant movements, events, and personalities in American history from 1865 to the present. **Distribution Requirement:** US and WEP.

## HIS 1500

## EUROPEAN HISTORY I (3)

A study of the creation of European civilization from earliest times until the mid-seventeenth century, with special focus upon medieval Europe and the Reformation Era. **Distribution Requirement:** EU and WEP.

## HIS 1501

## EUROPEAN HISTORY II (3)

The development of modern European civilization from the mid-seventeenth century until recent times, with attention to issues of paramount concern to contemporary Europe. **Distribution Requirement:** EU and WEP.

## HIS 1600

## ASIAN HISTORY I (3)

An introduction to Pre-modern Asia, giving special attention to the religious and cultural traditions that make the major civilizations of that region unique, as well as the ways in which these civilizations influenced each other. **Distribution Requirement:** NW and NWP.

## HIS 1601

## ASIAN HISTORY II (3)

An introduction to Modern Asia, focusing particularly on the interaction between Asian and Western civilizations, the rise of nation-states, and the problems of modernization in India, China, and Japan. **Distribution Requirement:** NW and NWP.

## HIS 1901

## READINGS ON THE VIETNAM WAR (3)

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

## HIS 1908

## WOMEN IN ISLAM: RELIGIOUS IDENTITY AND SOCIAL REALITY (3)

This course is intended to examine the role and status of women in Islamic societies. Its primary concern is to analyze and understand, specifically, Muslim women's perceptions of equality of the sexes, Islamic identity and women's freedom, and modernization and social change, within the broader framework of man-woman relationships in Muslim societies. We will debate the "secular"

and the "Islamic" and examine how this may relate to the position of women in different socio-cultural conditions, thus tracing the historical and doctrinal roots of these debates. **Distribution Requirement:** NW.

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

A survey of the opportunities, restrictions, and conditions of life faced by European women from the Middle Ages to the present. **Distribution Requirement:** EU and WEP.

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

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

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

An examination of twentieth century events and trends, and especially those since 1945. **Distribution Requirement:** US and WEP.

**HLS 1000  
CHEMICAL AND BIOLOGICAL LIFE  
PROCESSES (4)**

This course examines the physical, chemical and biological basis of life. Exploring how chemicals and the surrounding environment influence how the human body works, and responds to stimuli. Scientific investigation will be utilized to observe biological and chemical reactions that influence the human body and human nature. Offered Term I.

**HLS 1001  
GENETIC AND MICROBIOLOGICAL LIFE  
PROCESSES (4)**

Genetics and Microbiology have become increasingly important in medicine and community health. The first half of the course is intended to connect the science of genetics at a molecular, organismal, inheritance and population level to the issues relevant to public health. The second half of the course will focus on medically important bacteria, viruses and fungi to address the causes, control and prevention of infectious disease. Offered Term II.

**HLS 1020  
PRINCIPLES OF COMMUNITY HEALTH AND  
WELLNESS EDUCATION I (3)**

Introduction to the field of community health and the health and wellness educator role. Includes review of community health strategies, including the identification and responses to public health problems.

**HLS 2030  
HEALTH CARE ETHICS (3)**

This course prepares health science students to identify and address multiple ethical issues arising within professional practice and the dynamic health care delivery system. With the use of ethical theories and principles the student will apply ethical decision making models to address dilemmas within practice, health care systems, and global communities. **Distribution Requirement:** GN and WEP. Offered in Term I.

**HLS/EDU 2400  
INTRODUCTION TO RESEARCH (3)**

This course provides students from a variety of majors with the ability to evaluate published research within their discipline. It also allows students the opportunity to work with students from multiple majors promoting interdisciplinary collaboration. It covers the information necessary for critically examining research and integrating various sources of evidence from research results.

**Prerequisite:** Math Competency. **Distribution Requirement:** QR. Offered in Terms I and II.

**HLS/HMS 3001  
ADULT LEARNING: EDUCATING CLIENTS AND  
COMMUNITIES (3)**

Intended for upper division students in which students demonstrate skills in the development, implementation, and evaluation of informational/educational programs for individuals, agency/organizational staff or community groups. This is a senior-level course in which students develop and present an educational program for a community group. **Distribution Requirement:** US. Offered Terms I and II.

**HLS 3020  
PRINCIPLES OF COMMUNITY HEALTH AND  
WELLNESS EDUCATION II (3)**

Students will assess local community health problems and develop an evidence-based educational module (e.g., workshop/presentation) for a specific target audience on a topic of their choice. They will then present their program to a community group and conduct an assessment of its effectiveness. Fulfills W/Course Requirement.

**HLS 3030  
NUTRITION ACROSS THE LIFESPAN (3)**

Provides students with the ability to explain the relationship of nutritional decisions to current and future health outcomes. Changing nutritional needs and problems across the lifespan will be examined. Specific health conditions that are affected by nutrition are discussed. **Prerequisite:** BIO 1070 or BIO 1210 and BIO 1211. Offered Term I.

**HLS 3040  
EXERCISE ACROSS THE LIFESPAN (3)**

Provides students with the ability to explain the relationship between appropriate exercise and current and future health outcomes. Changing exercise needs and problems across the lifespan will be examined. Specific health conditions that are affected by exercise are discussed. **Prerequisite:** BIO 1070 or BIO 1210 and BIO 1211. Offered Term II.

**HLS 3050  
DEMOGRAPHICS OF HEALTH AND DISEASE (3)**

Provides students with the ability to use numerical and graphical data to explain health care trends for individuals and populations. Students evaluate published research studies and the statistical methods used to test hypotheses. **Prerequisite:** MAT 2090. Offered Term I.

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

An examination of community response to selected social problems, including poverty and public welfare services, emotional problems and counseling, early childhood services, child abuse-neglect and protective services, racism and sexism, crime and correctional services, physical and mental disabilities, rehabilitation and treatment, drug use, and gerontological services. The role of the individual and societal values in policy

formation and implementation is considered. **Distribution Requirement:** CSI.

**HMS 1010  
SERVICES TO FAMILIES WITH YOUNG CHILDREN (3)**

A survey of prevention and intervention services for families with young children (birth to five years of age). The course is organized around four major areas of service: health care services, child care services, parenting education, and early childhood education. Topics include: prenatal prevention programs for at-risk parents, routine child health programs, parenting education programs, and developmentally appropriate curricula and environments in preschool settings. Offered Term I every other year.

**HMS 1201  
GERONTOLOGICAL PROGRAMS (1)**

An overview of programs for the elderly provided by the community including health and nutrition, housing, recreation, and transportation programs.

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

An overview of child care programs including both center-based and family day care programs.

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

An overview of community-based corrections and alternatives to incarceration including probation and parole, community service programs, intensive supervision, local conditional release and pre-trial release.

**HMS 1204  
COUNSELING PROGRAMS (1)**

An overview of community counseling programs, including discussion of counseling settings and theories of counseling.

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

An overview of programs for the developmentally disabled, including institutional and alternative residential programs, educational, and employment programs.

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

An examination of programs serving persons who abuse drugs, including alcohol.

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

An overview of programs for adolescents who are having difficulties with their families, the schools, or the law. Alternatives to family living, such as foster care and group homes, and dispositional alternatives, such as homebound detention, are considered.

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

An overview of approaches and programs for assessing child development. Skills and techniques for screening children from birth to age six in various areas of their development are explored.

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

An examination of family planning counseling and sexuality education programs for adults, parents, teens, younger children, developmentally and physically disabled persons, and human service professionals.

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

An overview of programs addressing the needs of the terminally ill. Topics include the history of the hospice movement, dying, death with dignity, family and mental health issues around death and dying.

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

An examination of the delivery of programs including both community mental health and institutional programs for those with acute or chronic mental illness.

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

An examination of programs for those who are victims of abuse including battered women, abused and neglected children, and victims of sexual abuse.

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

Programs for abused children, for gifted children, and for bilingual-bicultural preschool children are presented. Issues such as mainstreaming versus segregated programs, types of curricula, and staff training are discussed.

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

An overview of the field of art therapy in theory and practice, including assessment and treatment of various client populations of diverse settings.

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

This course explores the multifaceted topic of physical and psychological abuse in America. Causes and effects of abuse and age groups will be investigated. Settings such as family, child care, schools, and institutions will be the focus of discussion.

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

A survey of American films dealing with mental illness and its treatment. The role of both the "patient" and "therapist" will be analyzed. Films will be critiqued for accuracy of representation of psychiatric conditions, the affect of these conditions on individuals and families, and the roles and interventions of psychotherapists. **Distribution Requirement:** US.

**HMS 1967****GLOBAL HUMANITARIAN ISSUES (3)**

This course will explore humanitarian aid in the contexts of disaster response and on-going conflict. Based on guidelines established by international responders, we will explore the consequences of mass population displacement and the potential difficulties, among them, epidemics, starvation, and disrupted education. Legal and ethical issues including international law as it applies to humanitarianism will be discussed as well as organizations available to provide aid. **Distribution Requirement:** GN and GLP.

**HMS 1970****HEALING HANDS (3)**

This course provides students the opportunity to enhance the general well-being, healing and health maintenance of self and others through the use of complementary therapies. Designed for students who are interested in the field of health care, the major emphasis will be on learning techniques and developing skills to practice complementary therapies. Reiki, Therapeutic Touch and Pranic Healing and other selected healing techniques will be explored and practiced. **Distribution Requirement:** NWP.

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

An examination of the medical, psychological, and sociological aspects of drug abuse, chemical dependency, treatment, and rehabilitation at all levels and among all age groups in American society.

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

An examination of the mental health services delivery system in the United States. Topics include the historical development of the mental health system, with special attention to the community mental health movement. A range of mental health interventions will be discussed, from important services to self-help and advocacy. Special areas of mental health practice will also be addressed, such as substance abuse, psychogeriatric services and psychoeducation.

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

Examines death, dying, grief, and bereavement. Cultural differences in attitudes toward death and funeral practices as well as services for those who are dying and those coping with grief and loss will be explored. Ethical issues surrounding suicide and euthanasia will also be considered.

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

This course will explore quality of life issues related to end-of-life from a cultural perspective including physical, psychological, social and spiritual aspects of dying. Topics to be examined will include public policy, ethical and legal issues, cultural considerations in end-of-life care, common reactions, and preparation for the time of death as well as ways to achieve quality of life. **Distribution Requirement:** GN and GLP.

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

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

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

An examination of the formation and implementation of social policy and controversial policy issues such as social welfare, universal health care, capital punishment, mandatory sentencing, gay rights, right-to-die, and reproductive rights. Policy-making is considered as both a rational and a political process. The roles of government employees, elected officials, the media,

professionals, and the public are considered. Selected U.S. policies are compared with those of other nations.

**Prerequisite:** Juniors or Seniors majoring in Criminal Justice, Human Services, Political Science, Psychology or Sociology or permission of the instructor. **Distribution Requirement:** WEP.

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

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

**HMS 3006****OBSERVING CHILD DEVELOPMENT (3)**

A study of the development of preschool children in the areas of physical, social, emotional, language, cognitive, and creative development. Students learn to observe and record this development in a preschool setting and complete a case study of a single child. **Prerequisites:** HMS 1010 and PSY 2060. Offered Term II, every other year.

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

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

**HMS 3025****SERVICES FOR CHILDREN AND YOUTH (3)**

Defines the needs of school-age children and their families and the ways in which human service agencies respond to these needs. Includes discussions of current social problems facing children and adolescents, such as: decision-making about drug use, sexual behavior, school retention, and youth violence. **Prerequisites:** PSY 1010 and PSY 2060. Offered Term I, every other year.

**HMS 3120****COMMUNITY ORGANIZATION (3)**

An examination of the role of community organizing in defining social problems and initiating social change. Methods of community organization including social movements, protests, consciousness raising, legal advocacy, lobbying, self-help, action research, and "whistle blowing" are discussed. Organizing at both the local and the national level are considered. **Prerequisite:** Upper level human service or sociology majors. Other students with an interest in social movements and community organizing are welcome to enroll. Offered as needed.

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

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

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

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

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

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

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

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

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

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

**LAL 1104**  
**FOUNDATIONS OF LITERATURE: ANCIENT, CLASSICAL AND BIBLICAL (3)**  
(See ENG 1104)

**MAT 1000-1001**  
**ESSENTIAL MATHEMATICAL SKILLS I-II**  
(1 cr. each term; total 2 cr.)

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

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

Development of facility in computational and problem-solving procedures by examining the fundamental operations of the real number system. Topics include a review of basic operations with real numbers, rules of exponents and scientific notation, combining and factoring polynomials, solving linear and quadratic

equations, solving systems of linear equations, inequalities, and absolute values. **Prerequisite:** Knowledge of basic mathematics at the level of intermediate algebra.

**MAT 1092**  
**PRE-CALCULUS II (4)**

A continuation of the sequence designed to prepare students for calculus. Topics will include angles and their measures, trigonometric and inverse trigonometric functions, triangle trigonometry and trigonometric identities. Course includes a computer lab. **Prerequisite:** MAT 1091 or an adequate score on the departmental placement test. **Distribution Requirement:** QR. Offered every Term II.

**MAT 2003**  
**MATHEMATICAL HISTORY: ANCIENT TO MIDDLE AGE (3)**

A survey of the historical development of mathematics from antiquity to the twelfth century. Contributions of mathematics to the sciences and interactions between mathematics and other aspects of human civilization (such as the arts or the social sciences). Considerable mathematical content, including problem-solving using historical and modern methods. **Prerequisite:** MAT 1092 or an adequate score on the departmental placement test. **Distribution Requirement:** GN. Offered every Term I.

