Welcome to SUNY Empire State College

Welcome to Empire State College, of the State University of New York. Empire State College was founded in 1971 to allow students to earn a college degree without taking classes at a set time and place. The innovative founders sought to untether learning from a “campus,” and open it up in ways that fit the lives of active, independent, adult learners. Our mission then, as it is now, is to be flexible, innovative and creative, and to offer people in the state of New York and beyond the opportunity to earn a high quality degree, while working, raising a family, serving their communities or following other pursuits.

Now in its 42nd year, Empire State College has more than 20,000 students enrolled annually, representing every county in the state and every state in the nation and many countries around the world. With 12 academic centers of learning and more than 35 locations across the state and abroad, students can study on site or online, working in close collaboration with a faculty mentor to create tailored degree programs, which build upon previously earned college credit and other college-level learning acquired through their work and life experiences as well as personal and professional goals. The college employs nearly 2,000 dedicated faculty and staff, who continue to seek out new ways to serve adult learners.

Empire State College is designed to serve you – from your orientation, all the way to your graduation ceremony. The motivated adult learner is our entire focus. You will find not only the flexibility to design your degree plan if you desire, but also the resources to help you complete that degree. With individual meetings with your mentor and the opportunity to join study groups, attend onsite seminars or weekend residencies, or take online courses, you can experience the full spectrum of learning to meet your academic needs. Many of our students want to invest in a degree uniquely suited to their goals and choose to design individualized studies with their mentors and often consider applied learning experiences connected with local communities.

Regardless of how you study at Empire State College, we hope you will take advantage of the numerous student support and engagement opportunities. At www.esc.edu/StudentServices, you will find a number of helpful resources, including our student-run student newsletter, academic support resources and new services in student health and wellness. You will have opportunities within your studies, at regional events or through online networking, to get to know other students. The college annually offers a Student Academic Conference, where students meet and share research interests.

We have an alumni family of 73,000 and growing – many who stay connected and are actively engaged in the college and its mission. Our graduates have distinguished themselves in every imaginable area – from the arts to business, technology, politics, human services, the military, teaching, public service, communications and beyond.

We count ourselves fortunate to have students who come to us with diverse backgrounds and accomplishments and who arrive with very specific educational objectives. We stand ready to serve you and help you meet your goals. On behalf of my SUNY Empire State College colleagues, welcome and best wishes for a successful academic experience.

Sincerely,

Merodie A. Hancock
President
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An Introduction to Empire State College

OUR MISSION AT EMPIRE STATE COLLEGE

Empire State College is one of the comprehensive colleges in the State University of New York system and provides education at the associate, bachelor's and master's degree level. Its dedicated faculty and staff use innovative, alternative and flexible approaches to higher education that connect individuals' unique and diverse lives to their personal learning goals.

We are acknowledged globally for our expertise in mentored learning, our recognition of prior learning and our delivery of online education, and we rank first in learner satisfaction among SUNY students. Today, the college enrolls more than 20,000 students annually and has more than 73,000 alumni.

College Level Learning Goals

Graduates of SUNY Empire State College will demonstrate competence in the following areas of learning, appropriate to their degree levels. At the graduate level, these goals will be incorporated as appropriate to the program of study. Refer to page 18 for further details.

• Active Learning
• Breadth and Depth of Knowledge
• Social Responsibility
• Communication
• Critical Thinking and Problem Solving
• Quantitative Literacy
• Information and Digital Media Literacy

HOW STUDENTS LEARN AT EMPIRE STATE COLLEGE

At Empire State College, students choose how and where they study. Flexible study options enable them to pursue a degree in a manner and place that works around their other responsibilities. For an associate and bachelor’s degree, students may study with a faculty mentor at one of more than 35 locations across the state, online through the Center for Distance Learning, or both. Many students blend different modes of learning such as:

• guided independent study where students work one-to-one with a faculty mentor in-person, online or by phone;
• online courses that include access to faculty, fellow students and other online resources from anywhere in the world;
• study groups where students participate in periodic small group meetings with other students;
• residencies that are weekend seminars to explore topics in depth in a group setting; and
• cross registration where students take some classes at other accredited colleges for a more traditional classroom experience.

This combination of approaches offers working adults with commitments to family and community a personalized, flexible, convenient way to earn a degree.

FACULTY MENTORS AND PRIOR LEARNING

A hallmark of Empire State College is the opportunity to work with a faculty mentor to develop an individualized degree program that builds upon the students’ interests, life experiences, needs and goals. Every student at Empire State College is assigned a mentor who serves as their own academic guide and resource from orientation to graduation.

Another feature of the college is the ability for students to earn credit for prior college-level learning and apply it toward their associate or bachelor’s degree. Their faculty mentor helps them determine what relevant college-level learning they already have. Transfer credit, licenses, training and standardized tests are sources of prior college-level learning.

With 11 centers serving undergraduate students, Empire State College works with you to find the best way for you to earn your degree. Regardless of how and where you choose to study, we offer the same rigor and high-quality education as other SUNY institutions, and you meet the same high standards. At the completion of your program, you have the satisfaction of earning a State University of New York degree.

CENTERS

• The seven regional centers allow you to pursue a degree through any of our more than 35 locations across New York state near your home or workplace.
• The Center for Distance Learning provides the opportunity to earn an undergraduate degree online.
• The Harry Van Arsdale Jr. Center for Labor Studies partners with trade unions and other labor organizations to offer degree programs to union members and other working adults.
• The Center for International Programs provides residents at our international locations the opportunity to earn an Empire State College degree.
• The School for Graduate Studies offers 10 master’s degrees through a combination of face-to-face and online educational delivery, and several advanced certificate programs.
• The School of Nursing offers an RN to BSN degree for working registered nurses who hold associate degrees or diplomas and wish to continue their nursing education, as well as a Master of Science in Nursing.

**OUR STUDENTS**

Empire State College students represent a diverse community of learners. They are motivated and enthusiastic. They are busy adults – with jobs, families and real lives that simply won’t accommodate the conventional college experience.

Most of our undergraduate students are between 25 and 55 years old (with a median age of 36), and are in the prime of their working lives. They are employed as professionals, managers or as skilled workers. They may be anyone from the CEO of a company to a working performing artist. Nearly 70 percent study part time. Most of our students are New York state residents, and they reflect the diversity that can be found from the Canadian border to Long Island’s eastern shore. They come from large metropolitan areas, suburbs, and small towns and rural communities. Sixty-five percent are white; 15 percent are African-American; 6 percent are Hispanic; 2 percent are Asian/Pacific Islanders or American Indians; and while nearly 2 percent identified as multiracial. We also have students from most states in the U.S. and from many other countries. Nonresidents of New York state, representing 10 percent of our undergraduate students, generally enroll through the Center for Distance Learning.

Nearly half of the college’s students study through one of our locations across New York state, where they receive personal, one-to-one attention and guidance from faculty mentors. In addition, nearly 40 percent of our students – New York state resident and nonresident – enroll through the Center for Distance Learning. Another 12 percent enroll through other centers and programs, such as The Harry Van Arsdale Jr. Center for Labor Studies, the School of Nursing or the Center for International Programs. The college also offers a blended mode of learning through the Center for Distance Learning and regional centers.

**YOUR UNDERGRADUATE DEGREE PROGRAM**

There is no hard and fast timeframe for how long it will take to earn your degree, since this depends on how many studies you take at a time and how much credit you can include from credit transfer, exams and prior learning assessment. However, approximately 53 percent of our bachelor’s degree students who enter at an advanced level complete their degrees within three years on a part-time basis; some take as little as a year.

Perhaps you’re not ready to begin a degree program right now. Empire State College offers nonmatriculated study that allows you to earn college credit.

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

**Degree Programs**

Empire State College offers six undergraduate degrees in 12 broad areas of study. When you select the area of study, you will then design a concentration – similar to a major – within this area. With the guidance of your professor, called a faculty mentor, you will have the opportunity to design your own degree program based on your goals and objectives. Your faculty mentor will be there to advise and assist you along the way.

Undergraduate degrees offered by Empire State College:

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

**Undergraduate Areas of Study**

You will design a degree program to meet your personal and professional needs within one of the 12 areas of study offered by Empire State College:

- **The Arts** – Examples of concentrations include communications and media, history of film, visual arts studies, theater.
- **Business, Management and Economics** – Examples of concentrations include business administration, marketing, human resource management, business information systems, management, accounting studies, fire service administration, international business, emergency management.
- **Community and Human Services** – Examples of concentrations include social policy, health and human services, disability studies, criminal justice services, emergency management.
- **Cultural Studies** – Examples of concentrations include communications, expository writing, literature, philosophy, religious studies.
- **Educational Studies** – Examples of concentrations include training and staff development, adult learning, teaching and learning, early childhood studies.
- **Historical Studies** – Examples of concentrations include military history, Asian-American history, American history, modern social and economic history.
- **Human Development** – Examples of concentrations include childhood development, studies in adolescence, aging, psychology.

* About 10 percent have not been identified by race.
Interdisciplinary Studies – You can design concentrations that cut across or combine studies from the college's other program areas.

Labor Studies – Examples of concentrations include labor history, labor studies, economics of work.

Public Affairs (bachelor's degrees only) – Examples of concentrations include health policy, homeland security, public administration, public communications, public policy, political science.

Science, Mathematics and Technology – Examples of concentrations include information systems, environmental studies, biology, mathematics.

Social Science (title change from Social Theory, Social Structure and Change, effective Jan. 1, 2014) – Examples of concentrations include African-American or ethnic studies, women's studies, public policy, sociology, political science.

**LEARNING OPPORTUNITIES**

Empire State College offers a rich array of learning opportunities from which to create your study plan each term. Students choose from guided independent study, online courses, study groups and residency-based studies. Empire State College integrates online learning into many aspects of its instruction. Students also may select offerings from other colleges and universities. Students in special programs may have study or course offerings designed specifically for their program. For more about the ways you can study at Empire State College see the Learning Opportunities chapter beginning on page 124.

**MASTER'S DEGREE PROGRAMS**

The School for Graduate Studies offers 10 master's degree programs:

- Master of Arts in Adult Learning
- Master of Arts in Community and Economic Development
- Master of Arts in Work and Labor Policy
- Master of Arts in Learning and Emerging Technologies
- Master of Arts in Liberal Studies
- Master of Arts in Social and Public Policy
- Master of Arts in Teaching (MAT)
- Master of Business Administration in Global Management (MBA)
- Master of Business Administration in Management (MBA)
- Master of Education in Teaching and Learning

The college also offers several advanced certificate programs:

**Applicable to the Master of Business Administration**
- Advanced Certificate in Financial Management and Analysis (12 credits)
- Advanced Certificate in Global Brand Marketing (12 credits)
- Advanced Certificate in Health Care Management (12 credits)
- Advanced Certificate in Human Resource Management (12 credits)
- Advanced Certificate in Innovation and Technology Transfer (12 credits)
- Advanced Certificate in Nonprofit Management (12 credits)
- Advanced Certificate in Project Management (12 credits)

These advanced certificates are offered online and fully applicable to the MBA in Management program for those who meet the admission requirements of that program.

**Applicable to the Master of Arts in Work and Labor Policy**
- Advanced Certificate in Public Sector Labor and Employment Policy (12 credits)

This advanced certificate is fully applicable to the M.A. in Work and Labor Policy program for those who meet the admission requirements of that program.

**Applicable to the Master of Arts in Liberal Studies**
- Advanced Certificate in Public History (15 credits)
- Advanced Certificate in Women's and Gender Studies (12 credits)

These advanced certificates are fully applicable to the M.A. in Liberal Studies program for those who meet the admission requirements of that program.

**Applicable to the Master of Arts in Social and Public Policy**
- Advanced Certificate in Child and Family Advocacy (12 credits)
- Advanced Certificate in Community Advocacy (12 credits)
- Advanced Certificate in Veterans Services (12 credits)

These advanced certificates are fully applicable to the M.A. in Social and Public Policy program for those who meet the admission requirements of that program.

The certificates are offered online and all of the graduate programs use the Internet to link faculty and students, and to extend the learning experience.
For more information on graduate degree programs and learning options, contact the School for Graduate Studies at 518-587-2100, ext. 2429 or visit our website at www.esc.edu/Grad for a copy of the current School for Graduate Studies catalog.

**FACULTY MENTORS**

The 1,400 full- and part-time members of Empire State College’s faculty come from a variety of backgrounds, from business to the arts. Ninety-four percent of the full-time faculty hold doctoral or other terminal degrees.

What the faculty have in common is a passion for teaching adult students. Our faculty are called mentors because they are partners and guides in your education. They respect the years of experience and knowledge that adults bring to an academic program, and are glad to share their own expertise. Our students confer with their mentors on a regular basis to receive advice, to develop their degree plans, and to carry out learning activities. Students maintain contact with their mentors either face to face, or by phone, online course discussion areas, email or mail. Most students value the personal attention, and when our students graduate, often it is their mentors whom they celebrate when they look back on their college years.
College Calendar

Each year, the college offers the following terms.

Fall 1 (usually begins in early September), 15 weeks
Fall 2 (usually begins in late October/early November), 15 weeks
Spring 1 (usually begins in late January), 15 weeks
Spring 2 (usually begins in early/mid-March), 15 weeks
Summer 1 (usually begins in early/mid-May), 8 weeks
Summer 2 (usually begins in early/mid-May), 15 weeks

The Harry Van Arsdale Jr. Center for Labor Studies and the School for Graduate Studies offer terms that start in September, January and May. Students in the School of Nursing may start in the Fall 1 and Spring 1 terms, plus take studies or courses in the Summer 1 and Summer 2 terms. The Center for International Programs schedules its terms based on the calendars of the host institutions and will provide information to students as it becomes available.

Faculty are not available during reading and no appointment periods, with one exception: those faculty assigned to teach during the May 15-week term will be available through the summer reading period. The remainder of this section includes a list of reading periods and holidays, the college’s academic calendar and the calendars of centers and programs whose schedules differ from the five-term academic calendar.

2014 - 2015 ACADEMIC CALENDAR

The college’s five-term academic calendar provides time well in advance of the start of the term for students to work with their mentors and plan the upcoming term. During the advising, study preparation and registration period, students and mentors schedule time to discuss their educational goals and the available learning opportunities, to design individualized studies and to secure the learning resources for each study. For more information please see the chapter titled Getting Started and Registration that begins on page 37. Please note that the financial aid calendar starts with the summer term.

Reading Periods and Holidays

The dates below list the days that the college is closed and faculty no appointment and reading periods. During reading periods faculty do not schedule appointments with students.