**MAT 2005**  
**MATHEMATICS FOR ELEMENTARY TEACHERS I: NUMBER SYSTEMS (3)**

An overview of number systems and numerical operations, intended to give pre-service elementary teachers a deeper understanding of numbers and an ability to communicate that knowledge. Topics will include sets, historical, and other numeration systems, arithmetic operations, and problem solving. **Prerequisite:** MAT 1030. **Distribution Requirement:** QR. Offered Term I.

**MAT 2006**  
**MATHEMATICS FOR ELEMENTARY TEACHERS II: GEOMETRY AND MEASUREMENT (3)**

This course continues the study of Mathematical content which begins with MAT 2005 (Mathematics for Elementary Teachers I: Number Systems). The development of number systems and numerical operations is continued and extended to concepts in Geometry and Measurement. As with the first course in the sequence this is intended to give pre-service elementary school teachers and understanding of numbers and geometric figures. It is also intended to instill an ability to communicate that knowledge. Topics will include sets, and problem solving. Geometry as Shape, Transforming Shapes and Measurement. **Prerequisite:** MAT 2005. **Distribution Requirement:** QR. Offered Term II.

**MAT 2009**  
**MATHEMATICAL HISTORY: RENAISSANCE TO MODERN (3)**

A survey of the historical development of mathematics from the twelfth century to the nineteenth century. Contributions of mathematics to the sciences and interactions between mathematics and other aspects of human civilization (such as the arts or the social sciences). Considerable mathematical content, including problem-solving using historical and modern methods. **Prerequisite:** MAT 1092 or an adequate score on the departmental placement test. **Distribution Requirement:** GN. Offered every Term II.

**MAT 2010**  
**CALCULUS I (4)**

The first course in a unified three-term calculus sequence involving functions of one variable. Limits, continuity, and derivatives of algebraic, trigonometric, and exponential functions and their inverses. Applications of differentiation to geometry and to the natural and social sciences. Three hours of computer laboratory per week using mathematical and productivity software. **Prerequisite:** MAT 1092 or an adequate score on the departmental placement test. **Distribution Requirement:** QR. Offered every Term I.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fundamental principles of law in relation to business: contracts, agency, sales, bills and notes, partnerships, corporations and real property.

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

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

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

This course is designed to present the management skills necessary for women to be successful leaders. This course will highlight the many unique problems that confront female managers but not their male counterparts, the strategies for dealing with these problems, and the need to master the elements of self-improvement, mentor relationships, communication skills, conflict resolution techniques and the art of delegation.

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

A study of classical planning, organizing, and control; an introduction to several quantitative management science tools; and considerable emphasis on the behavioral school of management including motivation, leadership, organization design, change and development.

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

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

**MGT 3020****ENTREPRENEURSHIP (3)**

With 80% of jobs created by entrepreneurial ventures and small businesses, students will find themselves working for such companies. Some may even want to have their own business, possibly mirroring the success of a Microsoft, Apple, FedEx, Lids, Subway, etc. The activity, thinking, and process of entrepreneurship and business formation and management involve special individual skills and business issues that differ from typical management and marketing concerns.

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

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

**MGT 3660****SALES MANAGEMENT (3)**

The sales management course recognizes and explores the expanded role of today's sales force and sales managers. Today's sales professional not only sell products and services, they are also involved in marketing consultation, solving customer problems, building long term relationships with clients and directing their company's marketing program. This course provides students with the information and practical tools necessary that any successful sales force manager might need to accomplish these expanded roles/responsibilities. In particular, this course develops the student's planning, management, and decision-making abilities and encourages viewing today's sales management problems as opportunities and challenges that necessitate the utilization of creative solutions. In addition, the course reviews how sales managers handle and practically utilize the e-commerce environment and most importantly how to successfully manage and motivate your sales team. **Prerequisite:** MKT 2250. Offered Term I and II.

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

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

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

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

**MGT 4005****SEMINAR IN INTERNATIONAL BUSINESS (3)**

This capstone course is a vehicle for consolidating the many facets and relationships of basic business administration, and studies in the international field, to which students have been exposed during their build-up towards achieving a Specialization in International Business. **Prerequisite:** Completion of all other degree requirements in the major, except with special permission of the instructor. **Distribution Requirement:** GLP. Offered alternate Term II, alternating years.

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

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

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

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

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

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

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

An introductory course in which the student develops concepts and practices used to carry out marketing strategies. The viewpoint is that of the marketing manager, working within the framework of the "Marketing Mix." In addition to the text, case studies will be utilized.

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

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

**MKT 3660**  
**SALES MANAGEMENT (3)**  
(See MGT 3660)

**MKT 3800**  
**INTERNATIONAL MARKETING (3)**

With the emergence of a competitive global economy and the trend towards information-based economies, businesses around the world are faced with the complex issues of identifying and satisfying global customer needs for success in international marketing. This course is designed to provide students with a fundamental understanding of marketing in a multicultural, multinational environment. **Prerequisites:** MKT 2250, ECO 2010, and ECO 2020. Fulfills W-Course Requirement. **Distribution Requirement:** GLP. Offered Term I and Term II.

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

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

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

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

**MUS 1101**  
**MUSIC APPRECIATION (3)**

The objective is to form an appreciation and understanding of the great musical forms and their composers from c. 850 c.e. to the present. **Distribution Requirement:** EU and WEP.

**MUS 1110**  
**MUSIC THEORY I (3)**

A study of the elements of music (e.g. melody, harmony, rhythm) and their applications (e.g. elementary composition) in historical-analytical context. Open to all students and required of students concentrating in music. Music majors should simultaneously enroll in Aural Skills I. Non-music majors do not need to take Aural Skills I. May be waived upon passing of a theory proficiency exam. **Prerequisites:** MUS 1920 or ability to read music. **Distribution Requirement:** EU and QR. Offered alternate years.

**MUS 1120**  
**MUSIC THEORY II (3)**

A continuation of Music Theory I. A study of the compositional practices of the great seventeenth, eighteenth and nineteenth century composers in historical-analytical context. Topics will include modulation, elementary forms and chromatic harmony. Music majors should simultaneously enroll in Aural Skills II. Non-music majors do not need to take Aural Skills II. **Prerequisite:** MUS 1110 or evidence of equivalent proficiency. **Distribution Requirement:** EU. Offered alternate years.

**MUS 1920**  
**FUNDAMENTALS OF MUSIC (3)**

An introduction to musical notation and the keyboard. For beginners in music theory and recommended as a prerequisite for Music Theory I. Offered Term III alternate years.

**MUS 2010**  
**HISTORY AND LITERATURE: ANCIENT AND CLASSICAL (3)**

A survey of the period from the medieval through baroque with special emphasis on music literature representative of Western cultures; lectures, analyses, and discussions of music. **Distribution Requirement:** EU and WEP. Offered alternate years.

**MUS 2020**  
**HISTORY AND LITERATURE: CLASSICAL TO MODERN (3)**

A survey of the period from classical through contemporary with special emphasis on music literature representative of Western cultures; lectures, analyses, and discussions of music. **Distribution Requirement:** EU and WEP. Offered alternate years.

**MUS 3001**  
**COUNTERPOINT (3)**

A study of the art of contrapuntal composition in the tonal style of the eighteenth century. **Prerequisite:** MUS 1120.

**MUS 3004**  
**ADVANCED PRIVATE COMPOSITION (3)**

Private instruction of musical composition and arranging at the advanced level. May be repeated for credit. **Prerequisite:** MUS 3115.

**MUS 3005**  
**TWENTIETH CENTURY MUSIC (3)**

A study of the various techniques and materials of composition from about 1880 to present through analysis of representative music. **Prerequisite:** MUS 1120. Offered alternate years.

**MUS 3115**  
**FORM AND ANALYSIS (3)**

A study of the formal structures of composition through analysis of representative music before 1900. **Prerequisite:** MUS 1120. Offered alternate years.

**NSC 1902**  
**MARINE AND ISLAND ECOLOGY (6)**

For Non-Science majors. A comprehensive study of tropical marine and terrestrial organisms, the environments in which they live, and the interactions between the organisms and their environments. The students will explore the various terrestrial and marine habitats of San Salvador Island, and keep a field journal in which will be recorded observations of the organisms and their habitats. **Prerequisites:** PED 1140 or PED 1142, and instructor's signature is required. **Distribution Requirement:** QR. NOTE: Science majors should register for BIO 3930.

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

An overview of factors affecting health in contemporary society, with special emphasis on the American health care system as a social institution. Includes a survey of community resources, accessibility, availability, and affordability of health care. Students examine the health

care system from the perspective of the consumer as well as from the perspectives of various health care providers. Open to non-nursing majors. **Distribution Requirement:** CSI and WEP.

**NSG 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1213, 1214 (1)**  
(See corresponding HMS course descriptions)

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

A study of the nature and philosophies that underlie Non-Western Complementary Health Therapies. Modalities such as guided imagery, reflexology, and therapeutic touch are discussed. Open to non-nursing majors.

**NSG 1900**  
**CROSS CULTURAL PERSPECTIVES (3)**

An introduction to the natural history, culture and health care system of Ireland. The geology of Ireland will be introduced and students will observe the flora and fauna of the island. Key events in the history of Ireland will be discussed and related to the health of the people and health care delivery system of Ireland. Opportunities to study and then observe several geological features of the island. The flora and fauna of Ireland will be compared to that of Europe and the United States. Historical events that have shaped modern Ireland will be discussed and the sites of some of these events will be visited. The Irish political system, the relationship between Ireland and Northern Ireland, and the changes that are taking place in Irish culture will be discussed. The effect of An Gorta Mor (The Great Hunger) of the mid-19th century on Ireland and the countries to which the Irish fled will be explored. The current state of health of the Irish people and the health care system will be examined. **Distribution Requirement:** WEP.

**NSG 1967**  
**GLOBAL HUMANITARIAN ISSUES (3)**  
(See HMS 1967)

**NSG 1970**  
**HEALING HANDS (3)**  
(See HMS 1970)

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

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

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

**NSG 2510**  
**FUNDAMENTALS OF NURSING CARE I (2)**

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

**NSG 2520****FUNDAMENTALS OF NURSING CARE II (3)**

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

**NSG 3000****PERSPECTIVES OF PROFESSIONAL NURSING CARE (3)**

Theories, processes and concepts selected from nursing and other relevant fields of the arts and sciences will be studied in relation to the professional self-system of the student. Emphasis will be placed on the assessment of internal and external factors that influence the role of the student who is in the process of transition towards professional practice. **Prerequisite:** Registered Nurse status. Fulfills W-Course Requirement.

**NSG 3005****FAMILY ASSESSMENT (3)**  
(See HMS 3005)**NSG 3110****NURSING CARE OF ADULT CLIENTS (6)**

This clinical course focuses on the study of nursing as a process with the individual as a client. Basic concepts of medical-surgical nursing will be applied to adult clients at different points on the health-illness continuum. **Prerequisite:** NSG 2520 Nursing Practicum II or permission of instructor. BIO 3310 must be taken concurrently with or prior to NSG 3110.

**NSG 3111****INDIVIDUAL NURSING CARE OF WOMEN'S HEALTH CLIENTS (3)**

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

**NSG 3112****NURSING CARE OF CRITICALLY ILL CLIENTS (3)**

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

**NSG 3115****HEALTH ASSESSMENT OF CLIENTS ACROSS THE LIFESPAN (2)**

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

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

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

**NSG 3900****NURSING CARE OF MENTAL HEALTH CLIENTS (3)**

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

**NSG 4009****NURSING CARE OF FAMILY CLIENTS**

A clinical course focusing on the effects of developmental and situational disruption within a family. **Prerequisites:** NSG 3900.

**NSG 4011****NURSING CARE OF PEDIATRIC CLIENTS (3)**

A clinical course focusing on the effects of developmental and situational disruption of pediatric clients. **Prerequisites:** NSG 2520.

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

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

**NSG 4120****NURSING CARE OF COMMUNITY CLIENTS (6)**

A clinical course that addresses the community system's adaptive abilities in health promotion, health maintenance, and health restoration. Particular emphasis is placed on the role of the nurse as collaborator, change agent, and client advocate. Case management within official agencies, as well as other community-based health programs, is introduced. The nursing process addresses the community as client. Students are expected to provide their own transportation during clinical rotation. Some travel is involved. **Prerequisites:** NSG 4110 and BIO 3000 or permission of the instructor.

**NSG 4200****HEALTH AND AGING (3)**

Exploration of physiological and psychosocial issues related to aging. Health and illness needs discussed with a focus on the resources needed and available. Nursing role emphasized. **Prerequisites:** BIO 1210 and BIO 1211.

**NSG 4210****CRITICAL THINKING AND CLINICAL DECISION MAKING IN NURSING (1-3)**

This course synthesizes concepts from the biological, psychological, social and nursing sciences as a foundation for enhancing the student's ability to solve complex clinical problems. Meta-cognitive theory and use of meta-cognitive strategies will be stressed as key to critical thinking and clinical decision making. **Prerequisite:** NSG 4009 and NSG 4011.

**PED 1162****PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER (1.5)**

The course introduces prospective teachers to concepts of physical education that can be incorporated into a curriculum that helps school-age students understand that regular life-long physical activity is a foundation for a healthy, productive, and fulfilling life. Pre-service teachers will actively participate in physical education activities that demonstrate their understandings of key concepts learned.