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<tr>
<td>Nov. 4</td>
<td>State holiday (Election Day)</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>State holiday (Veterans Day)</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>State holiday (Thanksgiving)</td>
</tr>
<tr>
<td>Dec. 22 - Jan. 2</td>
<td>Faculty no appointment period</td>
</tr>
<tr>
<td>Dec. 25</td>
<td>State holiday (Christmas)</td>
</tr>
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</table>

2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Jan. 1</td>
<td>State holiday (New Year’s Day)</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>State holiday (Martin Luther King Jr. Day)</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>State holiday (Lincoln’s Birthday)</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>State holiday (Presidents Day)</td>
</tr>
<tr>
<td>May 4 - 8</td>
<td>Faculty no appointment period</td>
</tr>
<tr>
<td>May 25</td>
<td>State holiday (Memorial Day observed)</td>
</tr>
<tr>
<td>July 4</td>
<td>State holiday (Independence Day)</td>
</tr>
<tr>
<td>July 27 - Aug. 21</td>
<td>Faculty reading period</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Priority Admissions Deadline</th>
<th>Advising, Study Preparation and Registration Period</th>
<th>Late Registration</th>
<th>Term Dates</th>
<th>Term Closure</th>
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<tbody>
<tr>
<td>Fall 1</td>
<td>June 1</td>
<td>June 3 - Aug. 29</td>
<td>Sept. 2 - 5</td>
<td>Sept. 8</td>
<td>Dec. 19</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Sept. 1</td>
<td>Sept. 16 - Oct. 17</td>
<td>Oct. 20 - 24</td>
<td>Oct. 27</td>
<td>Feb. 20</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Nov. 1</td>
<td>Nov. 4 - Jan. 9</td>
<td>Jan. 12 - 16</td>
<td>Jan. 20</td>
<td>May 1</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Jan. 1</td>
<td>Jan. 27 - Feb. 27</td>
<td>March 2 - 6</td>
<td>March 9</td>
<td>June 26</td>
</tr>
<tr>
<td>Summer 1 (8-week)</td>
<td>March 1</td>
<td>March 24 - May 8</td>
<td>May 11 - 15</td>
<td>May 18</td>
<td>July 10</td>
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<tr>
<td>Summer 2 (15-week)</td>
<td>March 1</td>
<td>March 24 - May 8</td>
<td>May 11 - 15</td>
<td>May 18</td>
<td>Aug. 28</td>
</tr>
</tbody>
</table>
COLLEGE PROGRAM CALENDARS
FOR 2014 - 2015

In addition to the college’s five-term academic calendar, the tables that follow provide important enrollment and fixed term dates for these programs.

Center for International Programs

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>Term End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prague, Czech Republic</td>
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<tr>
<td>Fall 1 2014</td>
<td>Sept. 29, 2014</td>
<td>Jan. 30, 2015</td>
</tr>
<tr>
<td>Spring 1 2015</td>
<td>Feb. 9, 2015</td>
<td>May 29, 2015</td>
</tr>
<tr>
<td>Summer 1 2015</td>
<td>June 8, 2015</td>
<td>July 3, 2015</td>
</tr>
<tr>
<td>Summer 2 2015</td>
<td>July 6, 2015</td>
<td>July 31, 2015</td>
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<tr>
<td>Athens, Greece</td>
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<tr>
<td>Fall 1 2014</td>
<td>Oct. 6, 2014</td>
<td>Jan. 30, 2015</td>
</tr>
<tr>
<td>Spring 1 2015</td>
<td>Feb. 16, 2015</td>
<td>June 12, 2015</td>
</tr>
<tr>
<td>Summer 1 2015</td>
<td>June 23, 2015</td>
<td>July 24, 2015</td>
</tr>
<tr>
<td>Thessaloniki, Greece</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1 2014</td>
<td>Oct. 6, 2014</td>
<td>Jan. 30, 2015</td>
</tr>
<tr>
<td>Spring 1 2015</td>
<td>Feb. 16, 2015</td>
<td>June 12, 2015</td>
</tr>
<tr>
<td>Summer 1 2015</td>
<td>June 23, 2015</td>
<td>July 24, 2015</td>
</tr>
<tr>
<td>Tirana, Albania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 1 2015</td>
<td>Feb. 23, 2015</td>
<td>June 17, 2015</td>
</tr>
<tr>
<td>Summer 1 2015</td>
<td>June 22, 2015</td>
<td>July 28, 2015</td>
</tr>
<tr>
<td>Beirut, Lebanon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1 2014</td>
<td>Oct. 6, 2014</td>
<td>Feb. 1, 2015</td>
</tr>
<tr>
<td>Spring 1 2015</td>
<td>March 2, 2015</td>
<td>June 21, 2015</td>
</tr>
<tr>
<td>Fall 1 2014</td>
<td>Jan. 7, 2015</td>
<td>April 16, 2015</td>
</tr>
<tr>
<td>Spring 1 2015</td>
<td>May 7, 2015</td>
<td>Aug. 16, 2015</td>
</tr>
<tr>
<td>Summer 1 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eskisehir, Turkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1 2014</td>
<td>Sept. 22, 2014</td>
<td>Jan. 16, 2015</td>
</tr>
<tr>
<td>Spring 1 2015</td>
<td>Feb. 16, 2015</td>
<td>June 12, 2015</td>
</tr>
</tbody>
</table>

The Harry Van Arsdale Jr.
Center for Labor Studies

The HVACLS term start and end dates vary by sponsor. Please check with the HVACLS student services office for the exact dates.
Centers

Undergraduate students at Empire State College study through one of 11 centers. Within New York state, the college has more than 35 locations organized into seven regional centers. The Harry Van Arsdale Jr. Center for Labor Studies is located in New York City. Our Center for Distance Learning offers degrees and courses online, available anywhere. Our Center for International Programs works with partner institutions in several countries to offer residents the opportunity to earn an Empire State College bachelor’s degree. In addition, the School for Graduate Studies offers 10 master’s degrees and several certificate programs.

NEW YORK STATE REGIONAL CENTERS

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

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

Our New York state locations are organized into the seven regional centers described on pages 11 - 12. They are the Niagara Frontier Center, Genesee Valley Center, Central New York Center, Northeast Center, Hudson Valley Center, Metropolitan Center and Long Island Center.

CENTER FOR DISTANCE LEARNING

The Center for Distance Learning at Empire State College, an award-winning leader in online learning, meets the demands of students looking to complete an entire undergraduate degree online or take online courses to supplement on site study. Students interested in pursuing a degree online work with mentors to design customized degree programs to fit their individual educational and career goals. Our online courses enable flexible study options without ever requiring the student to step foot on campus. All online learning students have access to the center’s extensive course offerings, academic support services and one-to-one interaction with course instructors and faculty mentors. With online learning, you study at a time and place that’s convenient for you. There are no pre-set meeting times and you can access courses online 24/7 to complete assignments. Course materials include textbooks, supplemental media and Internet-based resources. Papers, projects and presentations comprise the majority of the ways your learning is assessed. Although studying independently, you are never learning alone. Online instructors facilitate interactive course discussions that keep you engaged and connected. Your peers, instructors, coursework and academic support services are available to support your success.

CENTER FOR INTERNATIONAL PROGRAMS

The Center for International Programs offers foreign students overseas the opportunity to earn a SUNY degree without leaving their home countries. Working with partners in various parts of the world, the center offers programs at the following locations:

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

The center offers broad-ranging degree study opportunities in business, information systems, and the liberal arts and sciences, with an emphasis on comparative regional studies, which draw upon the unique resources of the regions.

SCHOOL FOR GRADUATE STUDIES

The Empire State College School for Graduate Studies offers 10 master’s degrees designed to be relevant to your work and intellectual interests.

- Master of Arts in Adult Learning
- Master of Arts in Community and Economic Development
- Master of Arts in Learning and Emerging Technologies
- Master of Arts in Liberal Studies
- Master of Arts in Social and Public Policy
- Master of Arts in Teaching (MAT)
- Master of Arts in Work and Labor Policy
- Master of Business Administration in Global Leadership (MBA)
- Master of Business Administration in Management (MBA)
- Master of Education in Teaching and Learning: Principles and Pedagogy

Additionally, 15 advanced certificate programs are offered which a student can complete alone or in combination with a master’s program.

- American Studies
- Child and Family Advocacy
• Community Advocacy
• Financial Management and Analysis
• Global Brand Marketing
• Health Care Management
• Human Resource Management
• Innovation Management and Technology Transfer
• Nonprofit Management
• Optometry Business Management (joint program with SUNY College of Optometry)
• Project Management
• Public History
• Public Sector Labor and Employment Policy
• Veterans Services
• Women’s and Gender Studies

THE HARRY VAN ARSDALE JR. CENTER FOR LABOR STUDIES

The Harry Van Arsdale Jr. Center for Labor Studies partners with trade unions and other labor organizations to offer degree programs to union members and other working adults. Its mission is to provide wage-earning adults with an opportunity to earn a college degree in a learning environment that celebrates their achievements and recognizes their distinctive needs. It offers degrees in Labor Studies, broadly defined, which is understood to encompass the systematic study of the working-class presence and its impact on the wider society, with concentrations in any area of occupational expertise for which a program of recognized study exists or can be developed. These topics include the status and power of wage earners and their families in the changing economy; the study of work in its social, political and economic contexts; the creation of the modern urban workforce; the impact of technology on the organization of society; the interaction of workers, both organized and unorganized, with the institutions of wider society; alternative modes of work organization; and the nature of working-class identity and experience.

CENTERS

Niagara Frontier Center
AppleTree Business Park
2875 Union Road, Suite 34
Cheektowaga, NY 14227-1461
716-686-7800
Dean: Nan M. DiBello, Ph.D.

With units in:
Fredonia
112 West Main St., Suite 1
Fredonia, NY 14063-2149
716-673-1200

Jamestown
Community Services Center at Jamestown Community College
525 Falconer St.
Jamestown, NY 14701-1999
716-338-1370

Lockport
80 Main St., Suite A
Lockport, NY 14094-2843
716-434-0272

Olean
Cattaraugus County Campus at Jamestown Community College
260 North Union St.
Olean, NY 14760-2662
716-376-7511

Special programs:
Erie County Department of Social Services/SUNY Empire State College Program for Employee Education
AppleTree Business Park
2875 Union Road, Suite 34
Cheektowaga, NY 14227-1461
716-686-7800

Genesee Valley Center
1475 Winton Road North
Rochester, NY 14609-5803
585-224-3200
Dean: Jonathan Franz, Ph.D.

With units in:
Alfred
at Alfred State College
Alfred, NY 14802-1144
607-587-4140

Batavia
36 Ellicott St.
Batavia, NY 14020-3137
585-343-2307

Canandaigua
Corporate Square Office Park
25 North St.
Canandaigua, NY 14424-1023
585-394-1110

Corning/Elmira
318 Park Ave.
Corning, NY 14830-3424
607-962-1421

Special programs:
Ontario County Department of Social Services
Canandaigua Unit
Corporate Square Office Park
25 North St.
Canandaigua, NY 14424-1023
585-394-1110

Central New York Center
6333 State Route 298
East Syracuse, NY 13057-1058
315-472-5730
Dean: Nikki Shrimpton, Ph.D.

With units in:
Auburn
197 Franklin St.
Auburn, NY 13021-3099
315-253-2794

Binghamton
State Office Building, Room 505
44 Hawley St.
Binghamton, NY 13901-4451
607-721-8651

Fort Drum
4300 Camp Hale Road
P.O. Box 908
Fort Drum, NY 13602-0908
315-773-6139

Ithaca
118 N. Tioga St., Suite 502
Ithaca, NY 14850-4354
607-273-4536 or 4537

Utica
207 Genesee St., Suite 606
Utica, NY 13501-2812
315-793-2684

Watertown
E121-122 Extended Learning Center
Jefferson Community College
1220 Coffeen St.
Watertown, NY 13601-1822
315-786-6541
 Northeast Center  
21 British American Blvd.  
Latham, NY 12110-1405  
518-783-6203  
Dean: Gerald Lorentz, Ph.D.

With units in:
- Queensbury (Adirondack) Regional Higher Education Center  
  at SUNY Adirondack  
  640 Bay Road  
  Queensbury, NY 12804-1498  
  518-832-7616  
- Johnstown  
  at Fulton-Montgomery Community College  
  2805 State Highway 67  
  Johnstown, NY 12095-3790  
  518-736-3622, ext. 8923  

Plattsburgh  
442 Beaumont Hall  
101 Broadway  
Plattsburgh, NY 12901-2681  
518-564-2837

Saratoga  
111 West Ave.  
Saratoga Springs, NY 12866-6069  
518-581-5300

Scheneectady  
245 Broadway, Suite 1  
Scheneectady, NY 12305-2513  
518-374-5059

Troy  
216 River St., Suite 6  
Troy, NY 12180-3848  
518-279-5180

Special programs:  
- Empire State Plaza  
  Concourse Level  
  P.O. Box 2045  
  Albany, NY 12220-2045  
  518-473-4034

Hudson Valley Center  
200 North Central Ave.  
Hartsdale, NY 10530-1999  
914-948-6206  
Dean: Gary Lacy, Ph.D.

With units in:
- Nanuet  
  150 E Route 59  
  Nanuet, NY 10954-2933  
  845-517-1294
- Newburgh  
  3 Washington Center, 2nd Floor  
  Newburgh, NY 12550-4667  
  845-563-9905

Metropolitan Center  
325 Hudson St., 5th and 3rd Floors  
New York, NY 10013-1005  
212-647-7800  
Dean: Cynthia L. Ward, Ph.D.

With units in:
- Brooklyn  
  177 Livingston St., 6th Floor  
  Brooklyn, NY 11201-5875  
  718-783-4400
- Staten Island  
  500 Seaview Ave., Suite 230  
  Staten Island, NY 10305-3402  
  718-667-7324

The Harry Van Arsdale Jr.  
Center for Labor Studies  
325 Hudson St., 6th Floor, Suite 600  
New York, NY 10013-1005  
212-647-7801 or 646-230-1478  
Dean: Michael Merrill, Ph.D.

Program Development Coordinator:  
Alec Meiklejohn

Special programs:  
- IBEW, Local 3 Associate Degree Program  
- The IBEW, Local 3 Bachelor’s Degree Program

Long Island Center  
Trainor House  
223 Store Hill Road  
P.O. Box 130  
Old Westbury, NY 11568-0130  
516-997-4700  
Dean: Michael Spitzer, Ph.D.