**PHR 1006****ETHICS (3)**

A study of moral theory and its history. Moral issues, including abortion, preferential treatment, sexual morality, privacy, and capital punishment are considered. **Distribution Requirement:** GN and WEP.

**PHR 2030****BIBLICAL RELIGION: OLD TESTAMENT (3)**

The development of the important doctrines of Judaism in the context of their historical development from the Exodus to the Roman occupation and in relation to the cultural influences of Egypt, Mesopotamia, and Canaan. **Distribution Requirement:** GN.

**PHR 2040****BIBLICAL RELIGION: NEW TESTAMENT (3)**

Origins and development of Christianity in the historical crisis of the first century A.D. The historical problem of the life and teaching of Jesus. Influences of Judaism and Hellenism in the early formation of Christian thought. **Distribution Requirement:** GN.

**PHR 2130****WORLD RELIGIONS I: HINDUISM AND BUDDHISM (3)**

A study of the development of Indian religious thought and the systems of Hindu and Buddhist thought and practice. In addition to the early Theravada Buddhism of India, the development of the Mahayana in China and Japan, including Zen Buddhism, is studied. **Distribution Requirement:** NW and NWP.

**PHR 2131****JUST SITTING: AN INTRODUCTION TO BUDDHISM THROUGH FILM AND TEXT (3)**

This course uses film and television as a channel into learning about Buddhism. From The King of the Hill animated TV series to the popular movie Little Buddha, motion audio-visual media have introduced Americans to Buddhism as a living religious tradition. There are also many distinguished foreign films that present forms of Buddhism from within Asian cultures. By using films and TV we can approach learning about Buddhism analytically and creatively. Four feature-length films and some short media will provide portals into lecture and discussion about Theravada Buddhism, Zen Buddhism, Tibetan Buddhism, and Pure Land Buddhism. These films will introduce students to the varieties of Buddhist thought and practice, enabling them to begin to discern

and articulate sectarian differences. The course will also investigate various topical themes dealt with in the films, such as pacifism, the roles of women in religion, etc. Students will come out of the course with both general understanding of the Buddhist worldview, and will also understand the particularities of Buddhist worldview(s) as an outgrowth of Buddhist sectarianism. **Distribution Requirement:** NW and NWP.

**PHR 2140**  
**WORLD RELIGIONS II:  
CHINESE RELIGIONS AND ISLAM (3)**

An examination of the origins, development, and influences of Confucianism and Taoism in ancient China and later, and of Islam in the Arabic World. **Distribution Requirement:** NW and NWP.

**PHR 3940**  
**ENVIRONMENTAL ETHICS (3)**

This course examines the relationship between ethics and the environment, in both a global sense and in terms of the value of nonhuman beings that populate it. Possible topics covered include animal rights, environmental justice, biodiversity, population consumption, and ecofeminism. **Prerequisite:** PHR 1006. **Distribution Requirement:** GLP.

**PHY 1030**  
**THE WORLD OF PHYSICS (3)**

This course is meant to acquaint students outside the sciences with some current ideas on the nature of the physical world. Algebra and a bit of trigonometry will be used. Substantial use will be made of demonstrations and visual aids. Typical topics will include motion, energy, matter, sound, light, electricity, magnetism, and modern physics and the universe. **Distribution Requirement:** PLS and QR. Offered alternate years.

**PHY 2000**  
**PRINCIPLES OF PHYSICS I (3)**

An introductory course in physics using calculus which covers the topics of classical mechanics, wave phenomena, temperature, and heat. Basic concepts are developed in lecture and demonstrated in the laboratory. Students are required to have a working knowledge of differential and integral calculus. It is recommended that two semesters of calculus be taken before PHY 2000. **Distribution Requirement:** PLS and QR.

**PHY 2010**  
**PRINCIPLES OF PHYSICS II (3)**

An introductory course in physics using calculus that covers the topics of thermodynamics, electricity, magnetism, optics, and selected topics of modern physics. Basic concepts are developed in lecture and demonstrated in the laboratory. **Prerequisites:** PHY 2000 and one Calculus. **Co-requisite:** MAT 2020. It is strongly recommended that two terms of calculus be taken before PHY 2000. **Distribution Requirement:** PLS.

**PSC 1010**  
**INTRODUCTION TO POLITICS (3)**

An introduction to the dynamics of participation in American political life and the ideas which motivate political action. Topics include elections and political parties, strategies of participation (campaigning, pressure, protest, revolution), philosophies underpinning modern government and contemporary American ideologies (conservatism, liberalism, socialism, etc.). **Distribution Requirement:** CSI.

**PSC 1020**  
**INTERNATIONAL RELATIONS (4)**

This course is designed to introduce the students to the studies of international relations. By examining the ways in which various "actors" of international politics (i.e. democratic and non-democratic states and non-state actors such as multinational corporations, terrorists, etc.) interact between and among them, the students will learn the dynamics of the politics on the world stage. As an introduction, this course is mainly designed to familiarize the students with the basic concepts and important issues of international relations. There will be a weekly laboratory session. **Distribution Requirement:** CSI and GLP. Offered annually in Term II.

**PSC 1040**  
**AMERICAN GOVERNMENT AND POLITICS (3)**

The aim of this course is to give the student a thorough understanding of American political life: the main governmental institutions, the channels for elite and non-elite participation, and the context of social and economic power which shapes political activity. **Prerequisite:** PSC 1010 is recommended. **Distribution Requirement:** CSI and WEP.

**PSC 3200**  
**INTERNATIONAL TRADE AND FINANCE (3)**  
(See ECO 3200)

**PSC 3550**  
**THE AMERICAN PRESIDENCY (3)**

A study of the presidency's history, place in American life, organization, and powers; as well as presidential strategy, the dynamics of presidential elections, and the psychology of successful and unsuccessful presidential candidates and presidents. **Prerequisite:** PSC 1010 or permission of the instructor. **Distribution Requirement:** WEP.

**PSY 1010**  
**INTRODUCTORY PSYCHOLOGY (3)**

An introductory overview of the scientific study of behavior. Numerous topics within the field of psychology are surveyed. Possible topics include biological basis of behavior, perception, language and thinking, learning and memory, development of behavior through the lifespan, personality, social interactions and influences, dysfunctional behavior, emotions, and psychotherapy. **Distribution Requirement:** BSS.

**PSY 2020**  
**INTRODUCTION TO CLINICAL PSYCHOLOGY (3)**

A survey of the field of clinical psychology that includes: discussions of graduate study in the field; professional roles of clinical psychologists and inherent challenges in each of them; ethical issues in practice, research, education, diagnostic instruments and their use; theoretical models of practice; and therapeutic techniques. **Prerequisite:** PSY 1010.

**PSY 2030**  
**PERSONALITY (3)**

A study of different ways in which psychologists have described, measured, and explained personality. The nature of personality differences between individuals are considered by examining several theories and research evidence. Each student is encouraged to develop his or her own theory of personality during the course. **Prerequisite:** PSY 1010 Introductory Psychology.

**PSY 2060**  
**CHILD AND ADOLESCENT PSYCHOLOGY (3)**

A study of basic facts, issues, and methods of inquiry in human development from conception to adolescence. Topics include physical, cognitive, social, and emotional development. **Prerequisite:** PSY 1010. It is highly recommended that students complete this course before enrolling in PSY 3000.

**PSY 2410**  
**PSYCHOLOGY OF INTERPERSONAL RELATIONS (3)**

Provides, through text materials and class exercises, a basis for understanding human interaction. Topics include verbal and non-verbal communication, role-specific behavior, style and forms of interaction, and conflict resolution. The course is an introduction to applied psychology and a prerequisite for advanced counseling courses.

**PSY 2602**  
**QUANTITATIVE METHODS IN PSYCHOLOGY (3)**

Statistical procedures are the tools used by psychologists to analyze and interpret experimental findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. **Prerequisites:** PSY 1010 and MAT 1030 or the equivalent. NOTE: MAT 1050B/PSY 2502 and PSY 2602 are mutually exclusive. This course is intended for Psychology majors only. **Distribution Requirement:** QR

**PSY 2650**  
**THE PSYCHOLOGY OF LEARNING (3)**

An overview of learning theory from the perspective of both human and animal research.

**PSY 2700**  
**CULTURAL PSYCHOLOGY (3)**

A survey of the concepts, theoretical perspectives, methodological complexities, and empirical findings relevant to the psychological study of culture. **Prerequisite:** PSY 1010. **Distribution Requirement:** WEP. Offered Term I.

**PSY 2800**  
**HEALTH PSYCHOLOGY (3)**

This course surveys the newly emerging field of behavior and health. Topics covered include the psychology of health care and research; psychoneuroimmunology; issues of stress, pain and coping; the role of behavior and chronic disease (heart, AIDS, cancer, etc.); and behavioral health (the use of tobacco, drugs, extreme eating control measures, and exercise). **Prerequisite:** PSY 1010.

**PSY 3000**  
**PSYCHOLOGY OF MATURING AND AGING (3)**

A study of the psychological changes that occur with maturing and aging. Adult development is examined with special emphasis on the physical, emotional, social, and cognitive changes that occur from early adulthood through death. Life transitions, problems in contemporary society, and methods of coping are discussed. **Prerequisite:** PSY 1010. PSY 2060 is highly recommended.

**PSY 3010**  
**SOCIAL PSYCHOLOGY (3)**

A review of contemporary thinking and research on the ways in which people affect one another in various social situations. Topics include the formation of social impressions, the development of attitudes and beliefs, interpersonal influence, conformity, stereotyping and prejudice, aggression, helping, interpersonal attraction

and love, and group behavior. **Prerequisite:** Introductory course in one of the social sciences, health sciences, education, or criminal justice.

**PSY 3080  
EXPERIMENTAL PSYCHOLOGY (3)**

Upon completion of the course, the student should be able to design and implement psychological experiments. The course is a follow-up to PSY 2602, Quantitative Methods in Psychology. You will use the information covered in that course to begin to conduct experiments and to learn to write research reports in APA format. **Prerequisite:** PSY 2602.

**PSY 3100  
PHYSIOLOGICAL PSYCHOLOGY (3)**

A study of the biological, genetic, neurochemical, and evolutionary basis of behavior. This course involves an exploration of the nervous system, specifically examining the ways in which it receives, processes, and integrates information so as to produce coordinated sensory, cognitive, and motor experiences. It further examines the results of damage and diseases of the nervous system. **Prerequisites:** PSY 1010 and an introductory course in biology or permission of the instructor.

**PSY 3140  
ABNORMAL PSYCHOLOGY (3)**

Using an approach that stresses an integrative, biopsychological-environmental model, this course surveys the major categories of psychiatric disorders/disabilities, including affective disorders (i.e. anxiety, disorders), mood disorders (i.e. major depression, bipolar) schizophrenia-spectrum disorders, personality disorders, sexual/gender disorders, cognitive disorders, developmental disorders, and drug addiction. In addition, it examines the treatment of psychiatric disorders. Particular emphasis is given to what it means to live with a psychiatric illness.

**PSY 3220  
THEORIES OF HUMAN DEVELOPMENT (3)**

This course examines the major theories and theoretical perspectives that have shaped thought and scholarship throughout the history of developmental psychology. Included will be the psychoanalytic tradition, behavioral and social learning models, cognitive-developmental theory, information-processing theories, humanistic conceptions of the self, ecological and ethnological perspectives, perceptual-development theory, theories of moral development, and cultural-psychological perspectives. **Prerequisite:** PSY 1010. PSY 2060 highly recommended.

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

**PSY 4010  
HISTORY AND SYSTEMS OF PSYCHOLOGY (3)**  
A study of the historical development of psychological thought and its philosophical antecedents. The major schools and systems are reviewed with emphasis on biographical analysis so that the history of psychology may be seen in the lives, ideas and works of leaders in the field. **Prerequisite:** Declared major in psychology and multiple courses completed in psychology, or permission of the instructor. **Distribution Requirement:** WEP.

**PSY 4031  
CONTEMPORARY PROBLEMS: ISSUES OF ADOLESCENCE (3)**

A variety of current topics and issues in psychology which are not included in other courses. Usually, one particular topic is studied at an advanced level. **Prerequisites:** Upperclass standing and multiple Psychology courses. Specific topics vary each term.

**PSY 4080  
ADVANCED RESEARCH METHODS (3)**

A research experience emphasizing the integration of material from previous research courses. Involves conducting, writing, and presenting an original data-based psychological study. **Prerequisites:** PSY 2602 and PSY 3080.

**PSY 4590  
ADVANCED SEMINAR (3)**

A detailed study of an advanced topic in psychology pursued in the seminar format. The emphasis is on independent scholarly activity by the student, including seminar leadership. Topics vary, but typically represent a synthesis of differing viewpoints and strategies to accommodate the interests and strengths of individual students and the instructor. This course is designed primarily as a capstone experience for advanced psychology majors. **Prerequisite:** Upperclass standing in psychology or permission of the instructor.

**SOC 1010  
INTRODUCTORY SOCIOLOGY (3)**

An introduction to the basic modes of analysis, concepts, and explanations for human behavior and human organization used in the scientific discipline of sociology. **Distribution Requirement:** BSS and WEP.

**SOC 1492  
INTRODUCTION TO GEOGRAPHY (3)**

Geography studies the Earth, its people and environments. It asks "where" and "why" questions about social life, about the physical world, and about the cultural meaning of places and environments. This course asks questions that integrate the physical sciences, social sciences, and humanities. **Distribution Requirement:** GN and GLP. Offered Term II.

**SOC 2010  
SOCIAL INEQUALITY (3)**

Our society is unequal, and different groups of people are affected differently based on social group memberships such as race, class, and gender. This course will examine the causes, maintenance, and products of social inequality. We will look at stratification based on gender, race, social class, sexual orientation, age, religion, and ability. We will also look at issues of identity, distribution, and organizational inequality. Will look at inequality mainly within the context of the United States. **Prerequisite:** SOC 1010 or ANT 1040. **Distribution Requirement:** US.

**SOC 2110  
MEDICAL SOCIOLOGY (3)**

This class will examine the social factors in the cause and distribution of diseases and illnesses. Will focus on the cultural components of how illnesses are understood and treated, and how the state of illness itself is socially constructed. Will look at how patients, doctors, caregivers, and family members understand the roles and social relationships that revolve around the status of sickness. Also look at how lay beliefs contribute to

health, illness, treatment, and recovery. Finally, the class will turn to an examination of how different societies organize the delivery of health-care and the disparities in the distribution of medical resources. **Distribution Requirement:** WEP.

**SOC 2600  
SOCIOLOGY OF AGING (3)**

Through an examination of the effects upon aging of institutionalized social-cultural patterns in several cultures, including that of the United States, students should be able: A) to identify cultural determinants of aging, B) to compare the cultural determinants of aging in various societies, C) to identify the relationship between cultural definitions of and life stages and life cycle, D) to identify the relationship between the life cycle and social institutions.

**SOC 2620  
THE FAMILY (3)**

A study of contemporary patterns of marriage and family relations against the background of their historical development as socio-cultural institutions. Topics of study include socialization for sex and class roles, family development tasks, effects of social change, and relationship with other institutions (economic, educational, religious, communal). **Distribution Requirement:** CSI.

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

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

**SOC 3025  
SERVICES FOR CHILDREN AND YOUTH (3)**  
(See HMS 3025)

**SOC 3120  
COMMUNITY ORGANIZATION (3)**  
(See HMS 3120)

**SOC 3311  
CRIMINOLOGY (3)**  
(See CRJ 3311)

**SPA 1010-1020  
FIRST YEAR SPANISH I AND II (3 cr. each)**  
Initiation to comprehension, speaking, reading, and writing skills, with abundant oral and written drills. **Distribution Requirement:** EU provided 6 credits are taken at the 1000 and 2000 level. **Distribution Requirement:** WEP.

**SPC 2020  
PUBLIC SPEAKING (3)**

A development of traditional public speaking skills through theoretical examination and exercises in informative and persuasive speaking. During the course each student critiques and delivers speeches of each type. **Distribution Requirement:** CP and WEP.

**SSC 1492  
INTRODUCTION TO GEOGRAPHY (3)**  
(See SOC 1492)

**SSC 2502****EVALUATING SOCIAL SCIENCE RESEARCH (3)**

Provides students with the ability to evaluate social science research reports appearing in mass media and professional journals, and to integrate different sources of evidence on a topic. Covers the knowledge required for critically examining the competence, importance, and ethics of research. **Prerequisite:** An introductory course in one of the social sciences, health sciences, education, or criminal justice. **Distribution Requirement:** BSS and QR. **NOTE:** MAT 1050/PSY 2502 and PSY 2602 are mutually exclusive.

**THE 1010****INTRODUCTION TO THEATRE (3)**

The development of the student's critical skills as a theatre goer and reader of dramatic literature, insight into the relationship between the theatre and human experience, information on current and past theatre happenings, and experiences in the theatre as an audience member and participant. **Distribution Requirement:** GN and WEP. Offered alternate years.

**THE 1011****PLAY PRODUCTION (3)**

A study of all aspects of theatre which are directly involved during the planning, organizing, and execution of a respectable, if not entertaining and enlightening, piece of theatre. The areas of study include an in-depth examination of play selection, funding, casting, directing, rehearsing, acting, designing, scenic construction, costume construction, properties, lighting, sound engineering, makeup, advertising, public relations, technical execution, and box office management. As each subject area is examined and discussed, the individual student mentally and physically participates. There are also discussions on the theatre as a profession and the television and movie industries. **Distribution Requirement:** CP. Offered as needed.

**THE 1013****ACTING I (3)**

An introduction to the basic skills and techniques of the actor. Improvisations and exercises are used to develop the student's awareness, sensitivities, imagination and spontaneity, and their application to truthful portrayals in realistic texts. **Distribution Requirement:** CP.

**THE 2010****DRAMATIC LITERATURE (3)**

Designed to give students exposure to and experiences with a variety of styles and genres of dramatic literature, exploring the works of classic and contemporary playwrights writing in either mainstream or experimental formats. **Distribution Requirement:** WEP. Offered alternate years.

**THE 2113****ACTING II (3)**

The application, through the playing of scenes from a wide variety of plays, of performance skills and techniques. Develops increased competency in performance through the analysis, rehearsal, performance, and critique of scenes. **Prerequisite:** THE 1013 or permission of instructor.

**THE 2120****INTRODUCTION TO THEATRICAL DESIGN (3)**

A study, both theoretical and applied, of the basic principles of design for the theatre. Students will be required to complete elementary design projects in scenery, costumes, makeup, lighting and props. **Distribution Requirement:** CP and QR.

**THE 3013****ACTING III - TOPICS IN ACTING (3)**

Advanced techniques and theories of acting. Specific topics and subjects of study will change each time the course is offered, based upon student needs. Topics might include Acting in Musical Theatre, Non-Realist Theatre, Period Styles, Theatre Performance and Social Change, etc. **Prerequisite:** THE 1013 or permission of the instructor. Offered in Term I and Term II as needed in rotation.

**THE 3050****STAGE MOVEMENT (3)**

Movement techniques and sensory awareness employed in actor training (including physical warm-up and stage combat) are presented in an experiential format with textural support. **Distribution Requirement:** PE. Offered as needed in rotation.

**THE 3121****SCENIC DESIGN (for Theatre Majors) (3)**

The underlying purpose of this course is to study Scenic Design for the theatre. This course will explore esthetic, historic, ethnic, and financial factors as they apply to scenic design. Different forms of theatre (absurdism, realism, expressionism, etc.) will be studied as well as multiple set shows and the particular problems raised. **Prerequisites:** THE 1012 and THE 2120. Offered Term I or Term II in rotation.

**THE 3131****STAGE LIGHTING AND SOUND DESIGN (for Theatre Majors) (3)**

The underlying purpose of this course is to study stage lighting and sound design for the theatre. This course will explore esthetic, historic, ethnic, and financial factors as they apply to stage lighting and sound design. Different forms of theatre (absurdism, realism, expressionism, etc.) will be studied as well as multiple set shows and the particular problems raised by each. **Prerequisites:** THE 2100 and THE 2120. **Distribution Requirement:** CP. Offered Term I or Term II in rotation.

**THE 3141****STAGE COSTUME DESIGN (for Theatre Majors) (3)**

A survey of historical fashion as it applies to the stage. Students will study theories of costume design and basic techniques including sewing, pattern cutting, fabric selection, and makeup. **Prerequisites:** THE 2120 and THE 2070. Offered Term I or Term II in rotation.

**THE 4001****DRAMATIC THEORY AND CRITICISM (3)**

A study of dramatic theory and criticism from ancient Greece to today's modern theatre. The canon of dramatic literature from its beginnings to the newest of works is employed to consider the impact of the theories studied. Fulfills W-Course Requirement. **Distribution Requirement:** WEP. Offered Term I or Term II, will be taught once every other year and the term may vary.

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

(See HIS 1908)

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

(See HIS 1910)

**WRT 1010****COLLEGE COMPOSITION I (3)**

This course focuses on helping students adjust to the more rigorous expectations of college-level writing. WRT 1010 is comprised of writing a series of commonly required papers, each in a number of stages (prewriting, drafting, revision, and editing). Additionally, this course focuses on the form and rhetoric of the fundamental elements of writing; college-level grammar and mechanics, citation proficiency, research-based information literacy, and plagiarism avoidance in order to help the student meet basic collegiate standards in writing.

**WRT 1020****COLLEGE COMPOSITION II (3)**

This course builds upon and reinforces the writing skills in WRT 1010 and emphasizes the complexities of research-based argument and argumentative methods. It helps students augment their critical thinking skills by analyzing logical and rhetorical techniques, asking them to evaluate diverse perspectives and alternative points of view, with the intention of arriving at an informed judgment of the subject or argument at hand. Like WRT 1010, this course approaches all writing assignments as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate academic sources by using current research methods and informational technology. The culmination of WRT 1020 is an argumentative-persuasive research paper and an accompanying in-class presentation. **Prerequisite:** WRT 1010, unless student is exempted.

# Graduate and Advanced Studies

## 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.

Since Elmira has traditionally affirmed a liberal arts education as the best preparation for effective living, the College believes that the liberal arts ought to occupy the major place in programs leading to professional certification in teaching on elementary and secondary levels.

### Purpose

A diversified program of credit courses, degree programs, and special professional training programs offers men and women of all ages an opportunity to continue their education as a means of professional advancement and personal development.

Through the graduate program, Elmira College offers a wide selection of courses which serves the specific needs of:

1. Teachers seeking a degree or advanced study in 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.

<b>Master of Science in Education</b>	
Literacy (Birth through Grade Twelve)	0830
General Education	0801
Corporate and Community Education	0807
<b>Master of Science</b>	
General Management	0506
Health Services Management	1202
<b>Advanced Certificates</b>	
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 cumulative grade point average of 2.700 for all undergraduate coursework or approval by the Dean of Continuing Education is required for admission. All potential graduate students must be accepted for graduate studies prior to registering for courses.

The applicant must set up an initial interview in the Office of Continuing Education and Graduate Studies. The applicant must also submit the following application materials to the Office of Continuing Education and Graduate Studies at least two weeks prior to the first day of class for the each term:

1. Completed Application Form.
2. Official transcripts from each institution previously attended.
3. Names of three professional references\*
4. Personal Statement.
5. Copy of initial teaching certificate (Literacy applicants only).\*
6. Current Resume (Management applicants only).

\*not required for Non-Degree candidates

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

### 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 intending to earn the degree of Master of Science in Education or Master of Science must complete 36 credit hours of a registered program of graduate study, while maintaining a cumulative grade point average of 3.000. All 36 credit hours counted for the degree must be completed within a seven-year time frame.

The number of one-credit courses in a student's program is limited to six.

# Graduate Academic Services and Regulations

## Residency Requirement

Each Elmira College degree or certificate program requires an on-campus component. Master's degree candidates are required to complete a minimum of 6 credits of graduate coursework on the Elmira College Campus. This means taking a course on campus or working with a full-time faculty member on special studies with at least four meetings on campus for each directed or independent study.

If students are planning to use the thesis or directed or independent studies to satisfy this requirement, a petition must be submitted in writing to the Dean of Continuing Education stating the rationale, a detailed plan which shows work on campus, and the full-time faculty member(s) involved.

## Seven-Year Rule

All coursework to be counted for a master's degree and for Graduate Advanced Certificates at Elmira College, including the Project or Thesis, must be completed within a seven-year period. The date of the earliest course successfully completed or requested for transfer establishes the beginning of the seven-year time period. If a student does not complete degree work by the seven-year termination date, the initial coursework accepted will be disallowed.

The Project or Thesis 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 Dean of Continuing Education to determine whether their situation warrants an exception.

A maximum of 9 credits may be accepted in transfer and applied toward the Master of Science in Education or Master of Science degree program at Elmira College.

The Office of the Registrar evaluates transfer of coursework to Elmira College according to the following guidelines:

1. Courses considered for transfer credit must have been completed at the Graduate level and must have a minimum grade of "B."
2. Only coursework from institutions or organizations recognized by the Council for Higher Education (CHEA) is eligible for transfer. Grades of Pass or Satisfactory will not be accepted. Credit earned at international institutions will be considered upon receipt of an official transcript reviewed by a recognized agency.

3. Coursework accepted for transfer must conform to the graduate degree program in which the student is enrolled.
4. Coursework accepted as transfer is subject to the Seven-Year Rule.

## Credits

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

## Grading System

Grades for graduate students are given on the basis of the following letters and symbols. The quality point translation of the letter grade follows it parenthetically:

A	(4.0)	C+	(2.3)
A-	(3.7)	C	(2.0)
B+	(3.3)	C-	(1.7)
B	(3.0)	F	(0.0)
B-	(2.7)	WF	(0.0)

Any grade below a C- is recorded as an F and has 0.0 value. Pass-Fail or Satisfactory-Unsatisfactory grades are not accepted for graduate study. Only grades earned at Elmira College will be included in the student's cumulative grade point average. Grade reports 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. Instructors may extend Incomplete grades into the following term, but grades of Incomplete may not continue for longer than two years. At that point, the instructor must submit a computable grade, or an administrative F will be posted by the Office of the Registrar.

## Grade Point Average

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

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

Only credits received from Elmira College are included in this calculation. A student must maintain an overall grade point average of at least 3.000 in order to earn a master's degree or graduate certificate. Graduation honors are not awarded to graduate students.