With units in:
- Hauppauge  
  Room 1A11  
  New York State Office Building  
  250 Veterans Memorial Highway  
  Hauppauge, NY 11788-5539  
  631-360-1215
- Riverhead  
  303 Griffing Ave.  
  P.O. Box 1120  
  Riverhead, NY 11901-1120  
  631-208-2970
Center for Distance Learning
113 West Ave.
Saratoga Springs, NY 12866-6079
800-847-3000, ext. 2300
518-587-2100, ext. 2300
www.esc.edu/CDL
CDL@esc.edu
Dean: Thomas Mackey, Ph.D.

Special programs:
- Emergency Management, Homeland Security and Fire Service Administration
- UAW-Ford University Program
- United Steelworkers of America
- GoArmyEd
- Navy College Program

Center for International Programs
111 West Ave.
Saratoga Springs, NY 12866-6069
518-587-2100, ext. 2231
Interim Director: Gavin D. Lowder

With locations and programs in:
- Tirana, Albania
- Prague, Czech Republic
- Santo Domingo, Dominican Republic
- Athens, Greece
- Thessaloniki, Greece
- Beirut, Lebanon
- Eskişehir, Turkey

School for Graduate Studies
111 West Ave.
Saratoga Springs, NY 12866-6069
518-587-2100, ext. 2202
Dean: Tai Arnold, Ph.D.

School of Nursing
113 West Ave.
Saratoga Springs, NY 12866-6079
518-587-2100, ext. 2928
Dean: Bridget Nettleton, Ph.D.

PARTNERSHIPS

With our focus on working adults, many of our students enroll through one of our partnership programs. The college has formal partnerships with military and veteran organizations, labor unions, other college institutions, associations and corporations.

The following partnerships are administered through the Center for Distance Learning or through one of the college’s regional centers or programs:

Military and Veteran Educational Partnerships
- **Air Force** – As an approved school in the United States Air Force Academic Institution (AI) portal, Empire State College offers Air University-Associate to Baccalaureate Cooperative (AU-ABC) programs, Air Force Specialty Code (AFSC) and non-AFSC-related associate and bachelor’s degree programs designed to meet the educational needs of airmen based on their military training and their educational goals. The college also participates in the Air Force General Education Mobile (GEM) program. For more information, go to www.esc.edu/AirForce
- **Army** – Empire State College is an active member of the United States Army’s GoArmyEd program offering undergraduate degrees to active-duty, reserve and national guard soldiers. In addition, the college participates in the Career Non Commissioned Officer (NCO) Degree Program, Enlisted Education Program (EEP) and College of the American Soldier (CAS) which are extensions of the SOCAD Army Career Degree Program. Visit www.GoArmyEd.com for more information.
- **Coast Guard** – Empire State College is a member of the Coast Guard Degree Pathway Program (CGDPP), offering cutting-edge degree concentrations to meet the needs of Coast Guard members across the globe. For more information, go to www.esc.edu/CoastGuard
- **Navy** – As a member of the Navy College Program Distance Learning Partnership (NCPDLP), the college offers NCPDLP-approved degree programs designed to meet the educational needs of sailors based on their military training. For more information, go to www.esc.edu/Navy
- **U.S. Marine Corp** – Empire State College is currently partnering with the Marine Corp Career College Program (MCCCP) to offer MOS-related degree pathways. For more information, go to www.esc.edu/Marines

In addition, Empire State College is a member of Servicemembers Opportunity College (SOC), and participates in SOCCAD, SOCNAV and SOCCOAST networks.

For information about military and veteran education partnerships, please contact:
Linda Frank
Director, Office of Veteran and Military Education
518-587-2100, ext. 2360
Linda.Frank@esc.edu
Labor Union Partnerships

- International Brotherhood of Electrical Workers, Local 3
- United Association of Plumbers and Pipefitters
- United Federation of Teachers Paraprofessional Program
- Local 46 Metallic Lathers Union and Reinforcing Ironworkers
- NYC District Council of Carpenters
- International Union of Painters and Allied Trades

For information about labor union partnerships, please contact:
Michael Merrill, Ph.D.
Dean, The Harry Van Arsdale Jr. Center for Labor Studies
646-230-1346
Michael.Merrill@esc.edu

Community College Partnerships

The Pathways Transfer Program is for community college students who have completed, or will complete, an associate degree (A.A., A.S. or A.A.S.) prior to enrolling at Empire State College. The program is designed to support student success by easing the transition from classroom-based learning at the community college to a flexible mix of independent study and online courses found at Empire State College. During the first year at Empire State College, students can take additional courses back at their community college, beyond the associate degree, for a total of 80 transferable credits.

At Empire State College, all new students are assigned a faculty mentor who will advise and work with them through completion of their degree program. With the guidance of a mentor, students develop a degree program that builds upon their associate degree while connecting their educational, career and personal goals.

Current Partners

State University of New York (SUNY):
- Broome Community College
- Cayuga Community College
- Clinton Community College
- Columbia-Greene Community College
- Corning Community College
- Dutchess Community College
- Erie Community College
- Finger Lakes Community College
- Fulton-Montgomery Community College
- Genesee Community College
- Herkimer County Community College
- Hudson Valley Community College
- Jamestown Community College
- Jefferson Community College
- Mohawk Valley Community College
- Monroe Community College
- Nassau Community College
- Niagara County Community College
- Onondaga Community College
- Orange County Community College
- Rockland Community College
- Schenectady County Community College
- Suffolk County Community College
- Sullivan County Community College
- SUNY Adirondack
- SUNY College of Optometry
- Tompkins Cortland Community College
- Ulster County Community College
- Westchester Community College
- City University of New York (CUNY):
- Borough of Manhattan Community College
- Bronx Community College
- Hostos Community College
- Kingsborough Community College
- LaGuardia Community College
- Queensborough Community College
- Other College Partners:
- Long Island Business Institute (New York)
- Maricopa County Community College District (Arizona)
- Niagara College (Ontario, Canada)
- Ozarks Technical Community College (Missouri)
- Professional Business College (New York, N.Y.)
- Utica School of Commerce (New York)

Corporate and Community Partnerships

Empire State College has partnered with many corporations, businesses, community organizations and associations to provide high-quality, affordable education to working adults. Please visit www.esc.edu/Partnership-Programs to learn about corporate and community partner benefits.

A few examples include:
- Eric County Department of Social Services/Empire State College Employee Education Program – A federally funded project that finances Eric County social services employees’ studies for associate and bachelor’s degrees in Business, Management and Economics or Community and Human Services. These degrees enable DSS employees to advance professionally by qualifying for county promotional exams.
• Fire Service Administration and Emergency Management – The Center for Distance Learning, in cooperation with the National Fire Academy and the Federal Emergency Management Agency, offers studies in fire service administration and emergency management, leading to a Bachelor of Science or a Bachelor of Professional Studies degree.

• Defense Acquisition University (DAU) – This partnership was developed to provide educational opportunities to acquisition workforce members who work for defense agencies. For more information, visit www.esc.edu/DOD

• Verizon Wireless – The Center for Distance Learning is a preferred educational provider offering convenient, online associate and bachelor’s degree programs. For more information, visit www.esc.edu/VerizonOnline

• The New York City Transit Authority (NYCTA) Program – This program offered at our Metropolitan Center in NYC enables employees to pursue associate and bachelor’s degrees in all majors for leadership and career growth. Concentrations related to employment can be created through individualized degree planning, for example, transportation management or emergency management.

• Metropolitan Center Cohort Program in Community Health With UFT – This program accepts applicants who have completed an A.S. in nursing elsewhere and are currently registered nurses. Students in this cohort program either complete a Bachelor of Science in community health or a Bachelor of Science in health care management. Students can get credit towards the degree for life experience and prior learning in all areas of nursing. This program is an excellent choice for nurses who want to complete a B.S. in a supportive group environment.

• Association for Healthcare Administrative Professionals – Empire State College’s Center for Distance Learning is a partner with the Association for Healthcare Administrative Professionals offering convenient, online associate and bachelor’s degree programs.

• AARP – Empire State College’s Center for Distance Learning provides educational opportunities to earn associate, bachelor’s and master’s degrees for the employees of AARP.

• New York State Association for the Education of Young Children – Empire State College partners with the New York State Association for the Education of Young Children as part of our childhood development certificate program.

• NYS Association for Superintendents of School Buildings and Grounds – SUNY Empire State College’s Center for Distance Learning partners with the NYS Association of Superintendents of School Buildings and Grounds and Mohawk Valley Community College to provide a pathway to a bachelor’s degree. Mohawk Valley Community College students who have earned an A.A.S. in School Facilities Management may transfer to Empire State College to complete a bachelor’s degree in Business, Management and Economics with a concentration in facilities management.

• Per Scholas Inc. – Empire State College has partnered with Per Scholas Inc. to provide a pathway to an associate or bachelor’s degree to graduates of Per Scholas’ computer training program. Students choose to study entirely online or through one of our convenient greater metropolitan New York locations. For more information, visit www.esc.edu/PerScholas

• 92nd Street Y School of the Arts Harkness Dance Center, Dance Education Laboratory – The Metropolitan Center’s association with the DEL program and 92nd Street Y provides students, with an interest or background in the performing arts, opportunities in single-genre and interdisciplinary studio and academic studies in dance and music at an undergraduate or graduate level.

• Year Up New York – Empire State College is committed to its partnership with Year Up New York whose mission is to close the “opportunity divide” by providing urban young adults with the skills, experience and support that will empower them to reach their potential through professional careers and higher education. The college serves Year Up New York students and graduates through access to flexible, convenient and affordable undergraduate degree programs. Students choose to study online, and/or at any of the college’s Metropolitan New York locations.

For more information about Empire State College partnerships, please visit www.esc.edu/Partnerships or contact:

Director of Corporate and Community Partnerships
518-587-2100, ext. 2851
or 800-847-3000, ext. 2851
ESCpartners@esc.edu

INTERNATIONAL DISTANCE LEARNING PROGRAM

Through our Center for Distance Learning, Empire State College’s International Distance Learning program offers international students the opportunity to study at a well-respected American college. You can earn a degree online from anywhere in the world. The International Distance Learning (IDL) program has enabled students in more than 30 countries to continue their education.

Since its founding in the fall of 1996, the International Distance Learning program has served students in Argentina, Australia, Austria, Brazil, Canada, Caribbean Islands, Chile, Costa Rica, Egypt, England, Finland, France, Germany, Great Britain, Greece, Hungary, India, Indonesia, Israel, Italy, Japan, Korea, Nigeria, the People’s Republic of China, Russia, Saudi Arabia, Slovakia, Spain, Sweden, Switzerland, Taiwan, Turkey, Ukraine, the United Arab Emirates and Venezuela.
Onsite classroom attendance is not required for any part of the program. International students have the flexibility to customize their degree programs based on individual interests and educational goals. As with all Center for Distance Learning students, faculty and staff will guide international students through the degree planning process, course selection and provide academic support each step of the way.

Additionally, online writing, math and library resources are easily accessible and available to students at any time. Trained support staff are ready to assist with any technical questions, library searches and in finding reference material.

Empire State College is accredited by the Middle States Commission on Higher Education (3624 Market St., Philadelphia, PA 19104). Founded in 1971 as a part of the State University of New York, Empire State College was designed to meet the needs of adult learners. The college is one of the 13 arts and sciences colleges in the State University of New York (SUNY) system.

For more information about the International Distance Learning program please visit www.esc.edu/IDL or contact us via email at IDL@esc.edu; phone 00 + 1-800-847-3000, ext. 2748 or fax 00 + 1-518-587-2660, Attn: International Distance Learning.

ADMINISTRATIVE OFFICES
The college’s student services and administrative offices are located in Saratoga Springs, N.Y. The student services offices include Collegewide Student Services, Admissions, Financial Aid, Student Accounts, Office of the Registrar, the Bookstore, Student Computing and Technology Services, and Collegewide Disability Services. The administrative offices include the Office of the President, Academic Affairs, Administration, Communications and Government Relations, Integrated Technologies, Enrollment Management and Student Services, External Affairs, and Center for Planning and Institutional Effectiveness.

NONDEGREE STUDY
Resources and space permitting, the college allows students to enroll in credit-bearing studies or courses as nondegree or nonmatriculated students. Financial aid is not available for nonmatriculated study. Also, students who ultimately wish to earn a degree from Empire State College are advised to limit nonmatriculated study, as the studies may not be appropriate to a future degree program.

For more information on nondegree study, please contact the center or unit near you, the Center for Distance Learning (518-587-2100, ext. 2385 or www.esc.edu/CDL) or School for Graduate Studies (518-587-2100, ext. 2429 or www.esc.edu/Grad) (see pages 10 - 13).
Earning an Undergraduate Degree

One of the hallmarks of Empire State College's undergraduate program is that our students design their own degree program. This exciting and challenging process requires that you and your mentor consider your educational goals and what you have already learned. You have probably acquired knowledge and skills both formally, through college study and training programs, and informally, through work and life experience. Empire State College values your knowledge and skill no matter how you learned it. If your learning can be verified as college-level and relevant to your degree program, you may include it. You will work with your mentor in an educational planning study or course, through which you will create a plan for your degree. The college offers undergraduate degrees in 12 broad areas of study.

AREAS OF STUDY, DEGREES AND CERTIFICATES

- Associate in Arts (A.A.)
- Associate in Science (A.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Nursing (B.S.N.)
- Bachelor of Professional Studies (B.P.S.)
- Certificate in Business and Environmental Sustainability

The RN to BSN

The RN to BSN program is an upper-division bachelor’s program with course work offered online. The degree program includes 40 advanced-level credits in nursing in addition to other B.S. degree requirements. Admission is selective. (See page 36 for details.) The program in nursing is offered only to NYS licensed RNs and only through online study.

Areas of Study

Empire State College offers degrees in 12 registered areas of study:

- The Arts
- Business, Management and Economics
- Community and Human Services
- Cultural Studies
- Educational Studies
- Historical Studies
- Human Development
- Interdisciplinary Studies
- Labor Studies*
- Public Affairs

* Labor Studies is offered through The Harry Van Arsdale Jr. Center for Labor Studies in Manhattan and online through the Center for Distance Learning.

Science, Mathematics and Technology

Social Science (title change from Social Theory, Social Structure and Change, effective Jan. 1, 2014)

You may earn an associate degree (A.A. and A.S.), Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) in any of the 12 undergraduate areas of study. The college offers the Bachelor of Professional Studies (B.P.S.) degree in: The Arts; Business, Management and Economics; Community and Human Services; Interdisciplinary Studies; Labor Studies; and within Science, Mathematics and Technology, only in Technology.