## Good Academic Standing

A cumulative grade point average of 3.000 or above is required to complete a Master of Science degree, graduate certificate, or specialized program of study. It is the student's responsibility to monitor their academic progress.

## Standards for Written Coursework

Mastery of language is a necessary precondition to clear thinking. Virtually all graduate courses demand of a student a certain amount of writing and the level of the writing is usually a valid gauge of the complexity, the subtlety, and the precision of a student's thinking. It follows that graduate students submitting theses, reports, research papers, and essays must go to great pains to develop their vocabulary to a point where they characteristically use the most precise (not merely the adequate) word; they should try to make the wording and phrasing and construction of each sentence and each paragraph reflect the complexity of the idea being expressed. Mindful of the function of writing as a means of efficient communication, graduate students should also observe those conventions which their readers expect, such as a standard format, conventional footnotes and bibliographical form, standard spelling, logic and consistency in the use of syntax, grammar and punctuation. When readers are free to take for granted the correct observance of these conventions, they are free to concentrate on the complexities and subtleties being expressed.

To implement this policy, graduate instructors may establish specific standards and procedures with respect to the content, format, documentation, and submission of written assignments.

## Grade Changes

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

## Grade Appeal Procedure

1. The student must attempt to discuss the grade appeal with the instructor.
2. A written petition from the student must be directed to the Dean of Continuing Education for review and action by the Educational Standards Committee.
3. A copy of the petition will be forwarded to the instructor by the Dean with an invitation to respond in writing prior to the meeting at which the appeal will be considered. The written appeal must be submitted within six months of the date that the grade was recorded by the Registrar.
4. The student petition and the instructor's response will be reviewed by the Committee.
5. The Committee may request the student and the instructor appear before it for further clarification.
6. The Committee may determine, in light of evidence presented, that the assigned grade was correct, or it may recommend that the instructor review the assigned grade.
7. The Committee will notify the student petitioner and the instructor of the decision.
8. The committee's decision is final.

## Repeating a Course

Students may retake a given course once in which the original grade was "B-" or lower.

Both the original grade and the grade received when the course is retaken remain part of the student's permanent record. However, only the higher grade will be used in the computation of the grade point average for all students not yet graduated from Elmira College. The student receives credit toward the minimum 36 credit hours required for graduation only once.

## Mid-Term Academic Warnings

Progress reports for all graduate students are submitted by instructors to the Registrar at the midpoint of Fall and Winter Terms. Students whose grades are reported to be lower than a "B" (3.000) are advised by email and should consult with their instructor and with an advisor from the Office of Continuing Education and Graduate Studies.

## Academic Warning

The following circumstances will result in an academic warning: Completion of a term in which the cumulative grade point average falls below 3.000 for the first time or receipt of an "I" (Incomplete) grade.

Students carrying an "I" grade may, at the discretion of the Dean of Continuing Education, be required to complete the coursework carrying the "I" grade before being permitted to register for additional coursework. An "I" grade automatically becomes an "F" if the work is not completed on or before 30 days into the following term.

## Academic Dismissal

The following circumstances may result in an academic dismissal:

1. A student may be dismissed upon completion of a term in which the cumulative grade point average falls below 3.000 and when a warning previously has been given.
2. A student may be dismissed when the student has received two passing grades at or below "B-."
3. A student may be dismissed upon receipt of an "F" grade. The "F" grade is permanently recorded on the transcript and remains in the cumulative grade point average unless the student is reinstated and the course is retaken.

Students may appeal to the Educational Standards Committee for readmission based on new information or special considerations.

## Academic Dishonesty

(please refer to page 6)

## Application for Graduation

Students who expect to complete degree requirements by June or August must submit an application for graduation at the beginning of the term in which they expect to complete the degree or by February 1st, whichever date is the earlier. In order to participate in Commencement a student must be within nine credit hours of completing the degree at the time of Commencement. Exceptions to this may be made by petitioning the Educational Standards Committee for any undergraduate degree (A.A., A.S., A.B.

or S.B.). For information on Graduation Application fees please refer to page 10. Please note there is a late fee for applications submitted after the deadline.

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

In order to participate in Commencement, a graduate student must be within nine credit hours of completing the degree at the time of 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.

There is no charge for unofficial transcripts or for the first official transcript. A fee is charged thereafter; please refer to page 10. No certificate of work completed will be issued for a student who is not in good financial standing with the College.

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

## Second Master of Science in Education Degree

An individual who has received a Master of Science in Education degree from Elmira College may earn a second Master of Science in Education degree and diploma by successfully meeting all of the following requirements:

1. A minimum of 24 credit hours of additional graduate coursework, including a second capstone course, must be completed at Elmira College.
2. A maximum of 12 credits may be accepted from the first Elmira College M.S.Ed. degree toward meeting the requirements of the second M.S.Ed. degree.
3. A maximum of 6 graduate credits may be accepted in transfer.
4. All courses required for the second master's degree must be completed and a cumulative grade point average of 3.000 maintained.
5. All credits earned applicable to the second M.S.Ed. degree must be completed within the seven-year time period.
6. Application procedures as listed above (Admission-Graduation) are also required for the second degree.

# Master of Science in Education

## Master of Science in Education (M.S.Ed.) Literacy: Birth to Grade 12—HEGIS 0830

The Literacy: Birth to Grade 12 graduate program is designed for individuals who possess or have recently applied for initial certification in any content area. Upon completion of the program and applicable New York State Education Department requirements (see page 53), students apply on their own for professional certification in their content area and are institutionally recommended by Elmira College for New York State initial certification in Literacy.

EDU 5900	Principles of Educational Research This course must be taken within the first 12 credits of coursework. Fall Term.	3 credits
EDU 5320	Learning Disabilities: Instructional Designs	3 credits
RDG 5001	Principles and Practices of Assessing Literacy (Birth through Grade Twelve)	3 credits
RDG 5002	Literacy Intervention for All Learners (Birth through Grade Twelve) Prerequisite: RDG 5001	3 credits
RDG 5003	Literacy in the Content Areas	3 credits
RDG 5010	Perspectives of Literacy Acquisition	3 credits
RDG 5040	Developing and Administering Literacy Programs Prerequisites: RDG 5001, RDG 5002, RDG 5003, RDG 5010, RDG 5047	3 credits
RDG 5047	Current Research and Practices for Teaching Literacy in a Diverse Society	3 credits
RDG 5049	Graduate Literacy Practicum (Birth through Grade Twelve) Prerequisites: RDG 5001, RDG 5002, RDG 5003, RDG 5010, RDG 5040, RDG 5047 Summer Term.	6 credits
	Approved Elective in any area	3 credits
<b>Capstone Option</b> (one of the following:)		
RDG 5999	Project or Thesis: Literacy (Birth through Grade Twelve)	
RDG 6000	Graduate Seminar: Literacy (Birth through Grade Twelve) <b>Prerequisites:</b> EDU 5900 and 27 credit hours completed or approval from the Director of Teacher Education Winter term.	3 credits

Total credit hours required to complete a Master of Science in Education in Literacy: Birth to Grade 12 36 credits

### Plan for Completion in Two Years\*

A student who wishes to complete the Literacy: Birth to Grade 12 program in two years may do so by adhering to the schedule below. All those who wish to proceed at a slower pace need to be aware that courses will be offered only in the terms designated on this schedule.

#### Year One

##### Fall Term

EDU 5900 Principles of Educational Research  
RDG 5010 Perspectives of Literacy Acquisition

##### Winter Term

RDG 5047 Current Research and Practices in Teaching Literacy in a Diverse Society  
EDU 5320 Learning Disabilities: Instructional Designs

##### Spring Term

RDG 5003 Literacy in the Content Areas

#### Year Two

##### Fall Term

RDG 5001 Principles & Practices of Assessing Literacy (Birth through Grade Twelve)  
TBA Approved Elective

##### Winter Term

RDG 5999/6000 Project, Thesis or Seminar: Literacy  
RDG 5002 Literacy Intervention for All Learners (Birth through Grade Twelve)

##### Spring Term

RDG 5040 Developing and Administering Literacy Programs

##### Summer Term

RDG 5049 Graduate Literacy Practicum

\* Although every attempt will be made to adhere to this projected schedule, changes may be necessitated due to staffing and other considerations. Students are encouraged to consult with an academic advisor in this event.

## Master of Science in Education (M.S.Ed.) General Education—HEGIS 0801

The General Education graduate program provides flexibility in designing a plan of study suited to individual academic and professional goals. Students with New York State (NYS) initial certification, who are seeking professional certification through this program, must obtain prior approval from a NYS Certification Evaluator. Upon completion of the master's program and applicable NYS Education Department requirements (see page 53), students may be eligible to apply on their own for NYS initial certification in their content area.

**EDU 5900 Principles of Educational Research** **3 credits**  
Must be taken within the first 12 credits of coursework, not including transfer credit.

**Education Courses** **6-18 credits**  
Select from Field Codes List below.

**Liberal Arts and Professional Programs** **12-24 credits**  
Select from Field Codes List below. No more than 18 credit hours may be taken in any single field code area.

**Capstone Option** **3-6 credits**  
EDU 6000 Graduate Seminar: Education (3 credits) or  
EDU 5999 Project or Thesis (3,6 credits)  
If a 6-credit hour Project or Thesis is taken, 3 credit hours fewer in electives may be taken.

Total credit hours required to complete a Master of Science in Education degree in General Education **36 credit hours**

### Field Codes List

**Education**  
AED, ECS, EDU, and RDG

**Liberal Arts and Sciences**  
AMS, ANT, ART, BIO, CHE, ECO, ENG, FAR, FRE, HIS, HUM, LAL, LAT, MAT, NSC, PHR, PSC, PSY, SOC, SPA, SPC, SST, and THE

**Professional Programs**  
AGS, CSC, HUE, MGT, and SPH

## Additional NYSED Requirements to Apply for New York State Teacher Certification (as of May 2006)

- Literacy (Birth through Grade Twelve).

The Application for Certificate for New York State (NYS) Initial Certification in Literacy must be completed by the student online. A student must have obtained Initial Teacher Certification in another content area from any state before applying for NYS Initial Certification in Literacy. After the completion of the master's degree and the additional requirements listed below, students are eligible to apply for NYS Professional Certification in their original content area on their own. Students must have Initial Certification in NYS in the other content prior to applying for NYS Professional Certification in the other content area.

- General Education

The online application for Certificate for New York State (NYS) Professional Certification in the original content area must be completed by the student with the additional requirements listed below sent to the NYS Education Department. Please note that the student must have obtained NYS Initial Certification in the original content area before applying for NYS Professional Certification in the original content area.

Students are advised to contact the Office of Continuing Education and Graduate Studies and the Teacher Education Department when it is time to file for teacher certification to determine if there are any additional requirements.

Students who hold Initial Certification from a state other than New York State (NYS) and have questions about applying for NYS Professional Certification are advised to contact a NYS Certification Evaluator. Students who have questions about applying for certification in a state other than NYS should contact the specific state education department.

	<b>Literacy Initial Certification in Literacy</b>	<b>General Education Professional Certification in Content Area or another content area</b>
Online Application for Certificate	•	•
Copy of NYS Initial Certificate	•	•
Proof of Attendance in a Child Abuse Workshop	•	•
Proof of Attendance in a Safe Schools Against Violence Workshop	•	•
Three Years Teaching Experience in an area of Certification		•
Fingerprinting	•	•
Pass the Academic Literary Skills Test (ALST)	•	•
Pass the Educating All Students (EAS)	•	•
Pass Content Specialty Test (CST) in Certified Area & Multi-subject	•	•*
Official transcript of completed program	•	•
Letter of completion if master's degree has not yet been conferred	•	•

\*May be required depending on content area.

## Master of Science in Education (M.S.Ed) Corporate & Community Education—HEGIS 0807

This graduate program prepares people for careers in corporate and community education. It is designed for individuals who are responsible for developing, administering, and conducting education and training programs in business, government, health, human services, higher education, and other profit and non-profit organizations.

### Two Year-Completion Course Schedule

#### Year One

##### Fall Term (6 credits)

AED 5000 Adult Education: Foundations of Practice  
AED 5071-5073 Training of Trainers

##### Winter Term (6 credits)

EDU 5900 Principles of Educational Research  
AED 5074-5076 Training of Trainers  
(*Training of Trainers Certificate Requirements Fulfilled*)

##### Spring Term

AED 5010 Critical Issues in Human Resource Development

##### Summer Term (6 credits)

AED 5260 Adult Learners with Special Needs  
AED 5270 Facilitating Learning Organizations

#### Year Two

##### Fall Term (6 credits)

HUE 5630 Career Development  
PSY 5150 Organizational Psychology  
(*HR Development Certificate Requirements Fulfilled*)

##### Winter Term (6 credits)

AED 5130<sup>^</sup> Community Education  
or  
AED 5220\* Computer Mediated Distance Education  
or  
AED 5005<sup>^</sup> Administration in Adult Education Organizations  
or  
SPC 5110\* Presentation Skills for Professionals

##### Spring Term (3 credits)

AED 6000 Graduate Seminar

<sup>^</sup> Community Education

\* Corporate Training

## Careers Related to Corporate & Community Education

- Trainers in business and industry
- Human resource development specialists
- Staff developers in community agencies
- Nurse educators
- Occupational therapists
- Continuing medical education specialists
- Program directors for senior citizens
- Consultants
- Higher education personnel
- Career development specialists
- College administrators
- Continuing education or vocational education instructors

## Non-Degree Study

This option is for individuals who are interested in pursuing graduate coursework without earning a degree. Individuals may pursue this option for their own personal or academic development. There is no limit to the number of credit hours a student may take while pursuing Non-Degree Study.

If Non-Degree students wish to matriculate in a degree program, they must do so prior to completion of 12 credits. They must make an appointment with an advisor and submit any additional application materials as outlined on page 49 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.



# 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 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/oco/home.htm](http://www.bls.gov/oco/home.htm)

#### Core Courses

MGT 5000	Evaluating Research in Management	3 credits
MGT 5005	Human Resource Management and Development	3 credits
MGT 5010	Planning and Project Management	3 credits
MGT 5015	Leadership	3 credits
MGT 5020	Organizational Economics, Budget and Finance	3 credits
ITM 5000	Application of Technology in a Business Setting	3 credits
MGT 6000	Graduate Seminar	3 credits

#### Concentration

MGT 5025	Business Ethics	3 credits
MGT 5030	The Legal Environment of Business	3 credits
MGT 5035	Managerial Economics	3 credits
MGT 5040	Marketing Management	3 credits
MGT 5045	Organizational Behavior	3 credits
<b>Total credits</b>		<b>36 credits</b>

## Master of Science (M.S.) 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/oco/home.htm](http://www.bls.gov/oco/home.htm)

#### Core Courses

MGT 5000	Evaluating Research in Management	3 credits
MGT 5005	Human Resource Management and Development	3 credits
MGT 5010	Planning and Project Management	3 credits
MGT 5015	Leadership	3 credits
MGT 5020	Organizational Economics, Budget and Finance	3 credits
ITM 5000	Application of Technology in a Business Setting	3 credits
MGT 6000	Graduate Seminar	3 credits

#### Concentration

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 49. 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 52.

### 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 5020	Program Development and Evaluation
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 Graduate 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 Dean of Continuing Education. Students must request names of appropriate faculty members to oversee the directed study.

A maximum of 9 credit hours of Directed or Independent Studies is allowed in a master's program.

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

A Directed Study contract, along with an outline of study and the signature of the professor involved, must be submitted to and approved by the Dean of Continuing Education prior to registration. A registration form with the course number 5540 preceded by the appropriate field code must be filed with the contract. A fee is charged; please refer to page 10.

### 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 to and approved by the Dean of Continuing Education prior to registration. A registration form with the course number 5500 preceded by the proper field code must be filed with the contract. A fee is charged; please refer to page 10.

### Undergraduate Courses for Graduate Credit

A graduate student may register for a maximum of 9 credit hours of undergraduate coursework offered at the 4000 level with permission of the advisor and the instructor. A grade of at least "B" is necessary to obtain credit. Graduate students will be expected to carry out assignments beyond those expected of undergraduates.

Enrollment requires permission and signatures of the instructor and of the Dean of Continuing Education. To register, the student should enter the undergraduate title and field code, but use the number 5580. In addition, the student and instructor must complete and sign the Directed Study Contract form, which may be obtained from an advisor in the Office of Continuing Education and Graduate Studies. Graduate tuition is charged.

### Graduate Courses for Undergraduate Credit

An undergraduate student may take a graduate course for undergraduate credit if the following five conditions are met:

1. The student is matriculated at Elmira College and has earned at least 90 credit hours.
2. The student has a cumulative grade point average of "B" (3.000) or better.
3. Permission is obtained from the student's advisor.
4. There is space available.
5. The instructor grants permission.
6. The Dean of Continuing Education approves the registration.

To register, the student should enter the graduate title and field code, but use the undergraduate course number 4580. The student is expected to complete the same work that is required of graduate students. An approval form may be obtained from an advisor in the Office of Continuing Education and Graduate Studies. Undergraduate tuition is charged.

### Teacher Certification Pathway by Individual Evaluation

Teacher Certification Pathway by Individual Evaluation is one of 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), and Early Childhood Education (Birth through Grade Two). Students are responsible for all New York State Education Department certification requirements and apply directly to New York State for certification. Students must begin in a timely fashion in order to apply for certification by the New York State Education Department deadline. It is imperative to work with an academic advisor and a BOCES regional certification officer.

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.

# Graduate Course Descriptions

## AED 5000

### ADULT EDUCATION: FOUNDATIONS OF PRACTICE (3)

This course will provide a foundation of knowledge about Adult Education. Its general purpose is to help the student become more aware of the nature of the field, its programs, agencies, individuals; the issues and concerns in practice and research, the field's present state of knowledge and the future roles and functions of the professional educator or trainer of adults.

## AED 5005

### ADMINISTRATION IN ADULT EDUCATION ORGANIZATIONS (3)

This course examines current organizational theory and administrative practice, including organizational structure, climate, leadership, and decision-making. Gives attention to administration of agencies and organizations providing adult education, including the design, management, and coordination of systems for planning; includes faculty and staff development, student services, budgeting and finance, public awareness, and involvement of boards, councils, and commissions. **Prerequisites:** AED 5000 or AED 5105 and work experience, as an adult educator is desirable.

## AED 5010

### CRITICAL ISSUES IN HUMAN RESOURCE DEVELOPMENT (3)

This course provides the student with an introduction to the philosophy functions, and role(s) of an organization's Human Resource Development department. Its focus is on developing effective members of the Human Resource Development department. It surveys the role of Human Resource Development in relation to the functions of the organization as a whole. The course uses an experiential approach to understanding the interrelationship of the Human Resource Development functions and roles to the larger organizations.

## AED 5020

### PROGRAM DEVELOPMENT & EVALUATION

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, programs 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 5105 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 5220

### COMPUTER-MEDIATED DISTANCE EDUCATION (3)

This course provides a foundation of knowledge about distance education. It reviews various types of distance education, the print and electronic resources available for distance education, and emerging trends. Participants gain an understanding of the various approaches to and problems with using computer-mediated conferencing (CMC) to meet a variety of needs, and have actual involvement with CMC as a means of experiencing learning at a distance. Additionally, participants will apply some aspects of distance learning to meet real or potential learning/training needs, including various instructional design activities for course development and delivery. Ethical, legal, and copyright issues associated with learning and teaching at a distance will be emphasized.

## AED 5260

### ADULT LEARNERS WITH SPECIAL NEEDS (3)

Some 54 million Americans have disabilities including nearly 50 million adults. For many, attitudinal barriers and accessibility issues have limited their access to education. Legislation such as the Americans with Disabilities Act, the Rehabilitation Act, and the Individuals with Disabilities Educational Act have created new paradigms for the inclusion of people with disabilities in all areas of society. For adult educators, this presents an exciting new opportunity to provide adult education experiences for a population often desperate for inclusion. This course provides an overview of disability types and demographics, changing social policy and its impact on adult education, and strategies and techniques for accommodating the unique needs of adult learners with disabilities. Participants discuss case studies that demonstrate successful strategies, presentations given by successful adult learners with disabilities, and strategies for inclusion of adult learners with special needs in diverse educational settings.

## AED 5270

### FACILITATING LEARNING ORGANIZATIONS (3)

This course provides an overview of a model of the learning organization and offers tools of facilitating learning organization process. Participants will explore the model and assess their own organizations against the template. The purpose of this course is for you to become familiar with what is empirically known about the learning organization, while using the laboratory of your current or previous work experiences to test the usefulness of these models for implementing planned change in educational systems and other organizational culture and its

impact on learning; and action technologies (especially action science and action learning) for facilitating learning from experience. Participants will discuss reading, experience, and assignments in a similar format and identify implications of this work for adult education.

**AED 6000****GRADUATE SEMINAR: ADULT EDUCATION (3)**

The graduate seminar in adult education, one of the capstone options, provides a setting for students to synthesize and share knowledge, skills and attitudes attained in their program of study. The primary course product may be a substantive research paper or a portfolio that summarizes, synthesizes, and reflects the work accomplished through the master's program. This seminar may be elected any time after the completion of 27 credit hours of course work in Adult Education. **Prerequisite:** EDU 5900.

**AMS 5050****AMERICA IN THE SIXTIES (3)**

A close and sustained look at the issues, events, leaders, and movements of the 1960's. Special attention will be given to the civil rights and black power movements, the rise and demise of the student or New Left, cultural revolution, opposition to the war in Vietnam, and the backlash of the "silent majority." Objectives are to understand the sources and limits of change in American culture and politics, and the bearing of the recent past on present day American life.

**AMS 5400****MAPPING AMERICA (3)**

(See ENG 5400)

**ART 5002****GRADUATE SEMINAR IN ART HISTORY: MODERN AND POST-MODERN THEORY & PRACTICE (3)**

This course will provide a focused examination of the evolution of creative expression from the advent of Modernism in the 19th century up to our contemporary Post-Modern climate. The political, social, and informational contexts through which artistic shifts have emerged will be studied to help understand the substance within various directional labels (Die Brucke, Futurism, De Stijl, CoBrA, Gutai, Neo-Dada, etc.). Critical theory, manifestos, and other writings by artists will support research of artistic development into our current pluralized "Post-Modern" response to "modernist" aestheticism and concerns. All of these contemporary art directions will be studied in the prevailing social and political contexts of their time.

**ART 5010****SILKSCREEN WORKSHOP (3)**

This course is an exploration of screen printing techniques and their application to the creation of a body of original prints. Students will produce a group of original multi-color prints, using non-toxic materials whenever possible, and some or all of the following techniques: paper stencil, screen filler, drawing fluid resist, contact paper stencil, crayon and tusche resist and photo resist. The course will expand the student's knowledge of a range of screen printing techniques, and further refine design skills to gain an in-depth understanding of color interaction and a strong color sense. The student is encouraged to experiment and to develop a series of works which reflect a personal vision and method of working, to gain knowledge of contemporary artists' use of screen printing, and a critical understanding of current aesthetic issues in printmaking.

**ART 5110****PHOTOGRAPHY I (3)**

This course will provide a firm grounding in the basics of black and white photography including camera operations, film exposure-development, print enlargement, final portfolio presentation, and a brief history of art photography. Students are responsible for giving themselves assignments based on knowledge gained via techniques, critique, the history of photography, the viewing of contemporary photography (both in galleries and in publication) and guest lectures. A final portfolio of 10 prints, which have a visual continuity, is required. Adjustable 35mm camera is necessary as well as the purchase of film, photo paper, negative sleeves, and mat board. Processing equipment and chemistry provided.

**ART 5111****PHOTOGRAPHY II (3)**

Students shall explore the relationship of exposure/development in the context of the Zone System in pursuit of producing the perfect fine art print. Straight fiber printing as well as alternative processes will be introduced including negative printing, photograms, hand painting of b/w photos, collage, montage, toning, and manipulated imagery. The role of photographic imagery in fine art will be presented as well. The student shall be introduced to color slide processing and its applications in b/w photography. The work of contemporary artists will be studied to reveal the importance of the photographic image in modern art movements as well as the world of commercial art. **Prerequisite:** 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; 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 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 5025  
CURRICULUM DESIGN FOR THE  
CHILDHOOD CLASSROOM (3)**

This course begins with a brief historical overview of education curriculum and is followed by an examination of how past views on teaching and learning, coupled with present day learning theories, impact today's elementary school curriculum and instruction. Both elementary school mainstream and transformative curricular philosophies and application are presented and their respective relevance to a changing democratic society is also discussed. Additionally, students reflect on how to implement curriculum in elementary school classrooms and ascertain what possible effects teaching these curricula may have on individual teaching and learning styles. The class culminates with participants developing a Unit Plan for practical use in grade one through six classrooms.

**EDU 5026  
CURRICULUM DESIGN FOR THE  
ADOLESCENCE CLASSROOM (3)**

This course begins with a brief historical overview of education curriculum and is followed by an examination of how past views on teaching and learning, coupled with present day learning theories, impact today's secondary school curriculum and instruction. Both secondary mainstream and transformative curricular philosophies and application are presented and their respective relevance to a changing democratic society is also discussed. Additionally, students reflect on how to implement curriculum in secondary school classrooms and ascertain what possible effects teaching these cur-

ricula may have on individual teaching and learning styles. The class culminates with participants developing a Unit Plan for practical use in grade seven through twelve classrooms.

**EDU 5040  
INCLUSIVE SCHOOLING (3)**

This course explores the historical and theoretical trends in general and special education reform. Specifically, the course will highlight strategies to achieve a unified system of public education that strives to incorporate all children and youth as active, fully participating members of the school community. Discussion will focus on general skills and knowledge needed by educators to provide appropriate instructional programs for students with diverse needs. A special focus will be placed on methods for integrating students with severe and multiple disabilities.

**EDU 5070  
IMPLEMENTING WRITING  
ACROSS THE CURRICULUM (3)**

This course recognizes that teachers in many disciplines throughout the school curriculum have, for various reasons, not emphasized writing competencies in every class and have left this task primarily to the English staff. The course is designed to encourage teachers from a variety of disciplines to (1) develop and encourage curriculum-wide teacher support for emphasizing writing competencies in all classes, (2) develop materials that might assist teachers not specifically trained in English to help their students improve their written expression, (3) improve their own writing skills through a variety of writing endeavors and, (4) to generate ideas and policies that will enable both teachers and administrators in the schools to begin to implement writing reform across the curriculum without threatening teachers who have not had formal instruction in writing.