The college has area of study guidelines that allow you wide latitude as you and your mentor design your degree (see page 24). Within an area of study you will develop a concentration, often called a major at other institutions.

This chapter provides an overview of the degree planning process and the college’s degree requirements.

Planning Your Degree Program

Working with a faculty mentor, you design your own degree program. The degree you design reflects your goals and meets college requirements. You can incorporate prior learning from credit earned at other colleges, and college-level learning gained from work, volunteer or community activities, military training, reading, research and travel, and plan your additional study.

You formally begin degree planning through an educational planning course or study (also called Academic Planning and Degree Program Planning). For an associate or bachelor’s degree, the college requires at least 4 credits of educational planning. As you work through these courses with your mentor, you will review college requirements and define a concentration that meets your goals. Once you and your mentor complete the development of your degree program proposal, the proposal is submitted to the Center Office of Academic Review for review and approval by a faculty committee. The final step is a technical review and approval by the Office of Collegewide Academic Review.

Detailed information on planning your degree is available in the Student Degree Planning Guide and the Student Guide: Credit for Prior College-Level Learning. Both publications are available at your center and online at www.esc.edu/Publications. Additionally, the college provides an online degree program planning tool called DP Planner available through MyESC to help you organize your degree program and submit it for review.

DEGREE REQUIREMENTS

The college designates the six types of undergraduate degrees by 1) the amount of credit in the degree program and 2) the educational content of the degree program.
**College-Level Learning Goals**

Growing out of Empire State College’s unique mission, the learning goals outlined below serve as a vital link between the college’s historical mission, the current context of rapid educational change, and the future of our institution in a global society where knowledge and learning remain urgently important. These statements encapsulate the values that we bring to our work with students, and they articulate our hopes for our graduates. We also believe it is our responsibility as educators to enter into collaborative relationships with future students, which requires transparency about our goals and values. Finally, by clearly stating these goals, we will be able to both reflect upon our students’ and our own success through a creative, collaborative and iterative assessment process that extends across multiple institutional levels.

Graduates of Empire State College will demonstrate competence in the following areas of learning, appropriate to their degree levels. At the graduate level, these goals will be incorporated as appropriate to the program of study.

- **Active Learning** – assess and build upon previous learning and experiences to pursue new learning, independently and in collaboration with others.
- **Breadth and Depth of Knowledge** – cultivate a broad, interdisciplinary understanding in the liberal arts and sciences, as well as expertise in a particular field.
- **Social Responsibility** – engage in ethical reasoning, and reflect on issues such as democratic citizenship, diversity, social justice and environmental sustainability, both locally and globally.
- **Communication** – express and receive ideas effectively, in multiple contexts and through multiple strategies.
- **Critical Thinking and Problem Solving** – evaluate, analyze, synthesize and critique key concepts and experiences, and apply diverse perspectives to find creative solutions to problems concerning human behavior, society and the natural world.
- **Quantitative Literacy** – read, interpret, use and present quantitative information effectively.
- **Information and Digital Media Literacy** – critically access, evaluate, understand, create and share information using a range of collaborative technologies to advance learning, as well as personal and professional development.

**Associate Degree Programs**

To earn an associate degree you need 64 credits, with at least 24 credits earned at Empire State College. You may include up to 40 credits for learning that occurred before you enrolled at Empire State College.

An Associate in Arts degree requires at least 48 liberal arts and sciences credits and an Associate in Science degree requires at least 32 liberal arts and sciences credits. Advanced-level studies are not required for associate degrees, but you may include them.

To satisfy SUNY General Education Requirements, all associate degrees include 30 credits across seven of the 10 general education knowledge and skill areas.

**Bachelor’s Degree Programs**

To earn a bachelor’s degree you need 124 credits, with at least 31 credits earned at Empire State College. You may include up to 93 credits for learning that occurred before enrolling at Empire State College.

A Bachelor of Arts degree requires at least 94 liberal arts and sciences credits, a Bachelor of Science degree requires at least 62 liberal arts and sciences credits, and a Bachelor of Professional Studies requires at least 32 liberal arts and science credits. All of the bachelor’s degrees require a minimum of 45 advanced-level credits with a minimum of 24 of them in the concentration.

<table>
<thead>
<tr>
<th>ACADEMIC DEGREE REQUIREMENTS</th>
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<tr>
<td><strong>Degree</strong></td>
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<tr>
<td>A.A.</td>
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To satisfy SUNY General Education Requirements, all bachelor’s degrees require a minimum of 30 credit hours distributed among at least seven of the 10 knowledge and skills areas listed on page 19 and 20. (Information on master’s degree programs and graduate-level certificates, appears on page 34.)

**Liberal Arts and Sciences Studies**

Liberal arts and sciences studies, an essential part of your degree program, enhance a person’s ability to communicate effectively; to think critically; to understand one’s self and others; and to take action about the nature, quality and conditions of life. An Associate in Arts degree requires at least 48 liberal arts and sciences credits and an Associate in Science degree requires at least 32 liberal arts and sciences credits. A Bachelor of Arts degree requires at least 96 liberal arts and sciences credits, a Bachelor of Science degree requires at least 64 liberal arts and sciences credits, and a Bachelor of Professional Studies requires at least 32 liberal arts and science credits.

**Advanced-Level Studies**

If you are seeking a bachelor’s degree, you will complete at least 45 credits of advanced-level studies, with at least 24 credits of those advanced-level studies in your concentration.

The distinction between advanced study and introductory study is made by considering factors such as: the level of theoretical and application skills required (studies requiring analysis, synthesis and evaluation are more likely to be classified as advanced), or the presumption of prior study and the nature of the studies themselves (foundation skills, surveys or beginning technical studies are more likely to be considered introductory).

**Breadth of Degree Programs**

As a college of arts and sciences, SUNY Empire State College expects students to acquire the qualities of a broadly educated person. The purpose of a college education is to enable students not only to accumulate information, but also to appreciate what is learned in a broad context, relate what is being learned to what is already known, judge what one is told rather than merely accept it, and use what is learned in a practical and intellectual way.

The student’s learning should extend beyond a single, narrow discipline or field. The student should demonstrate an understanding of several diverse perspectives (such as historical, literary, scientific, technological, esthetic, ethical, international, multicultural and gender-based) and be able to apply such perspectives to situations in which they must analyze, explain or solve problems concerning human behavior, society and the natural world.

**SUNY General Education Requirements**

All students seeking Empire State College degrees must fulfill the SUNY General Education Requirements. For both associate and bachelor’s degrees, you are required to complete a minimum of 30 credit hours distributed among at least seven of the 10 knowledge and skill areas listed below. You must include both mathematics and basic communication as two of the seven areas. You must select an additional five different content areas from the remaining knowledge and skill areas.

The 10 knowledge and skill areas are: mathematics, natural sciences, social sciences, American history, Western civilization, other world civilizations, humanities, the arts, foreign language and basic communication.

You must demonstrate competencies in two areas: critical thinking and information management.

Students may use Empire State College studies or approved Center for Distance Learning courses, transfer credit, approved standardized examinations or individualized credit by evaluation toward the SUNY General Education Requirements. Consult your mentor about the options available to you.

**LEARNING OUTCOMES**

I. **Knowledge and Skill Areas**

1. **Mathematics**

   Students will demonstrate the ability to:
   - interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
   - represent mathematical information symbolically, visually, numerically and verbally;
   - employ quantitative methods such as, arithmetic, algebra, geometry or statistics to solve problems;
   - estimate and check mathematical results for reasonableness; and
   - recognize the limits of mathematical and statistical methods.

   The assessment of prior academic achievement must demonstrate via a legitimate standardized test readiness to enter pre-calculus. In the case of the Regents Exams, this would mean passing Course III with a score of 85 or above.

2. **Natural Sciences**

   Students will demonstrate:
   - understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
   - application of scientific data, concepts and models in one of the natural sciences.

3. **Social Sciences**

   Students will demonstrate:
   - understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of
evidence, and employment of mathematical and interpretive analysis; and

- knowledge of major concepts, models and issues of at least one discipline in the social sciences.

4. American History
Students will demonstrate:

- knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unity and diversity in American society;
- knowledge of common institutions in American society and how they have affected different groups; and
- understanding of America’s evolving relationship with the rest of the world.

5. Western Civilization
Students will:

- demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- relate the development of Western civilization to that of other regions of the world.

6. Other World Civilizations
Students will demonstrate:

- knowledge of either a broad outline of world history; or
- the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

7. Humanities
Students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the general education program.

8. The Arts
Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

9. Foreign Language
Students will demonstrate:

- basic proficiency in the understanding and use of a foreign language; and
- knowledge of the distinctive features of culture(s) associated with the language they are studying.

10. Basic Communication
Students will:

- produce coherent texts within common college-level written forms;
- demonstrate the ability to revise and improve such texts;
- research a topic, develop an argument and organize supporting details;
- develop proficiency in oral discourse; and
- evaluate an oral presentation according to established criteria.

II. Competencies
The following two competencies should be infused throughout the general education program:

1. Critical Thinking (Reasoning)
Students will:

- identify, analyze and evaluate arguments as they occur in their own or others’ work; and
- develop well-reasoned arguments.

2. Information Management
Students will:

- perform the basic operations of personal computer use;
- understand and use basic research techniques; and
- locate, evaluate and synthesize information from a variety of sources.

Concentrations and General Learning
Degree programs at Empire State College divide learning into two major categories: concentrations and general learning. Your concentration may be a focused, in-depth study of a discipline (for example, economics, physics, psychology); an interrelated study of two or more disciplines; the study of a problem or a theme; or study in preparation for a profession or vocation.

Because it requires serious, focused learning and implies a degree of competence in an area, a bachelor’s degree concentration should contain at least 24 to 36 credits of study. Generally, no more than half of the total number of degree credits should be in the concentration. An associate degree can have a concentration but does not need to.

The college has established guidelines for completing concentrations in each area of study. These guidelines outline general expectations for study in the area, as well as specific expectations for certain concentrations. In addition, students often design concentrations for which no specific guidelines exist. These students research their interests and explain their choices within their degree program rationale.

Professional areas regulated by State Education Law (e.g., engineering) are not included in Empire State College’s range of concentrations. The area of study guidelines are included in this catalog (see page 24). For detailed information, including concentration guidelines and excluded concentration titles, see the Student Degree Planning Guide.
Degree programs also must contain general learning, a term used to describe learning outside of the area of concentration. General learning may support the concentration, may add breadth to the degree program, or may be in areas that are unrelated to the concentration but are of interest to you.

CREDIT FOR PRIOR COLLEGE-LEVEL LEARNING AND ADVANCED STANDING

Most degree programs at Empire State College include some credit for college-level learning acquired outside of the college. This learning is called advanced standing and can come in many forms. The college accepts credit that is appropriate to the degree program and includes it on your Empire State College transcript after the degree program has been approved. Advanced standing takes the following forms:

Transcript Credit From Regionally Accredited Colleges and Universities

Empire State College recognizes transfer credit acquired through other regionally accredited colleges and universities. In order for the credit to be directly transferable, the college or university must be regionally accredited or a candidate for accreditation at the time of your attendance. Credits that you choose to include in your degree program are listed under transcript credit on the degree program you are designing in DP Planner, www.esc.edu/dpplanner. A list of the regional accreditation agencies can be found on the Web at www.esc.edu/studentdpguide.

International Transcripts Requiring Evaluation

Empire State College accepts college credit earned at other accredited institutions internationally. Credits that you choose to include in your degree program are listed under “credit by evaluation” on the degree program you are designing. Transcripts from most international institutions must be evaluated by one of the approved foreign credential evaluation services listed below:

- Academic Evaluation Services, Inc. (AES)
- Educational Credential Evaluators, Inc. (ECE)
- Educational Perspectives (EP)
- World Education Services (WES)

Standardized Examinations

Empire State College accepts many types of standardized examinations that have been evaluated for college-level credits. If your results meet the guidelines established by the college for earning credit, you can use those credits toward your degree program plan when:

- you have completed the examination during the specific time period covered by the evaluation and credit recommendation;
- an official score report is received by Empire State College directly from the testing service.

As with all advanced standing, standardized examination topics should fit into your degree program by strengthening your concentration or adding breadth and depth to your general learning.

Empire State College accepts the following standardized examinations:

- Advanced Placement examinations (AP)
- Association of Language Testers in Europe (ALTE)
- British A-level examinations
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Test (DSST)
- Excelsior College Examinations (UExcel Exams)
- Graduate Record Examination (GRE) advanced subject tests
- New York University foreign language proficiency examinations
- Thomas Edison College Examination Program (TECEP)

Before you decide to take an exam, you should speak with your mentor to determine if it is appropriate for your degree.

For more information on standardized examination opportunities, check the organizations’ websites or www.esc.edu/studentdpguide. Many of these sites offer study guides, which are sometimes available at bookstores. Some exams are proctored by the college. Check with your Empire State College Center Office of Academic Review for information on which exams are proctored by the college, their costs, examination dates and study materials.

The American Council on Education (ACE)
http://www2.acenet.edu/credit

“The ACE National Guide to College Credit for Workforce Training” contains ACE credit recommendations for formal courses or examinations offered by various organizations, from businesses and unions to the government and military. Credit recommendations apply only to training received during the period of time, at the locations, and for the length of time listed in the guide.

National College Credit Recommendation Service (national CCRS) http://www.nationalccrs.org/

National CCRS evaluates courses, training programs, licenses and/or certificates. Credit recommendations apply only to training received during the period of time, at the locations and
for the length of time listed in the directory. You can view their credit recommendations on their website for each organization through their course credit recommendation directory.

SUNY Empire State College Professional Learning Evaluations

Empire State College evaluates some licenses, certificates and training programs and courses provided by industry, professional organizations, agencies and companies, and recommends college credit that can be used in an Empire State College degree. The professional learning evaluations were formerly called Empire State College generic evaluations.

A list of the current Empire State College professional learning evaluations can be found on the Web at www.esc.edu/studentdpguide. Empire State College has some expired evaluations, but if you acquired the learning during the original dates indicated on the credit recommendation you still may use the credits. Your mentor and Center Office of Academic Review have more detailed information regarding program evaluations and available credits.