**EDU 5075  
READERS THEATRE (3)**

This course will provide the classroom teacher or special education director with an understanding of the uses of Readers Theatre techniques in fostering greater awareness of literature; with certain basic tools for effective presentation of orally-interpreted literature; and with additional resources for the development of effective communication through response to drama. Objectives are to improve the oral reading skills and enjoyment of literature of the participants' own students.

**EDU 5111  
TEACHING WRITING AND  
CRITICAL THINKING (3)**

This course is designed to assist teachers in middle and secondary schools to develop new emphases in teaching writing by focusing upon critical and analytical thinking skills. Good writing is always preceded by sound, lucid thinking; consequently, this course will stress the significance of the "pre-writing phase" of composition (thinking, organizing, free association drills). The course will examine how language functions and why logical thinking is often difficult to master. Teachers will learn methods for helping their student learn to write through developing critical and analytical thinking skills.

**EDU 5140  
CHILD-CENTERED PROBLEM SOLVING (3)**

The goal of this course is to provide teachers with the knowledge and skills that support the belief that all children can learn to solve problems and conflicts non-violently, thereby reflecting their interdependence and diversity. Participants will review conflict resolution and

problem solving research as they are applied to learning and student outcomes, focusing on prevention and intervention strategies that will break the cycle of violence. Participants will develop small group facilitation skills that build learning communities for children and foster those children becoming members of a democratic and global society.

**EDU 5150**  
**EFFECTIVE SCHOOL DISCIPLINE AND**  
**MANAGEMENT TECHNIQUES (3)**

This course is designed to provide K-12 teachers with the skills, strategies, legal guidelines, and management techniques for establishing an effective classroom discipline policy. This fair, consistent approach for dealing with disruptive students will result in a classroom atmosphere more conducive to learning. Specific concepts to be explored include identification of teacher and student needs, development of assertive teaching skills, installation of motivation in a positive classroom; legal status, Supreme Court decisions, and due process procedures; dealing with problem students, and interactions with parents.

**EDU 5155**  
**LEARNING STYLES AND**  
**TEACHING STRATEGIES (3)**

This course is designed to be an in-depth study of Bloom's Taxonomy. It augments the student's understanding of Bloom if they have already attended local Elements of Instruction Programs through the school districts. In addition, a concise plan for creating curriculum that incorporates Higher Level Thinking is explored.

**EDU 5200**  
**ART CURRICULUM FOR THE**  
**ELEMENTARY SCHOOL CHILD (3)**

To provide the educator with an understanding of the intrinsic value and relevance of art in elementary education, its ability to enhance intellectual and creative growth, interdisciplinary learning, cultural awareness, student self-esteem and assessment. Students will gain basic knowledge of the principles and elements of art, studio production, aesthetics, art history, and art criticism. This course is experiential and lecture/research oriented and facilitates individual creative development as well as presenting core curriculum.

**EDU 5205**  
**ART AND PSYCHOLOGY OF**  
**CHILDREN'S DRAWINGS (3)**

This course is a general survey of the development of children's drawings from infancy to adolescence, specifically designed for art and elementary educators. Drawings will be studied as representations of children's awareness of their external environment, as their symbol-making process at various stages in development, and as their spatial descriptions of objects and scenes on a two-dimensional surface. Drawings of children from 18 months through sixth grade will be emphasized. Some basic observations about emotional indicators in children's drawings and other indicators used in psychological testing will be offered.

**EDU 5220**  
**THE MIDDLE SCHOOL (3)**

This course is designed to foster the development of knowledge, skills and experiences that will prepare teachers to more effectively deal with middle school students. Topics include rationale for the middle school; content, scope and sequence of the curriculum; needs and characteristics of adolescent students; structuring

appropriate learning experiences; developing student-centered interactions; team teaching, interdisciplinary instructional units; alternative assessments; effective components of lessons; long and short-term curriculum planning; use of Bloom's Taxonomy for developing effective questioning techniques; development of a classroom management plan.

**EDU 5320**  
**LEARNING DISABILITIES:**  
**INSTRUCTIONAL DESIGNS (3)**

Identifying and creating effective instructional designs for students with learning disabilities is the primary focus of this course. The definition and nature of learning disabilities and the methods of determining their presence will be examined. Theoretical and experimental research will be used to assess promising preschool, elementary and secondary school and adult education curriculum models and teaching strategies. Specific classroom strategies and program designs will be developed, implemented and evaluated.

**EDU 5345**  
**COOPERATIVE LEARNING (3)**

This course is about structuring learning situations cooperatively so that students work together to learn and master content and skills. Participants will learn practical strategies for structuring cooperative learning groups and for teaching collaborative curriculum and specific lesson formats for their respective subject areas.

**EDU 5352**  
**CONTEMPORARY ISSUES IN EDUCATION (3)**

This course is designed to help students identify and describe important problems, trends and issues which are significantly shaping education today and in the future. Students will critically examine issues through thoughtful reading, discussion, and reflection. Students will thoroughly explicate a selected topic and share their finding with others in class.

**EDU 5414**  
**SOCIAL STUDIES IN THE**  
**ELEMENTARY CLASSROOM (3)**

Teaching social studies in elementary schools follows a conceptual approach centered on the universal concepts as specified in the New York State social studies curriculum. This course identifies the knowledge and skills needed for a conceptual approach to teaching five areas of social science: history, geography, economics, sociology, and political science. Further, the course explores various methods, programs, and resources used in teaching these concepts, skills and knowledge.

**EDU 5415**  
**LOCAL HISTORY IN THE CLASSROOM (3)**

Partnerships between schools and museums can serve the educator who seeks to include local history in various curricula. Presentations, activities and hands-on experiences will focus on the local area. Resources developed by museum staff for classroom use can greatly expand the educator's ability to teach local history. Exploration of written sources along with the use of objects combine to demonstrate that social studies can be more than just an exercise in reading and writing. One's past can truly come alive.

**EDU 5455**  
**INTEGRATING SCIENCE AND TECHNOLOGY**  
**INTO ELEMENTARY CLASSROOMS (3)**

This course focuses on teaching science from the conceptual framework as specified in the New York State Education Department Standards for teaching in el-

ementary 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 in Childhood Education, matriculated students with a B average or better may elect to undertake the project/thesis after completing 27 credits of course work. The project/thesis must be completed within two years from the time of registration and within the seven-year time limit of program completion. The project/thesis is designed and carried out under the supervision of a full-time faculty project/thesis advisor who serves as the first reader. Another faculty member serves as a second reader. Guidelines for the project/thesis are available from the Office of Continuing Education and Graduate Studies. **Prerequisites:** EDU 5900, 27 credit hours of course work completed. Note: Capstones for the Master of Science in Education in Childhood Education (Grades One through Six) must focus on the field of childhood education. Consult with an advisor for recommended readers.

**EDU 6000**  
**GRADUATE SEMINAR:**  
**GENERAL EDUCATION (3)**

The graduate seminar in education, one of the capstone options, provides a setting for students to synthesize and share knowledge, skills, and attitudes attained in their programs of study in education. The primary course product may be a substantive research paper or portfolio that summarizes, synthesizes, and reflects on one's topic. The course may be selected anytime after the completion of 27 credits of coursework. **Prerequisite:** EDU 5900.

**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 as authors as Saul Bellow, Bernard Malamud, Norman Mailer, Kurt Vonnegut, John Barth, Flannery O'Connor, and Eudora Welty, the course will determine the extent to which one can detect significant patterns in contemporary fiction.

**ENG 5206****SHAKESPEARE: HISTORIES AND COMEDIES (3)**

This course 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 Odyssees", 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 standing of the roles and status of women in different, and often differing, cultural settings in Asian countries. The focus of the course will be on four principal regions, namely, South Asia, East Asia, Southwest Asia (the Middle East) and Southeast Asia. We will study the social and cultural traditions of these regions to gain an insight into the dynamic of man-woman 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 for foundation for ethical practice as a health care administrator. Special issues in health care including of principles of liability, issues of procreation, patient rights and responsibilities, acquired immune deficiency syndrome, access to health care, payment issues, all provide the student with the opportunities to raise important ethical questions.

**HSM 5020****POLICY AND DECISION MAKING (3)**

This graduate course is for health services leaders and those who plan to interact with health services leaders. Strategic planning is to be advanced and related to health care settings and issues. Two types of conceptual development are to be used—strategic management and competitive advantage (Michael Porter). These theories frame the analyses of issues of health care policy and decisions.

**HUE 5623****ADULT DEVELOPMENT: TRANSITIONS (3)**

This course is an exploration of human development in adulthood through a study of transition and change throughout the adult life cycle. The transitions to be explored are those predictable and observable chronologically: early adulthood, marriage, moving, parenthood, mid-adulthood, divorce/remarriage, widowhood, retirement, final years, and death. The cultural, social, spiritual, psychological and philosophical phenomena intertwining through each transition will also be examined.

**HUE 5630****CAREER DEVELOPMENT (3)**

An investigation of career development theories and career-life planning techniques. The application of these career development theories and job search strategies to one's own life and lives of others. The work of major career development theorists will be studied. Career planning instruments will be administered and interpreted. Special attention will be given to helping others learn the techniques required to plan, design, and implement successful career strategies.

**ITM 5000****APPLICATION OF TECHNOLOGY IN A BUSINESS SETTING (3)**

This course will provide the student with the fundamental knowledge and associated skills related to technology linkage with business strategies and how to make technology decisions that can increase the probability of success.

**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 cryptology. **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 con-

cepts 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 5001  
PRINCIPLES AND PRACTICES ASSESSING  
LITERACY (BIRTH THROUGH  
GRADE TWELVE) (3)**

This course applies theories and methods of teaching literacy to building proficiencies in assessing, interpreting, and communication literacy performance of learners in Birth through Grade Twelve. In particular, graduate students administer varied forms of assessments, identify learning challenges faced by learners in Birth through Grade Twelve, formulate literacy intervention strategies, and communicate outcomes to home and school communities. Special emphasis is on assessment that meets the needs of diverse learners in a multicultural and multilingual society.

**RDG 5002  
LITERACY INTERVENTION FOR ALL  
LEARNERS (BIRTH THROUGH  
GRADE TWELVE) (3)**

Building on the knowledge of literacy acquisition and development theories, graduate students plan, implement, and assess literacy intervention methods, materials, and programs appropriate for the individual literacy needs of learners in Birth to Grade 12. A primary importance is placed on literacy intervention that meets the needs of diverse learners in a multicultural and multilingual society. **Prerequisite:** RDG 5001.

**RDG 5003  
LITERACY IN THE CONTENT AREAS (3)**

This course studies the relationship between literacy processes and content-area learning across the curriculum in Birth through Grade Twelve. Special emphasis is placed on teaching and learning strategies that use written language as the vehicle for thinking and understanding in Grades Four through Twelve.

**RDG 5004  
INTERNSHIP IN READING AND WRITING (3)**

The purpose of this internship is to provide prospective literacy educators with a field-based teaching experience that will strengthen their basic understanding of the roles and functions of specialized teachers of reading and writing in a supervised school setting. This internship will further enhance the graduate student's existing proficiencies in teaching reading and writing to children in literacy rich environments. The internship is only available for literacy students during the school day hours. To initiate an internship, contact the Executive Director of Teacher Education Programs at (607) 735-1911.

**RDG 5010  
PERSPECTIVES OF LITERACY ACQUISITION (3)**

This course advances theories and practices of literacy acquisition and focuses on the challenges experienced by Birth through Grade Twelve learners as they begin acquiring literacy. Creating supportive literacy environments, the implications for future development and the applications for teaching and learning are also considered.

**RDG 5040  
DEVELOPING AND ADMINISTERING  
LITERACY PROGRAMS (3)**

This course provides prospective literacy teachers with strategies and methods for working with diverse learners and schools within multicultural and multilingual communities. Emphasis is on developing, organizing, enhancing, and administering inclusive literacy programs for Birth through Grade Twelve classrooms.

**RDG 5047  
CURRENT RESEARCH AND PRACTICES FOR  
TEACHING LITERACY IN A DIVERSE SOCIETY (3)**

Building on the understandings of how children acquire literacy, this course emphasizes literacy development from Birth to Grade 12 in a multicultural society. Theories, instructional procedures, and practices are examined to provide a practical foundation for advancing literacy in all learners. Literacy skills such as phonemic awareness, phonics skills, word identification, vocabulary skills, study strategies, and strategies for building comprehension and constructing meaning are also studied in light of cultural, political, and theoretical issues common to literacy education.

**RDG 5049  
GRADUATE LITERACY PRACTICUM  
(BIRTH THROUGH GRADE TWELVE) (6)**

This field-based practicum permits students to apply the knowledge and skills acquired in core literacy courses to a supervised teaching situation. Practical experience is offered in administering and interpreting measures of literacy proficiency, developing and using literacy techniques and materials, organizing and conducting literacy workshops; compiling students' literacy profiles, progress reports, and recommendations; and communicating and working with school and home communities. **Prerequisites:** RDG 5001, RDG 5002, RDG 5003, RDG 5010, RDG 5040, and RDG 5047. Summer Term only.

**RDG 5999  
PROJECT OR THESIS: LITERACY  
(BIRTH THROUGH GRADE TWELVE) (3)**

As one of the capstone options for students who intend to earn a degree of 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 course work. The project or thesis must be completed within two years from the time of registration and within the seven-year time limit of program completion. The project or thesis is designed and carried out under the supervision of a full-time faculty member, project or thesis advisor serving as a first reader. Another faculty member serves as second reader. Guidelines for the project 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

size 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.