Individualized Prior Learning Assessment (iPLA)

Empire State College is committed to the idea that students should be awarded credit for verifiable college-level learning regardless of where or how it was acquired. Many students have gained knowledge from sources that are not validated through traditional coursework, standardized examinations or evaluated professional learning. This learning can be evaluated through the individualized Prior Learning Assessment process. Individualized Prior learning Assessment (iPLA) is the process by which students are able to explain and document their college-level learning and be assessed by an expert evaluator. Each year, more than 4,000 Empire State College students complete the iPLA process. Most students who go through the process find it satisfying, affirming and worth the time and effort. For current information on the fees associated with Individualized Prior Learning Assessment, please visit www.esc.edu/fees.

Consult the Individualized Prior Learning Assessment (iPLA) Guide or the Student Degree Planning Guide for more detailed information.

Empire State College Studies

You also will include Empire State College studies in your degree program. Empire State College offers a rich array of modes of study: guided independent study, online learning courses, seminar-style study groups and intensive residency-based study to name a few. You may combine modes of study to suit your schedule, circumstances, learning style, learning objectives and available resources.

Each study is designated liberal or nonliberal, advanced or introductory level, and lists whether it satisfies SUNY General Education Requirements. For an associate degree, you must successfully complete at least 24 credits while enrolled at Empire State College, and for a bachelor’s degree, you must successfully complete at least 32 credits while enrolled at the college. For more information on Empire State College studies, see the chapter titled Learning Opportunities beginning on page 124.

DEFINING SPECIFIC LEARNING OPPORTUNITIES

Learning Contracts

Empire State College defines many student studies through learning contracts. Learning contracts describe what it is that you will study, what the expected learning outcomes are, how you will learn it, and how your mentor will evaluate you. They are similar to course syllabi, but you have an important role in determining the content, methods of study and criteria for evaluation of learning contracts. We encourage you to design studies that help you clarify goals and acquire the competence, knowledge and awareness necessary to pursue them actively and independently.

Course Website

Students enrolled in online courses offered by the Center for Distance Learning, which by nature are structured in advance, will have a course website to guide their study. The websites serve in the place of a learning contract.

STUDENT GRADES AND GRADE POINT AVERAGES

The student academic record is comprised of letter grades. The college calculates a grade point average (GPA) based on the letter grades and reports that GPA on the transcript. The college does not assign grades for any advanced-standing credit, and these components are not included in an Empire State College GPA.

STUDY TIME

Empire State College students are primarily adults, arriving at our centers and programs with full lives that include commitments to family, work, community and personal fulfillment. When you decide to take on the academic rigors of pursuing a degree, it is imperative that you examine your commitments and make adjustments to accommodate your endeavors and thus achieve your academic goals.

In general, you should plan for 10 to 12 or more hours per week of study time for each 4-credit study or course in which you are enrolled, or in simpler terms, at least three hours a week for each credit hour of course study. Study time includes activities such as reading, writing, reflecting and research. Students taking online courses should factor in additional time for online communications with other students in their courses.
Degree Completion
When you have successfully completed your degree studies, your center staff will review all your academic records, and, when all is in order, forward a recommendation for degree conferral to the Office of the Registrar and Student Accounts. The registrar’s staff performs a final review of your complete academic record, while Student Accounts performs a final review of your student financial account.

While these reviews are taking place, the college registrar will notify you of the approximate timetable of events leading to the awarding of your degree and will prepare your final official Empire State College transcript.

When both the academic and financial clearances are completed, the registrar assigns a degree award date of the first day of the next month. The college prints diplomas on a weekly basis. You can expect to receive your diploma three weeks after the clearances are complete. The dean will send you an invitation to attend the next graduation ceremony for your center or program. (See page 54 for graduation information.)

RATES OF DEGREE COMPLETION*

<table>
<thead>
<tr>
<th>Entering Fall 2006</th>
<th>Graduated by Fall 2012</th>
<th>Completion Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1,904</td>
<td>766</td>
</tr>
<tr>
<td>Part Time</td>
<td>934</td>
<td>370</td>
</tr>
<tr>
<td>Full Time</td>
<td>970</td>
<td>396</td>
</tr>
</tbody>
</table>

* within six years for bachelor's degree seeking students entering fall 2006

Source of data: Center for Planning and Institutional Effectiveness (C-PIE) Term File Data Warehouse, fall 2006 new, matriculated, bachelor's degree seeking.

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

The Arts (B.A., B.S., B.P.S.) 1001
The Arts (A.A., A.S.) 5610
Business, Management and Economics (B.A., B.S., B.P.S.) 0501
Business, Management and Economics (A.A., A.S.) 5001
Certificate in Business and Environmental Sustainability (CERT) 5099
Community and Human Services (B.A., B.S., B.P.S.) 2101
Community and Human Services (A.A., A.S.) 5506
Cultural Studies (B.A., B.S.) 1599
Cultural Studies (A.A., A.S.) 5615
Educational Studies (B.A., B.S.) 0801
Educational Studies (A.A., A.S.) 5608
Historical Studies (B.A., B.S.) 2205
Historical Studies (A.A., A.S.) 5622
Human Development (B.A., B.S.) 2001
Human Development (A.A., A.S.) 5620
Interdisciplinary Studies (B.A., B.S., B.P.S.) 4901
Interdisciplinary Studies (A.A., A.S.) 5699
Labor Studies (B.A., B.S., B.P.S.) 0516
Labor Studies (A.A., A.S.) 5004
Nursing (B.S.N.) 1203.10
Public Affairs (B.A., B.S., B.P.S.) 2199
Science, Mathematics and Technology (B.A., B.S.) 4902
Science, Mathematics and Technology (A.A., A.S.) 5699
Social Science (B.A., B.S.) 2201
Social Science (A.A., A.S.) 5622
Technology (B.P.S.) 4902
Areas of Study and Concentration Guidelines

The areas of study and concentration guidelines identify the knowledge expectations of academic and/or professional fields. Students use the guidelines to develop their degrees so that they include both expected knowledge and currency in their field. The guidelines are not names of specific courses; instead, they identify knowledge expectations that are included in multiple courses and in multiple ways.

A student’s degree represents a body of knowledge that has been acquired. The college has guidelines for 12 broad areas of study and, in many cases, for more specific concentrations within areas of study. If a student chooses to design a degree with a concentration, his or her mentor helps develop a concentration title that accurately represents a focus that fits within the particular area of study.

In planning a degree, the student’s mentor helps interpret the guidelines. When the degree program is submitted for approval it goes through faculty and college-level review processes; the guidelines will be used as the basis for the review of the degree design and concentration. In the degree program rationale, the student explains how studies address the area of study guidelines, as well as the college’s learning goals and degree requirements.

Area of Study and Concentration Guidelines

Guidelines can be found at:

www.esc.edu/AOS

Select an area of study and click on Detailed Guidelines.

The Area of Study Guidelines Frameworks

Each area of study guideline is written broadly to represent a body of knowledge expected within that field. The guidelines will help to structure the degree with the student’s goals in mind. Degrees fall into one of five general structures or frameworks:

1. Disciplinary – a program of study guided by the existing framework of a discipline. Degrees designed around this framework are similar in design to programs of study at other colleges.

2. Interdisciplinary – a program of study that simultaneously interrelates two or more disciplines. Degrees designed around this framework draw upon the methods and bodies of knowledge of multiple disciplines to think across boundaries.

3. Problem Oriented – a program of study designed around a problem. Degrees designed around this framework examine a significant issue in depth from multiple perspectives.

4. Professional/Vocational – a program of study that focuses on acquiring knowledge and skills needed for specific career performance and applications. Degrees designed around this framework explore the conceptual foundations of the profession, the role of the professional in that career, and the relations between the profession and society at large.

5. Thematic – a program of study focusing on a particular theme or set of ideas. Degrees designed around this framework trace the development of a theme or idea, or explore various aspects of a theme to examine its cultural and intellectual influence.

Concentration Guidelines

In addition to the broader, general area of study guidelines, several areas of studies have developed concentration guidelines that have specific meaning in the academic and professional worlds. These concentration guidelines also identify knowledge expectations rather than specific courses. Students can address these expectations through multiple studies and in multiple ways.

Many degrees that are designed around a disciplinary or professional/vocational framework use established concentration titles. For example, in the Business, Management and Economics area of study guidelines, there are specific concentration titles for Business Administration, Accounting, Management, Marketing and more. In the Science, Mathematics and Technology area of study guidelines, there are specific concentration titles for Biology, Mathematics, Information Systems, Computer Science and others.

Students can self-design their own concentration title using a disciplinary or professional/vocational framework, as long as the title is clear about the learning represented in the degree. If the degree is designed around an interdisciplinary, problem oriented or thematic framework, the student will be designing his or her own concentration title. Many students decide to develop their own concentration titles, especially when they have significant advanced standing credits. This option provides flexibility in the degree program design. For example, if a student chooses to design a degree in business without including several of the topics listed in one of the concentration guidelines, he or she might select another framework and develop a title that better describes the degree program plan.

The following pages provide an overview of each area of study. In designing degree programs, students follow area of study guidelines, which can be found at www.esc.edu/AOS.
THE ARTS

Study for a degree or a concentration in The Arts develops and deepens your understanding of your particular artistic interest and enhances your ability to express your own concepts and ideas. You can focus on fine or graphic arts, performing arts, creative writing, media arts, art history or arts management while you explore historical and cultural context, theoretical and philosophical issues, and current developments and perspectives related to art. Your studies will help refine your research skills, your artistic technique and your ability to form and communicate ideas, images and critical judgments. Together with a faculty mentor, you create a program to meet your specific needs and goals.

Why choose a degree in The Arts?

Students who study The Arts can:
- increase their skills and techniques as fine/visual or performing artists,
- prepare for graduate school,
- advance in their current occupations in the arts world,
- teach,
- work in museums or galleries,
- become a graphic designer,
- work in media,
- work in film,
- become an art therapist, and
- manage arts organizations.

Degrees Available

As a regionally accredited college of the State University of New York, Empire State College offers the following degrees:
- Associate in Arts
- Associate in Science
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Professional Studies

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations

Study concentrations in The Arts include practice, history and criticism in fields such as:
- Visual Arts
  - sculpture
  - painting
  - crafts
  - photography
  - design
  - graphics
- Performing Arts
  - dance
  - theater
  - music
- Media Arts
  - film
  - video

You can focus on a single area such as painting, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

Additionally, special programs in the performing and the visual arts are offered at the Metropolitan Center in New York City.

For detailed guidelines and sample degree programs in The Arts, go to www.esc.edu/degrees-programs/undergraduate-aos/the-arts/

BUSINESS, MANAGEMENT AND ECONOMICS

As a student of Business, Management and Economics you will investigate the world of accounting, business administration, economics, finance, human resources, information systems, international business, labor relations, management, marketing and public administration.

As a student in this area, you will develop analytical, management, communication and quantitative skills, increase your understanding of economic principles and disciplinary methods and learn about the effective use of information technologies to support your career or personal goals and aspirations as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Why a degree in Business, Management and Economics?

The practical skills and breadth of knowledge you obtain through your degree can prepare you for:
- entry to or advancement in a business career,
- international business,
- graduate school,
- entrepreneurship,
- teaching,
- government service,
- banking,
- finance,
- accounting,
- human resources,
- labor relations,
- marketing, and
- management.
Degrees Available
As a regionally accredited college of the State University of New York, Empire State College offers the following degrees in the Business, Management and Economics area of study:

- Associate in Science
- Bachelor of Science
- Bachelor of Professional Studies
- Master of Arts
- Master of Business Administration

Note: The Associate in Science degree provides a foundation in the core business areas (e.g., accounting, economics, management) as preparation for further study. The Bachelor of Science and Bachelor of Professional Studies degrees allow you to develop a full concentration within a business field. The key difference between the two bachelor’s degrees is that the B.S. requires more credits in the liberal studies component (e.g., humanities, social sciences). The majority of students pursue B.S. degrees, particularly if they are thinking about earning a graduate degree in the future.

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations
The Business, Management and Economics area presents opportunities to explore diverse aspects of, approaches to and experiences in the business world, including in:

- accounting,
- business administration,
- economics,
- emergency management services,
- entrepreneurship,
- finance
- fire service administration,
- human resource management,
- information systems,
- international business,
- labor relations,
- management,
- marketing,
- public administration, and
- sustainability.

You can focus on a single area such as accounting, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Business, Management and Economics, go to www.esc.edu/degrees-programs/undergraduate-aos/business-management-economics/

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

Students in this area learn to understand and integrate the four foundations of the discipline: knowledge, skills, attitudes and values; and experience, application and practice. Many faculty mentors in Community and Human Services have had extensive experience in the field in roles ranging from direct service to program evaluation and are available to guide you to meet personal and vocational goals.

Why a degree in Community and Human Services?
Students who study Community and Human Services are preparing to:

- enter or continue in community-service professions;
- further develop their current professional role;
- pursue graduate study;
- combine their background in nursing or substance-abuse counseling with further education to broaden their knowledge and abilities;
- solve problems interfering with the well-being of individuals, groups and communities;
- manage social-service organizations delivering assistance;
- help individuals and communities in emergencies;
- affect social policy and change;
- teach;
- enter jobs in government; or
- assume a policymaking role.

Degrees Available
As a regionally accredited college of the State University of New York, Empire State College offers the following degrees in Community and Human Services:

- Associate in Arts
- Associate in Science
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Professional Studies

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations

- Children and Family Services
- Criminal Justice Services
- Disability Services
- Emergency Management Services

For detailed guidelines and sample degree programs in Community and Human Services, go to www.esc.edu/degrees-programs/undergraduate-aos/community-human-services/
• Health and Human Services
• Substance Abuse Services
You can focus on a single area such as children and families, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Community and Human Services, go to www.esc.edu/degrees-programs/undergraduate-aos/community-human-services/

CULTURAL STUDIES
As a student in Cultural Studies you will explore the ways in which human beings understand, organize, interpret and communicate their world. You examine and analyze philosophical, literary and artistic expressions, social structures, values, norms, belief systems and historical perspectives across time, place and cultures on issues such as ethics, gender, class and race.

Cultural studies will enhance your awareness and understanding of differences and similarities among people all over the world, including yourself. You will sharpen your skills in writing and research and critical reading and thinking, as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Why a degree in Cultural Studies?
Students use the critical and analytical skills developed through work in this area of study to prepare for:
• graduate school,
• law school,
• the business sector,
• work in government,
• teaching,
• journalism,
• the ministry,
• international human-services delivery or management,
• work in museums or libraries, or
• work in public history.

Degrees Available
As a regionally accredited college of the State University of New York, Empire State College offers the following degrees in Cultural Studies:
• Associate in Arts
• Associate in Science
• Bachelor of Arts
• Bachelor of Science
• Bachelor of Professional Studies

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations
• Communication
• Philosophy
• Religious Studies
• Writing and Literature
• Women’s Studies
• African-American Studies
• American Studies
• World Languages and Literature
• Asian, African or Caribbean Area Studies
• Ethnicity Studies
• Global Studies
You can focus on a single area such as women’s studies, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Cultural Studies, go to www.esc.edu/degrees-programs/undergraduate-aos/cultural-studies/

EDUCATIONAL STUDIES
As a student of Educational Studies, you will broaden your knowledge and hone valuable skills, whether or not it is your goal to be a teacher. As a student in this area, you will examine the processes involved in teaching and learning in courses about topics such as learning theories or social context, as well as be exposed to practical applications such as technology in the classroom and curriculum development. Through your examination of current issues, innovations and research, you will build a foundation of historical, philosophical, sociological, political, multicultural and gender perspectives in relation to education. You will sharpen your skills in writing and research and critical reading and thinking, as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Why a degree in Educational Studies?
Students often pursue a concentration in Educational Studies in order to prepare for:
• early-childhood education and program administration,
• teaching or training programs for adults,
• workforce development,
• community education,
• international training and development,
• advanced study in education or in other fields,
• work developing children’s programs,
• a Master of Arts in Teaching,
• research in education,
• a role in policymaking, or
• work in educational settings.

Degrees Available
As a regionally accredited college of the State University of New York, Empire State College offers the following degrees in Educational Studies:
• Associate in Arts
• Associate in Science
• Bachelor of Arts
• Bachelor of Science

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Teacher Preparation
• Pathways to certification provides information about how degree study at the college can be relevant to certification, or when such studies will not be useful to the student specifically seeking certification.
• New York State Early Childhood Credentials is a resource for individuals planning to work with young children.
• The college offers a teacher-certification program at the master's level for students enrolled in the Master of Arts in Teaching program.

Note: Empire State College does not have a registered teacher certification program at the bachelor’s level.

Note: You will need Adobe Acrobat Reader to read PDF documents. If Acrobat Reader is not installed on your computer, you can download it for free from Adobe.

Popular Concentrations
• Adult Education
• Early Childhood Education
• Educational Psychology
• Learning Communities
• Lifelong Learning
• Sociology of Education
• Training and Staff Development
• Teaching Strategies
• Family Education
• Instructional Technologies

You can focus on a single area such as early childhood education, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Educational Studies, go to www.esc.edu/degrees-programs/undergraduate-aos/educational-studies/

HISTORICAL STUDIES
As a Historical Studies student, you will explore human history and the nature of human existence by examining topics such as the development of social, political and religious groups; national experiences; a particular time period or important historic figure or event; or themes such as women in history. You also will develop valuable research, analytical and communications skills as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Why choose a degree in Historical Studies?
Students with a degree in Historical Studies are prepared to go on to careers in:
• teaching,
• historic preservation and restoration,
• research,
• archiving,
• work in a museum or library,
• graduate school,
• public history, or
• law.

Degrees Available
As a regionally accredited college of the State University of New York, Empire State College offers the following degrees in Historical Studies:
• Associate in Arts
• Associate in Science
• Bachelor of Arts
• Bachelor of Science

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations
• American History
• Asian-American History
• History of Women in the U.S.
• Military History
• Modern Social and Economic History
• History and Literature
• Public History

You can focus on a single area such as American history, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Historical Studies, go to www.esc.edu/degrees-programs/undergraduate-aos/historical-studies/
HUMAN DEVELOPMENT
As a student of Human Development, you will draw on many different disciplines, including psychology, human biology and anthropology, in your exploration of human experience and behavior. You will explore ideas about the experience, growth and behavior of human beings; their patterns of development in various life stages; individual, group and cultural similarities and differences; and health and mental health issues in society. You also will develop valuable research, analytical and communications skills as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Why a degree in Human Development?
Students of Human Development pursue this area of study in order to prepare for:
- a career in human development,
- advancement to a management position,
- graduate school,
- work in psychology, counseling or school psychology,
- social services delivery or management,
- medical school,
- teaching,
- government service,
- public health opportunities, or
- advocacy for special populations.

Degrees Available
As a regionally accredited college of the State University of New York, Empire State College offers the following degrees in human development:
- Associate in Arts
- Associate in Science
- Bachelor of Arts
- Bachelor of Science
Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations
- Anthropology
- Child Development
- Gender Studies
- Gerontology
- Psychology (because the field of “psychology” has a particular meaning within the academic community, this concentration requires special guidelines)
- Focus on a Particular Age Group
- Lesbian, Gay, Bisexual, Transgender Issues
- Grieving and Loss
- Incarceration
- Disability
- Public Health
- Family Relationships
You can focus on a single area such as disability services, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Human Development, go to www.esc.edu/degrees-programs/undergraduate-aos/human-development/

INTERDISCIPLINARY STUDIES
Interdisciplinary Studies will allow you to explore a particular area of interest, theme, theory, concern, profession or topic from more than one perspective explored within the college’s 12 areas of study. Your close, interdisciplinary examination will be the basis of both discovery and integration of interconnected ideas from different areas. You will sharpen your skills in writing and research and critical reading and thinking, as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Why Interdisciplinary Studies?
A degree in Interdisciplinary Studies can be an excellent foundation for:
- teaching,
- graduate work,
- social-services delivery,
- journalism or creative writing,
- advocacy in an area of interest,
- communications,
- the arts, or
- law.

Degrees Available
Degrees in Interdisciplinary Studies are offered at the associate and bachelor’s degree levels.
Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations
- Criminal Justice by combining:
  - Community and Human Services
  - Social Science (title change from Social Theory, Social Structure and Change, effective Jan. 1, 2014)
- Women’s Health by combining:
  - Science, Mathematics and Technology
  - Community and Human Services
  - Human Development
  - Cultural Studies
• Environmental Studies by combining:
  – Science, Mathematics and Technology
  – Community and Human Services
  – Business, Management and Economics
  – Cultural Studies

For detailed guidelines and sample degree programs in Interdisciplinary Studies, go to www.esc.edu/degrees-programs/undergraduate-aos/interdisciplinary-studies/

LABOR STUDIES

As a student of Labor Studies you will examine the topics of work, workers and worker organizations. You will study the history of the labor movement, labor law and collective bargaining, and focus on current problems and policies generated by changes in the global economy, technology, the workforce and the workplace.

You will sharpen your skills in writing and research and critical reading and thinking, as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Labor Studies is offered through The Harry Van Arsdale Jr. Center for Labor Studies in New York City and the Center for Distance Learning.

Why Labor Studies?

Students pursue a degree in Labor Studies in order to prepare for:
• increased responsibilities in their present position;
• new careers in areas such as labor-management relations and human resources;
• graduate school, especially in Labor Studies;
• law school;
• work in policy development;
• work in the business sector;
• government service; or
• teaching

Degrees Available

As a regionally accredited college of the State University of New York, Empire State College offers the following related degrees in five areas – Labor Studies, Cultural Studies, Historical Studies, Interdisciplinary Studies and Social Science:
• Associate in Arts
• Associate in Science
• Bachelor of Arts
• Bachelor of Science
• Bachelor of Professional Studies
• Master of Arts

Additionally:
• An advanced graduate certificate program in Labor Studies is available.

• The The Harry Van Arsdale Jr. Center for Labor Studies in New York City provides degree-completion opportunities for wage earners and union members in their chosen field, such as electrical construction or paraeducation.

Nondegree Study

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations
• General Labor History
• Labor Studies
• Labor-Management Relations

This interdisciplinary field draws on the methodologies and subject matter of the social sciences and humanities and other interdisciplinary areas, such as American studies, women’s studies and African-American studies.

For detailed guidelines and sample degree programs in Labor Studies, go to www.esc.edu/degrees-programs/undergraduate-aos/labor-studies/

PUBLIC AFFAIRS

As a student of Public Affairs, you will be well-equipped to serve society through public service, civic engagement, political and government careers, public communications or nonprofit service. The interdisciplinary Public Affairs area of study will prepare you with leadership and decision-making skills to operate in the public interest, addressing social issues and societal concerns.

As you work toward your degree, you will examine the theoretical and philosophical underpinnings of your chosen concentration, meanwhile gaining an understanding of American governmental and public institutions, within their social context, and becoming familiar with the broad and complex economic, financial and legal environments within which public institutions function. Students in Public Affairs have the opportunity to engage intellectually with ethical questions related to the area of concentration, and the values that drive the development of public policy. As a Public Affairs student, you will sharpen your skills in writing, research and critical reading and thinking, as, together with a faculty mentor, you create a program to meet your specific needs and goals.

As some concentrations, specific technical or scientific knowledge might be necessary.

Why a degree in Public Affairs?

The practical skills and breadth of knowledge you obtain through your degree can prepare you for:
• graduate school,
• law school,
• government service,
• journalism,
• leadership in emergencies, or
• making policy.

**Degrees Available**
As a regionally accredited college of the State University of New York, Empire State College offers only the following bachelor's degrees in the Public Affairs area of study:
• Bachelor of Arts
• Bachelor of Science
• Bachelor of Professional Studies

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

**Popular Concentrations**
• Public Administration
• Public Policy
• Political Science
• Criminal Justice
• Homeland Security
• Public Communications
• Health Policy
• Emergency Management

You can focus on a single area such as political science, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Public Affairs, go to www.esc.edu/degrees-programs/undergraduate-aos/public-affairs/

**SCIENCE, MATHEMATICS AND TECHNOLOGY**
Students of Science, Mathematics and Technology will explore the natural sciences (physics, chemistry and biology), mathematics, computer science and a range of technological, applied-science and health-related fields. You study the fundamental laws and concepts of your concentration, develop your knowledge of scientific methodology and learn the skills important to successful practice and communication, whether you are entering a new field or honing your skills in your current occupation. You will sharpen your skills in critical reading and thinking, as, together with a faculty mentor, you create a program to meet your specific needs and goals.

**Why a degree in Science, Mathematics and Technology?**
There are many career opportunities available to you if you study science, mathematics or technology in a variety of fields. Students who pursue this area of study often are interested in:
• allied health fields,
• teaching,
• computer systems,
• manufacturing,
• information systems,
• environmental sciences, or
• graduate study.

**Degrees Available**
As a regionally accredited college of the State University of New York, Empire State College offers the following degrees in Science, Mathematics and Technology:
• Associate in Arts
• Associate in Science
• Bachelor of Arts
• Bachelor of Science
• Bachelor of Professional Studies

If you pursue a degree in technology, it will most likely be a Bachelor of Professional Studies, because of the professional orientation of the degree.

**Note:**
• Empire State College does not offer degrees in engineering. You may study the mathematics and the theoretical sciences that comprise the traditional engineering curriculum, but the title of the degree cannot contain the word “engineering.”
• Empire State College does not have laboratory facilities. If you need to undertake laboratory-based studies, there may be computer simulations to replace at least some parts of the traditional laboratory, or you may want to enroll in a laboratory course at a traditional college.

Taking individual courses as a nondegree nonmatriculated student also is possible and will offer you the same range and depth of courses and rigorous standards as other undergraduate students in degree programs (matriculated).

**Popular Concentrations**
• Biology
• Chemistry
• Computer Science
• Environmental Science
• Information Systems
• Information Technology
• Mathematics
• Physics
• Technology

You can focus on a single area such as information systems, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Science, Mathematics and Technology, go to www.esc.edu/degrees-programs/undergraduate-aos/science-math-technology/
SOCIAL SCIENCE (formerly known as Social Theory, Social Structure and Change)

As a student of Social Science, you will explore the interaction and history of social, political and economic structures, and how they affect human beings in complex society.

You explore theories, methods and problems addressed by anthropologists, political scientists and sociologists in their examination of critical concerns for modern society, both to understand them in a historical context and to consider policies to address those issues. You also will develop valuable research, analytical and communications skills as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Why Social Science?

Graduates with a degree in this area are preparing for opportunities in:
- social-services delivery,
- social-services management,
- social ministry,
- law,
- policymaking,
- teaching,
- government service, or
- graduate school.

Degrees Available

As a regionally accredited college of the State University of New York, Empire State College offers the following degrees in Social Science:
- Associate in Arts
- Associate in Science
- Bachelor of Arts
- Bachelor of Science

Taking individual courses as a nondegree student also is possible and will offer you the same range and depth of courses and rigorous standards as matriculated undergraduate students.

Popular Concentrations
- African-American Studies
- Sociology
- Social Theory
- Public Policy
- Political Science
- Women’s Studies

You can focus on a single area such as biopsychosocial development, or create an interdisciplinary concentration that connects or combines perspectives exploring a theme or topic.

For detailed guidelines and sample degree programs in Social Science, go to www.esc.edu/degrees-programs/undergraduate-aos/social-science/

BACHELOR OF SCIENCE IN NURSING

The Bachelor of Science in Nursing (B.S.N.) prepares registered nurses for a broader scope of nursing practice, leadership roles in health care settings and nursing education. Program graduates are prepared to provide evidence-based comprehensive nursing care which encompasses the science and art of nursing, establishes a caring and nurturing environment, and remains ever respectful of human needs and diversity. Additionally, program graduates are supported in valuing lifelong learning and the commitment to ongoing professional growth.

The School of Nursing integrates prior associate degree/ diploma nursing education and professional practice with advanced nursing theory and practice, which is essential as nursing care becomes more complex. The program builds knowledge and skills in critical thinking, professional nursing, evidence-based care, leadership, community health, technology, caring, health promotion and cultural/diversity awareness both as an emphasis in specific courses and infused throughout the curriculum.

A strong background in these areas enables nurses to: promote community health; provide evidence-based patient care; pursue advanced educational and career opportunities; assume leadership roles as health care providers, managers and nurse educators; and continue their personal and professional growth as lifelong learners.

The B.S.N. is an upper-division bachelor’s program designed to incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice and the Hallmarks of Quality and Patient Safety authored and recommended by the American Association of Colleges of Nursing (AACN) and prescribed by the accrediting body, the Commission on Collegiate Nursing Education (CCNE).

The RN to BSN degree program is accredited by the CCNE as having met the standards and qualifications delineated by the organization. The program continues in providing quality baccalaureate nursing education and strives to more than meet the standards and qualifications set forth in the initial accreditation.