**SPC 5110  
PRESENTATION SKILLS  
FOR PROFESSIONALS (3)**

This is a course designed to provide the professional in all areas with functional skills for informative and persuasive presentations. The course emphasizes communication theory, presentational structuring, formal and informal communication delivery techniques, application of visual aids to the presentation, and how to cope with communication apprehension in all contexts.

**SST 5013  
TEACHING MARK TWAIN (3)  
(See EDU 5013)**

**SST 5030  
RACISM, SEXISM & OPPRESSION (3)**

This course will look at oppression based on age, disability, ethnicity, gender, race, religion, and sexual orientation, with a particular emphasis on racism and sexism. The effects of prejudice, discrimination, and inequality on both the oppressor and the oppressed will be explored. Both the politics and the psychology of oppression will be examined. Readings will be drawn from the social sciences and literature.

**SST 5200  
TWENTIETH CENTURY AFRICAN  
LITERATURE  
(See LAL 5200)**

**SST 5415  
LOCAL HISTORY IN THE CLASSROOM (3)  
(See EDU 5415)**

**WMS 5315  
WOMEN AND CHANGE:  
THE ASIAN EXPERIENCE (3)  
(See HIS 5315)**

## 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.

Professional certificate programs offered through on-campus and blended (on-campus and online) classes include Cyber Security, Project Management Professional (PMP) Exam Preparation, Legal Assistant and Certified Professional in Supply Management Exam Preparation.

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 Recruitment and Programs, Office of Continuing Education and Graduate Studies, at (607) 735-1825 or jkowski@elmira.edu.

## 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 Hamilton Hall.

The Office of Continuing Education and Graduate Studies is open for students and faculty, Monday - Thursday, 7:30 a.m. - 6:00 p.m. and Fridays, 7:30 a.m. - 5:00 p.m. Summer hours are 7:30 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 conference 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). 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 ANGEL, a course management system; an Elmira College network account that makes it possible for students to save and retrieve files on the campus network; and 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.

### 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 online and have them packed and held with no waiting in line. Go to [www.elmira.edu](http://www.elmira.edu) and click on the bookstore.

### Campus Center

The Campus Center is the hub of activities at Elmira College. Located in the Campus Center are dining facilities (Dining Hall, MacKenzie's snack bar, the 1855 Room and Simeon's), the Tiff Lounge, student lounges, student government and administrative offices, meeting rooms, Sweeney's, the Waters Art Gallery, and the Information Desk.

### Café at Harris

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

### Murray Athletic Center

Completed in January 1973, the Murray 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.

### Parking

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. Students may park in any lot designated as Gold (Student) Parking. After 5:00 p.m., students may park in any campus lot. Commuter/evening students should note that there is special parking (no overnight parking) spaces designated for use in the lot behind the Gannett-Tripp Library, bordering Fifth Street.

Handicap parking is available in all areas of campus and is by State permit only. Elmira College does not issue Handicap Parking Permits.

Refer to page 9 of this Bulletin for information on obtaining a Parking Permit.



## 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, 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. Carey Seneca, 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 Ms. Carolyn Draht, Assistant Registrar and Director of Disability Services.

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. A copy of the Elmira College Safety and Security Report may be obtained from the Office of Admissions.

In compliance with Article 129-A of New York's Education Law, the Advisory Committee on Campus Security will provide on request all campus crime statistics as reported to the United States Department of Education. These statistics can also be obtained online by going to [www.ope.ed.gov/security/](http://www.ope.ed.gov/security/).

### Family Educational Rights and Privacy Act of 1974

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 Director of Disability Services to discuss a specific complaint, and if possible, reach an informal resolution.
2. Should the informal conference fail to produce a resolution, the complainant must send a written statement of the complaint to the Section 504 Compliance Officer. This statement must include whatever information the complainant believes is necessary to support the claim of discrimination.
3. A hearing will be held upon receipt of written notification of the complaint. The Hearing Committee shall be composed of the Section 504 Compliance Officer, who shall be the Chairperson of the Committee, and two persons from the Elmira College community selected by the President of the College. Reasonable notice shall be given to the complainant of the time and place of the hearing.
4. At the meeting of the Hearing Committee, the written complaint shall be considered. The Committee and the complainant may call witnesses and shall have the right and opportunity to question any witness, provided such questions are within the scope of the inquiry. The Committee may have access to all information and details necessary to make a judgment in the matter; however, all information upon which the decision will be made must be presented at the hearing. The complainant may be present and may be accompanied by an advisor from members of the full-time College community. The Committee may seek advice from the College's attorneys.
5. The Hearing Committee will reach a decision which must be based on findings of fact determined solely from the information presented at the hearing. The decision shall be written and shall include the findings of fact. The Committee shall rule either that the complaint is not supported by the facts or recommend remedial action to the appropriate Executive Officer. The complainant and respondent and the appropriate Executive Officer will receive a copy of the findings of fact and of the decision.
6. The appropriate Executive Officer shall consider the Committee's decision and recommendation and the evidence presented to the Committee. The Executive Officer may either accept, reject, or modify the Committee's determination within twenty days of receiving it.
7. If the complainant or the accused is dissatisfied with the Executive Officer's decision, he or she may appeal to the President within ten business days. Within thirty days of receipt of the appeal, the President shall issue a determination accepting, rejecting, or modifying the Executive Officer's determination. In so doing, the President will consider the Committee's decision, the Executive Officer's decision, and the information presented to the Committee. The President's decision is final.

### Title IX Complaint Procedure

Any student who believes he or she has been discriminated against with respect to access to or participation in the College's educational programs or activities on the basis of his or her sex, may utilize the following complaint procedure. Student complaints of sexual harassment may be made under this complaint procedure or under the Harassment Policy Complaint Procedure outlined in this Handbook.

1. A conference should be scheduled with the Elmira College Title IX Compliance Officer (Ms. Karen Johnson, Director of Institutional Research), Elmira College, Elmira, New York 14901, phone (607) 735-1827, Office – Room 2226 McGraw Hall. At that meeting, the nature of the complaint will be discussed and an informal resolution will be reached if possible.
2. Should this informal conference fail to produce a resolution, the complainant shall send to the Title IX Compliance Officer a written statement of the complaint. This written statement must include whatever information the complainant believes is necessary to support the complaint.
3. Upon receipt of written notification of the complaint, a hearing on the complaint will be held. The Hearing Committee shall be composed of the Title IX Compliance Officer, who shall be Chairperson of the Committee, and two persons from the Elmira College community selected by the President.
4. At this hearing the written complaint shall be considered. The Committee, complainant, and respondent may call witnesses and may have access to all information it deems necessary to make a judgment in the matter. The complainant may be present and may be accompanied by an advisor from the full-time members of the College community. The Committee may seek advice from the College's attorneys.
5. The Hearing Committee will reach a decision which must be based on findings of fact determined solely from the information presented at the hearing. The decision shall be written and shall include the findings of fact. The Committee shall rule either that the complaint is not supported by the facts or recommend remedial action to the appropriate Executive Officer. The complainant and respondent and the appropriate Executive Officer will receive a copy of the findings of fact and of the decision.
6. The appropriate Executive Officer shall consider the Committee's decision and recommendation and the evidence presented to the Committee. The Executive Officer may either accept, reject, or modify the Committee's determination within twenty days of receiving it.
7. If the complainant or the accused is dissatisfied with the Executive Officer's decision, he or she may appeal to the President within ten business days. Within thirty days of receipt of the appeal, the President shall issue a determination accepting, rejecting, or modifying the Executive Officer's determination. In so doing, the President will consider the Committee's decision, the Executive Officer's decision, and the information presented to the Committee. The President's decision is final.

# Index

Academic Calendar.....	3	Graduate.....	49
Academic Dishonesty.....	6	Undergraduate.....	14
Academic Honors (Undergraduate).....	17	Credit Hour.....	16, 50
Academic Programs		Credit for Prior Learning.....	18
Graduate.....	49	Dean’s List (Undergraduate).....	17
Undergraduate.....	20	Deferred Payment Plan.....	10
Academic Regulations		Directed Study	
Graduate.....	50	Graduate.....	57
Undergraduate.....	16	Undergraduate.....	31
Academic Standing		Disability Access.....	8
Graduate.....	50	Disciplinary Process.....	5
Undergraduate.....	16	Dismissal	
Academic Warning		Graduate.....	51
Graduate.....	51	Undergraduate.....	16
Undergraduate.....	17	Employer Tuition Deferral Program.....	10
Accreditation and Membership.....	4	English as a Second Language (ESL).....	31
Adding a Course.....	13	Equivalency Examination.....	19
Admissions Policy		Expenses.....	10
Graduate.....	49	Family Educational Rights and Privacy Act of 1974.....	69
Undergraduate.....	15	Field Experience.....	18
Advising.....	4	Financial Aid.....	11
Aid for Part-time Study (Undergraduate).....	11	Grievance Procedure.....	70
Alpha Sigma Lambda (Undergraduate).....	18	Grading System	
Assessment Exams (Undergraduate).....	17	Graduate.....	50
Associate Degree Programs		Undergraduate.....	16
Business (A.S.).....	20	Graduate Advanced Certificates.....	56
General Studies (A.A.).....	20	Graduate Course for Undergraduate Credit.....	31, 57
Human Services (A.S.).....	20	Graduate Programs.....	52-57
Athletic Center.....	68	Graduation Application.....	18, 51
Attendance.....	4	Graduation Requirements	
Auditing Courses.....	13	Graduate.....	51
Baccalaureate Degree Programs		Undergraduate.....	18
Accounting.....	21	High School Students.....	31
Adolescence Education		Human Resource Development Advanced Certificate.....	56
(Grades Seven through Twelve).....	27	Identification Cards.....	13
Art.....	22	Incomplete Grades.....	16, 50
Art Education (Visual Arts) (All Grades).....	27	Independent Study	
Business Administration.....	23	Graduate.....	57
Childhood Education (Grades One through Six).....	24, 25	Undergraduate.....	31
Educational Studies.....	24	Late Registration.....	13
General Studies.....	28	Library.....	67
Human Services.....	28	Map of Campus.....	Inside Back Cover
Individualized Studies.....	29	Master’s Degree Programs (M.S.Ed.)	
Nursing.....	29	Corporate and Community Education.....	54
Psychology.....	30	General Education.....	53
Visual Arts (All Grades).....	27	Literacy (Birth through Grade Twelve).....	52
Baccalaureate Minors.....	30	Master’s Degree Programs (M.S.)	
Bookstore.....	67	General Management.....	55
Café at Harris.....	68	Health Services Management.....	55
Campus Center.....	68	Matriculation	
Cancellation of Classes.....	13	Graduate.....	49
Change in Status (Part-time to Full-time).....	14	Undergraduate.....	15
Charter and Curricula.....	4	Mid-Term Warnings	
College Level Examination Program (CLEP).....	18	Graduate.....	51
Complaints Procedure.....	5, 28	Undergraduate.....	17
Computer Center.....	67	Mission Statement.....	2
Course Changes.....	13	Music Instruction.....	31
Course Descriptions		New York State Excelsior Examinations.....	18
Graduate.....	59	New York State Immunization Requirement.....	4
Undergraduate.....	32	New York State Teacher Certification	
Course Load, Part-time Status		Graduate.....	53
		Undergraduate.....	24, 25, 27
		Non-Credit Online Learning Options.....	67

Non-Degree Study (Graduate) .....	54	Sign Language Interpreting .....	8
Non-Discrimination Statement .....	69	Stafford Loan .....	11
Office Hours .....	4	Standards for Written Coursework (Graduate).....	50
Parking .....	68	Student Records.....	4
Part-time Status		Student Responsibility.....	4
Graduate .....	49	Teacher Certification	
Undergraduate .....	14	Graduate .....	53
Pass - Fail Option (Undergraduate) .....	16	Undergraduate .....	24, 25, 27
Payment Options .....	10	Teacher Certification Pathway by Individual Evaluation	
Pell Grant.....	11	Graduate .....	57
Placement Testing .....	17	Undergraduate .....	31
Plagiarism .....	6	Training of Trainers Advanced Certificate.....	56
PLUS Loan.....	11	Transcript of Grades.....	17, 51
Refund Policy.....	10	Transfer Credit	
Registration Policies.....	13	Graduate .....	50
Repeating a Course		Undergraduate .....	15
Graduate .....	51	Tuition .....	10
Undergraduate .....	17	Tutoring (Undergraduate) .....	17
Residency Requirement		Undergraduate Course for Graduate Credit (Graduate) .....	57
Graduate .....	50	Veteran's Information.....	4
Undergraduate .....	16	Withdrawing from a Course.....	13
S/D/F Option .....	17		
Second Baccalaureate Degree .....	18		
Second Baccalaureate Major.....	18		
Second Master's Degree.....	51		
Senior Citizens.....	31		
Servicemembers Opportunity Colleges (SOC) .....	31		
Seven-Year Rule.....	50		



1. Hamilton Hall\*
2. Office of Admissions
3. Fassett Commons\*
4. Cowles Hall\*
5. Mark Twain Study\*
6. Gillett Memorial Hall\*
7. Alumni Hall
8. Carnegie Hall\*
9. Kolkler Hall
10. Watson Fine Arts
11. Harris Hall
12. McGraw Hall
13. Curtis McGraw Bookstore
14. College Post Office
15. 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 President's Home
27. Campus Field

\*Listed on the National Register of Historic Places



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