Admission

Students are New York state residents and apply online for admission to the program. Applicants must hold either an associate degree or diploma from an accredited school of nursing and an active, unencumbered NYS RN license. Solid prior academic performance and a comprehensive, well-written essay will demonstrate the candidate’s ability to succeed academically and professionally in the program of study at the bachelor’s level.
Online Learning
The Bachelor of Science in Nursing is offered through the college’s School of Nursing. Students complete nursing courses primarily online. Learning is active, collaborative and directly applies to work scenarios and practice settings. Students complete their studies at Empire State College through online courses, through independent studies, seminars or residency-based studies offered at the college’s seven regional centers and associated units, or through cross registration at local colleges and universities. Requirements for clinical courses are met through experiences arranged in the student’s geographic location.

Degree Program
Most students enroll on a part-time basis and complete the program in about 36 - 48 months. The Bachelor of Science in Nursing requires at least 40 credits of upper-division nursing. Students usually complete 60 - 68 credits at Empire State College, including credits from required general education studies. Nurses with diplomas may need to include additional credits in their degree program depending on their academic background. Most of the nursing courses satisfy the college’s liberal arts and sciences requirements and all satisfy the advanced level (upper-division) requirement.

The first course, Educational Planning: Transition to Baccalaureate Nursing, promotes the development of online learning communities and supports the transition to upper-division study in nursing. In this course, students and faculty plan individually tailored bachelor’s degrees, focused around the students’ understanding of the nursing profession, as well as their analysis of their own academic and professional skills, experiences and goals. Students will be introduced to the history and future of the profession, the impact of culture within health care systems and the influence of culture on the role of the professional nurse. Ultimately, students develop professional values and value-based nursing behaviors.

Community Health Nursing and Advanced Clinical Experience feature clinical practice experiences supervised by program faculty and onsite preceptors. Students design these experiences in consultation with mentors, preceptors and the clinical coordinator. Students are encouraged to choose clinical placements which are different from their current workplace environment, responsibilities and supervision. All clinical placements are evaluated and approved by faculty prior to start of the clinical experience.

Required Nursing Core
Educational Planning: Transition to Baccalaureate Nursing (4 cr.)
Advanced Health Assessment (4 cr.)
Pharmacology (4 cr.)
Nursing Informatics (4 cr.)
Nursing Research (4 cr.)
Health Care Delivery Systems and Policy (4 cr.)
Professional Issues and Leadership in Contemporary Nursing (4 cr.)
Community Health Nursing (4 cr.)*
Advanced Clinical Experience (capstone study) (5 cr.)*
Nursing Elective (4 cr.)

*Please note that for two of the courses there are a number of clinical practice experience hours that must be completed in addition to the online course. These courses are Community Health Nursing (60 hours) and Advanced Clinical Experience (95 hours). Work schedules will need to be flexible enough to accommodate these requirements.

For further information regarding the Bachelor of Science in Nursing program, go to www.esc.edu/Nursing
Graduate Degree Programs

At Empire State College, you can pursue one of 10 master’s degrees that allow you to integrate a rigorous education into your career and family responsibilities. Our graduate programs provide adult learners with knowledge, skills and experiences to enhance their careers. Our combination of face-to-face and online educational delivery provides the opportunity to network with students and to meet with faculty to discuss and exchange ideas relevant to your academic pursuits.

MASTER OF ARTS IN ADULT LEARNING
This program is designed for students interested in adult learning and education, including learning in organizations, online learning, adult learning in international contexts, adults in higher education, adult literacy, and adult learning for social change and community engagement. This is a 36-credit program that is delivered online.

MASTER OF ARTS IN COMMUNITY AND ECONOMIC DEVELOPMENT
This degree program incorporates two distinct, yet related, bodies of theory and practice: economic development and community development. Students examine theoretical development concepts, as well as approaches that communities have used to produce positive economic outcomes and improve quality of life. This is a 36-credit program that is delivered online.

MASTER OF ARTS IN WORK AND LABOR POLICY
This program is designed for unionists and labor relations professionals who would like to know more about important policy challenges facing labor. The program also appeals to arbitrators, educators, journalists, political activists, lawyers, benefit and pension administrators, and others who deal with workers and unions and want to understand today’s labor issues. The focus of the program is on current problems and policies generated by changes in the global economy, technology, the workforce and the workplace. This is a 36-credit program that is delivered through online courses and face-to-face meetings.

MASTER OF ARTS IN LEARNING AND EMERGING TECHNOLOGIES
Designed as an interactive, collaborative inquiry process, the program’s overall goal is to come to a better collective understanding of how we can meet learning outcomes using various new, digital technologies. These emerging technologies include tools that extend online learning experiences beyond a single learning management system into a matrix of tools that can make up personal and networked learning environments. This program is appropriate for community college faculty, instructional designers, trainers in corporate and nonprofit organizations, K-12 teachers and international educators, among others. This is a 36-credit program that is delivered online.

MASTER OF ARTS IN LIBERAL STUDIES
This program provides an opportunity to pursue a highly individualized, interdisciplinary program in the liberal arts and sciences. Students in the program may be scholars, artists, educators and activists who choose to invent their own study focus. In this program, you have the opportunity to pursue unique interdisciplinary studies related to a central theme, idea or issue. With academic advisor guidance, you design your own individualized degree program. This is a 36-credit program that is delivered through online courses and face-to-face meetings.

MASTER OF ARTS IN SOCIAL AND PUBLIC POLICY
This program is designed for practitioners, managers and administrators in public and private, for-profit and nonprofit sectors who want to learn more about the policy process in specific areas that concern them the most. In this program, you can build skills in policymaking, implementation and analysis, and develop a greater understanding of the connections – and disconnections – among federal, state, local and organizational policy initiatives. In addition, you will expand your communication, analytical and leadership skills. This is a 36-credit program that is delivered through online courses and face-to-face meetings.

MASTER OF ARTS IN TEACHING
This program offers an innovative, “fast track to the classroom.” Designed for adult career-changers seeking teaching positions in high-need urban schools, the program serves students with bachelor’s degrees in the subjects they will teach, previous work experience and familiarity with the communities where they will teach. Completion leads to the award of the New York state initial teaching certificate. Through this program you may obtain certification to teach at the middle or high school level in subjects where there is the greatest need: mathematics, biology, chemistry, earth science, physics, social studies, English, French or Spanish. This is a 42-credit program that is delivered through online courses and face-to-face meetings.
MASTER OF BUSINESS ADMINISTRATION IN MANAGEMENT

This program uses the competing values framework as an organizing method for assessing, developing and applying competencies associated with eight primary managerial leadership roles. The program incorporates three themes across the curriculum: ethics, globalization and organizational effectiveness. Another feature is the option to earn credit for what you know. Master of Business Administration in Management students may earn up to 24 credits through the assessment process. This is a 48-credit program that is delivered through online courses and face-to-face meetings.

MASTER OF BUSINESS ADMINISTRATION IN GLOBAL LEADERSHIP

This program is designed for those interested in becoming leaders in their global organizations. Students will become proficient in the effective management of complex multinational organizations. Throughout the program, students learn to use critical thinking and problem solving skills, assess ethical decision making in global environments, practice global management strategies, and apply cross-cultural and business communication skills to international business situations. This is a 45-credit program that is delivered online.

MASTER OF EDUCATION IN TEACHING AND LEARNING: PRINCIPLES AND PEDAGOGY

This program prepares professionals with educational responsibilities to advance as leaders and innovators. The M.Ed. satisfies the requirement that K-12 teachers complete a master’s degree in the initial certificate content or related area in order to obtain professional certification. Students will be able to independently pursue certification after completion fo the M.Ed. This 36-credit program is delivered online.

ADVANCED CERTIFICATES

- Financial Management and Analysis (12 credits)
- Global Brand Marketing (12 credits)
- Health Care Management (12 credits)
- Human Resource Management (12 credits)
- Innovation Management and Technology Transfer (12 credits)
- Nonprofit Management (12 credits)
- Optometry Business Management (18 credits) joint program with SUNY College of Optometry
- Project Management (12 credits)

These advanced certificates are offered online and fully applicable to the MBA in Management program for those who meet the admission requirements of that program.

- Public Sector Labor and Employment Policy (12 credits)
  This advanced certificates is fully applicable to the M.A. in Work and Labor Policy program for those who meet the admission requirements of that program.

- American Studies (12 credits)
- Public History (15 credits)
- Women’s and Gender Studies (12 credits)

These advanced certificate are fully applicable to the M.A. in Liberal Studies program for those who meet the admission requirements of that program.

- Child and Family Advocacy (12 credits)
- Community Advocacy (12 credits)
- Veterans Services (12 credits)

These advanced certificates are fully applicable to the M.A. in Social and Public Policy program for those who meet the admission requirements of that program.

The certificates are offered online and all of the graduate programs use the Internet to link faculty and students, and to extend the learning experience. Detailed information can be found at www.esc.edu/Certificates

Complete information on graduate study at Empire State College is contained in the Graduate Catalog and on the graduate website, www.esc.edu/Grad

Contact information: School for Graduate Studies, 518-587-2100, ext. 2429 or Grad@esc.edu
Undergraduate Admissions

Admission shall be without regard to sex, age, race and ethnicity, color, religion, disability, national origin, sexual orientation, military status or marital status. The two principal requirements for admission as an undergraduate are:

- possession of a regionally accredited high school diploma or its equivalent, and
- the ability of Empire State College to meet the applicant’s explicit and implicit educational needs and objectives.

Although the majority of applicants to the college are admitted, the college reserves the right to deny admission based on its inability to meet an applicant’s needs. An applicant wishing to secure certain professional licensures or certificates may be denied admission because the college does not offer such programs. Empire State College does not use standardized test scores as part of its application for admissions. You can apply online at www.esc.edu/Apply

UNDERGRADUATE ADMISSIONS PROCEDURES

Applications are reviewed on a first-come, first-served basis. All application materials including transcripts must be received before the priority date to guarantee review of your application for your term of choice. Once your application is complete, if space is not available for that term, you will be eligible to enroll in the next available term.

The college has a five-term academic calendar with application priority dates for each of the five terms as follows.

<table>
<thead>
<tr>
<th>Term</th>
<th>Application Priority Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>June 1</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Sept. 1</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Nov. 1, Oct. 1 for RN to BSN</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Jan. 3</td>
</tr>
<tr>
<td>Summer 1 &amp; 2</td>
<td>March 1</td>
</tr>
</tbody>
</table>

Some programs may not be able to accommodate all students.* Potential students are, therefore, urged to apply well in advance of their desired enrollment term date. Applicants who do not complete the application and orientation process in one year will need to reapply.

Orientation

After an applicant has been admitted he or she will be invited to orientation at their local center. Students studying online through the Center for Distance Learning participate through an online orientation. The orientation is an important introduction to the college, and it includes:

- an explanation of the educational philosophy of the college;
- a description of the academic and administrative policies and procedures of the college;
- preliminary discussion with the faculty and staff;
- an opportunity to raise any questions about the college that have been stimulated by preliminary reading materials; and
- an opportunity for Center for Distance Learning students to become familiar with the online course management system.

Readmission Procedures

Students in good academic and financial standing who have previously attended the college may re-enroll at their center or unit up to three calendar years from the date on which their last enrollment ended. Students who wish to re-enroll more than three years after their last enrollment must reapply. Reapplication includes paying the nonrefundable $50 orientation fee, submitting proof of regionally accredited high school completion and resubmitting transcripts from previous institutions.

Nonmatriculated Undergraduate Students

Resources and space permitting, the college allows students to enroll in credit bearing studies or courses as nonmatriculated students. Financial aid is not available for nonmatriculated study. Also, students who ultimately wish to earn a degree from Empire State College are advised to limit nonmatriculated study, as the studies may not be appropriate to a future degree program.

To take courses as a nondegree or nonmatriculated student, please fill out the application for nondegree study at www.esc.edu/mmApply and directly contact the center with which you wish to study.

Readmission Procedures for Service Members

Upon notice of absence, students whose studies are interrupted due to military obligations, and who return within 36 months of their last enrollment, are readmitted with the same academic status the student had when he or she last attended. Students who wish to re-enroll more than three years after their last enrollment must reapply. Reapplication includes completing the application, submitting proof of regionally accredited high school completion and resubmitting transcripts from previous institutions.

* Admission to the School of Nursing is selective and competitive. The application priority date is June 1 for the fall term and Oct. 1 for the spring term. Applications are thereafter reviewed and accepted for the appropriate term. In order to expedite a fair review, students are encouraged to submit all necessary application requirements promptly and concisely.
INTERNATIONAL STUDENT SERVICES

Empire State College is authorized under federal law to enroll nonimmigrant alien students; however, we issue Department of Homeland Security Form I-20 documents only to Canadian citizens who wish to study in the U.S. at one of our center-based programs as border commuter students. Empire State College does not serve students who require an F-1 student visa to come to the U.S. Students who wish to travel to the U.S. to study should see other State University of New York options at www.suny.edu

Canadian border commuter students accepted to the college are entered into the federal Student and Exchange Visitor Information System (SEVIS), generating the student’s I-20. All international students who are issued an I-20 document are required to pay the federal SEVIS fee. The current fee is $200 and must be paid directly to the U.S. government. More information on the SEVIS fee and how to pay it is available at www.ice.gov/sevis/901. Students are required to present receipt of this payment when they cross into the U.S. Border commuter students are issued a new I-20 each term, but are not required to pay the SEVIS fee for each consecutive term they are in attendance. If a student does not maintain status for each consecutive term, he or she will be required to pay a new SEVIS fee when issued a new I-20.

To cross the border, students are required to have a valid passport, an I-20 issued for the current term, their SEVIS fee receipt and their financial documents.

Citizens and permanent residents of Canada are allowed to attend classes on a part-time basis. However, part-time students should submit new financial documents to the international student liaison every term, in order to receive a new I-20 for that term.

Students should contact the international student liaison once they have registered for their program so that their registration is entered into SEVIS, demonstrating that they are in status. The earliest border commuter student may enter the U.S. 30 days before the start of the term.

Canadian border commuter students are not eligible for financial aid, college-sponsored scholarships or employment while studying with Empire State College. Border commuter students are always considered nonresidents for tuition purposes. Border commuter students are not allowed to establish a residence in the U.S.

For visa or international student questions, please contact Melanie Kaiser, international student liaison, toll free at 800-847-3000, ext. 2447 or email Melanie.Kaiser@esc.edu

For regular admissions requirements, refer to page 76 of this catalog, or see www.esc.edu/Apply. Please visit www.esc.edu/ISS for more detailed information on Canadian border commuter student admissions requirements, including demonstration of financial resources and evaluation of non-U.S. credentials. All documents should be mailed to Admissions, SUNY Empire State College, 2 Union Ave., Saratoga Springs, NY 12866-4390, Attention: International Student Liaison, U.S.A.

Canadian border commuter student admission requirements include:
- Students whose first language is not English must demonstrate that they have sufficient English proficiency to study at Empire State College. Applicants may be required to take the Test of English as a Foreign Language (TOEFL). Please visit www.esc.edu/ISS for test score information;
- proof of financial ability to pay for tuition;
- proof of health insurance coverage.

Canadian transcripts must be in English and from institutions approved by the Association of Universities and Colleges of Canada (AUCC) or Canadian Colleges of Applied Arts and Technology (CAAT). High school documents must show the approval of the ministry of education. All other transcripts from non-U.S. educational documents must be evaluated by one of these approved evaluation services: Academic Evaluation Services, Inc. (AES) www.aes-edu.org; Educational Credential Evaluators, Inc. (ECE) www.ece.org; Educational Perspectives (EP) www.edperspective.org; World Education Services (WES) www.wes.org/esc.asp. Evaluation reports must be submitted directly from one of the above services to the college. Copies of evaluations sent by the student will not be accepted.

I-20 Information

Canadian border commuter students must obtain an I-20 to study in the U.S. Canadian citizens are not required to apply for or hold an F-1 student visa in order to enter the U.S., however, permanent residents of Canada who are not Canadian citizens will need to apply for a F-1 student visa at a U.S. Embassy or Consulate once they have applied for and received their initial I-20 from the college.

Students can earn a degree with Empire State College from wherever they live in the world entirely online through our International Distance Learning program: www.esc.edu/IDL.
To Find Out More

You can obtain information about the college in a number of ways:

- Information Sessions: locations and programs of the college regularly hold information sessions where faculty and staff members answer your questions and discuss the unique programs which Empire State College offers adult learners. For a schedule of information sessions in your area, contact the location nearest you (see pages 11 - 13) or check the college’s website at www.esc.edu/InfoSessions. Information about the Center for Distance Learning’s online information session and phone information sessions are available online at www.esc.edu/CDL. Students also may contact CDL’s pre-enrollment advisors via email at CDLadvisor@esc.edu

- Visit the college’s website: www.esc.edu

- Visit one of the more than 35 locations across New York state.

- Request an information and application packet by writing to:
  Admissions
  SUNY Empire State College
  2 Union Ave.
  Saratoga Springs, NY 12866-4390
  or calling:
  518-587-2100
  800-847-3000
  or email us at:
  Admissions@esc.edu

To Apply Online

Visit the college’s website at www.esc.edu/Apply
Getting Started and Registration

You are about to begin an educational adventure, a college program in which you make major decisions about what you will study and how you will study it. You will take an active part in every aspect of your educational planning, from understanding the requirements to reach your particular goals to identifying what you have already learned and how that contributes to those goals. In developing your degree program and deciding what you will study, you cultivate a capacity for self-directed study that forms the basis for lifelong learning and growth. For more information on planning your degree, review the chapter titled Earning an Undergraduate Degree that begins on page 17.

YOUR MENTOR

As you enter the college, you will be assigned a faculty mentor, called a primary mentor. The college uses the term mentor because its faculty members are more than teachers or professors. Besides providing instruction in their own fields of specialization, mentors advise students about the academic alternatives open to them. Your mentor is your academic guide at Empire State College, assisting you and advising you as you develop your degree program and as you create a body of work through your studies. Your mentor will help you identify the learning resources that you need for each of your studies.

PLANNING YOUR STUDIES

The discussions that you have with your mentor are vital to your success at Empire State College. In creating your degree program, you customize the topics to meet your own educational goals and college degree requirements. Therefore, you and your mentor consider carefully the studies you create or select for each enrollment term.

The college defines specific periods for advising, study preparation and registration for each term. During that time, you contact your mentor and schedule a time to review your goals and your progress toward those goals, and to plan for the upcoming term. Your conversations with your mentor may be in person, on the telephone, online or some combination. Once you have made decisions, you and your mentor work on the specifics of any individualized studies, identifying and contacting instructors, and you acquire the books and/or materials that each of your studies or courses require.

Begin this process early, so that you have all of the information and resources you need to begin your studies on time. The table on this page provides the relevant dates for each term.

If you are a financial aid student, you may receive financial aid only for studies that are part of your degree program (with few exceptions). Please contact the Financial Aid office if you have any questions.

2014 - 2015 Advising, Study Preparation and Registration Periods

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Dates</th>
<th>Advising, Study Preparation and Registration Period</th>
<th>Late Registration Period*</th>
<th>End of Add/Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>Sept. 8 - Dec. 19</td>
<td>June 3 - Aug. 29</td>
<td>Sept. 2 - 5</td>
<td>Sept. 12</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Jan. 20 - May 1</td>
<td>Nov. 4 - Jan. 9</td>
<td>Jan. 12 - 16</td>
<td>Jan. 23</td>
</tr>
<tr>
<td>Spring 2</td>
<td>March 9 - June 26</td>
<td>Jan. 27 - Feb. 27</td>
<td>March 2 - 6</td>
<td>March 13</td>
</tr>
<tr>
<td>Summer 1 (8 weeks)</td>
<td>May 18 - July 10</td>
<td>March 24 - May 8</td>
<td>May 11 - 15</td>
<td>May 22</td>
</tr>
<tr>
<td>Summer 2 (15 weeks)</td>
<td>May 18 - Aug. 28</td>
<td>March 24 - May 8</td>
<td>May 11 - 15</td>
<td>May 22</td>
</tr>
</tbody>
</table>

*subject to a $30 late registration fee
MyESC (www.esc.edu/MyESC)

MyESC is your online gateway to information and services for students at Empire State College. Some areas, including registration, are password protected. To begin registration, you will need a user ID and login to access MyESC; see page 47 for more information. Staff at your location can provide assistance with online registration.

Learning Opportunities

Empire State College strongly encourages students to create individualized studies that move you closer to your goals. In creating individualized studies, you work with your mentor to plan the purpose, the learning activities and how you will be evaluated in the study. Between our online faculty directory and the term’s learning opportunities guide you can learn a good deal about the expertise of the college’s faculty. During the advising and registration period, the upcoming term’s learning opportunities guide is available online through MyESC. Throughout the year, the college’s annual learning opportunities inventory also is available through MyESC (www.esc.edu/MyESC).

Students and their mentors are encouraged to design individualized studies that meet student goals. In some case’s there may be an entry in the term guide that provides an appropriate study topic. However, you are not limited to the entries in the term guide. Your mentor can add individually designed study titles to your registration worksheet and you can then register for a study created just for you. You should discuss the possibility when you are creating your study plan for the term.

The term guide also describes the rich array of topics available to you, and who is available to guide you in each study or course. You may select from guided independent study, online courses, study groups and residency-based studies. You also may look at the offerings at other colleges and universities near you and consider including them in your study plan for the term. Your mentor will need to add the cross registration to your worksheet. For more information, please review the chapter titled Learning Opportunities that begins on page 124.

REGISTRATION

Once you and your mentor have agreed upon the study plan for the upcoming term and created a worksheet, you register online through MyESC. When you register during the regular registration period you will not have to pay your tuition and fees until the end of the advising and registration period (see page 58 for last date for payment). Registering early secures your place in studies or courses that reach capacity early, and allows sufficient time to finalize any learning contracts with your study tutors or instructors and to get your books before the start of the term. While the college encourages students to have their own computer, students who do not have access to a computer with an Internet connection may use a computer at a local center or unit, or at a public library to register. Logging into MyESC (www.esc.edu/MyESC) and registering signifies that you are enrolling in studies or courses and that you agree to pay the attendant tuition and fees by the payment due date. Please see pages 56 - 60 for information on tuition and fees, and enrollment and billing.

Terms

The college offers five terms.

Fall 1 (usually begins in early September), 15 weeks
Fall 2 (usually begins in late October/early November), 15 weeks
Spring 1 (usually begins in late January), 15 weeks
Spring 2 (usually begins in early/mid-March), 15 weeks
Summer 1 (usually begins in early/mid-May), 8 weeks
Summer 2 (usually begins in early/mid-May), 15 weeks

Late Registration

Students may register after the regular advising and registration period ends, contingent upon the availability of studies, courses, mentors and/or tutors. Students who register during the late registration period must pay their bills at the time of registration or have sufficient financial aid (or combination of financial aid and payment) to cover their bills including a late registration fee of $30. Please see pages 56 - 60 for information on tuition and fees, and billing.

Mentor Approval of the Registration

Following registration, mentors review student registrations. Mentors may ask the student to adjust the registration. Mentors have final say regarding a student’s registration and, as a last resort, may have the registration changed or removed.

Add/Drop

You may modify an existing registration for a particular term through the first week of the term. A student may drop one or more of his or her courses during this period and receive a 100 percent refund in tuition as per the current withdrawal policy. Please note, the college fee, student activity fee and late registration fee are not refundable if a student withdraws on the start date or after. A student may modify an existing registration, add or replace a course (if available) with no late fee. The student is responsible for any additional tuition and fees that arise from an increase in the number of credits in the enrollment. Payment is due on the normal schedule. Thus, if the drop/add occurs during late registration or during the first week of the term, any additional payment is due with the registration change.

Registration Holds

Students who have registration holds, which the college puts in place when students do not meet academic or administrative requirements, will not be permitted to register. Students who
are not registered will not receive instructional services. Any holds that a student has will appear on the student’s registration screen on MyESC (www.esc.edu/MyESC). The following listing identifies the most common holds and which office to contact for assistance in resolving the hold.

- Immunization hold indicates that the student has not provided proof of immunity for mumps, measles and rubella. Contact Admissions at 518-587-2100, ext. 2223.
- Accounts receivable hold indicates that the student has a past due balance that must be paid before the student may register or receive any other services from the college. If you have any questions, contact the Business Office at 800-847-3000, ext. 2320.
- Academic dismissal hold indicates that the student has been dismissed for not meeting the college’s academic requirements for satisfactory academic progress or a minimum of a 2.00 grade point average. The student should contact the student services coordinator at the home center. See pages 45 - 46 for a listing of student services staff by center.

Financial Aid
If you must have financial aid to cover your tuition and fees, you must file by April 1, each year. If you do not apply on time, the financial aid that you need may not be in place by the payment due date. If you cannot cover the costs, your registration for the term will be cancelled. Students who plan to enroll for the first time (or after a long absence) must allow at least eight weeks for financial aid processing and should plan accordingly. For more information on financial aid, please see the chapter titled Financial Aid that begins on page 61.

REGISTRATION CANCELLATION
Nonpayment
The college will cancel a student’s registration if he or she does not pay or have sufficient financial aid to cover the bill by the payment due date (see page 58 for last date for payment). A student who is not registered receives no instructional services. The college will notify the student if his or her registration has been cancelled.

Academic and Administrative Requirements
The college reviews certain academic and administrative requirements after a student has registered. These include accounts receivable holds, immunization holds and academic holds (satisfactory academic progress, grade point average, etc.). The college will cancel a student’s registration for the term if the student does not meet these requirements on the last day of late registration. A student who is not registered receives no instructional services. The college will notify the student if his or her registration has been cancelled.

REGISTRATION INFORMATION FOR NONDEGREE-SEEKING (NONMATRICULATED) STUDENTS
You may wish to engage in college-level study with no intention to earn a degree. You can take courses with Empire State College even if you are not pursuing a degree. Nondegree, or nonmatriculated, study is a great way to:

- experience or prepare for college-level study;
- stay current in your field;
- earn credit toward a degree at another college or university;
- improve your skills; or
- train for employment.

To enroll as a nondegree student at the undergraduate level, please complete the brief online Application for Nondegree Study. You register online through MyESC (www.esc.edu/MyESC). First-time nonmatriculated students, or those who have not engaged in study for 12 months, must request a user ID and login, in order to register (see page 47 for more information); and receive center approval to engage in study. Continued enrollment at regional centers is determined depending on the center’s capacity and ability to meet student needs. Contact a student services professional at your center for more information (see pages 45 - 47 for a listing). Entering a registration signifies that you are enrolling in studies or courses and that you agree to pay the attendant tuition and fees when you submit the form.

IMMUNIZATION REQUIREMENTS
New York state law requires certain immunizations for college students. If enrolling through regional locations, students are required to provide proof of immunity against measles, mumps and rubella. Students born before Jan. 1, 1957, nonmatriculated students, students with valid religious or medical exemptions and those who are matriculating through the Center for Distance Learning are exempt from these requirements. Empire State College permits one term within which to comply with these requirements. Students who fail to comply will not be permitted to re-enroll after the initial enrollment term, until proof of immunity or appropriate evidence of exemption is supplied to Admissions.

New York state law requires colleges and universities to distribute information about meningococcal disease and vaccination to all students meeting enrollment criteria. The college must receive either a record of meningococcal meningitis immunization with the past 10 years or a signed acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization from all students except for nonmatriculated students enrolled for less than 6 credits.
Online Library

LIBRARY SERVICES

Empire State College’s Online Library (www.esc.edu/Library) provides access to millions of full-text articles, e-books and multimedia content through a variety of subject guides, search tools and a variety of ways to get help using them for student, faculty and staff use.

Online Library services and resources include:

- day, evening and Sunday reference services via live chat, online form, phone and email;
- live online library skills workshops that students can take from home;
- online tutorials and blog posts to provide help and research tips;
- 270,000+ full-text e-books;
- 58,000+ full-text journals;
- 100+ research databases encompassing millions of full-text articles, reports, dissertations and other material;
- 1,600+ reference e-books;
- 1.5 million+ searchable, digital works of art and photography;
- 22,000 full-length streaming documentaries and films; and
- specialized subject guides linking to the most relevant research tools, publications and Web resources by discipline.

Research Help

Students in need of assistance with any part of the research or information seeking process can communicate with a librarian via instant message, email, phone or online form by going to www.esc.edu/AskaLibrarian or calling 800-847-3000, ext. 2222. Office hours are 9 a.m. to 9 p.m., Monday through Thursday; 9 a.m. to 5 p.m., Friday; and 1 to 9 p.m., Sunday (excluding holidays). Online, hands-on workshops and text and video tutorials are also available for those who prefer self-help.

Access to Academic Libraries

The college encourages students to investigate the print holdings of other academic libraries in their local communities as a way to supplement the Online Library’s electronic resources. Students who wish to locate specific materials not available in the Online Library can ask a librarian (www.esc.edu/AskaLibrarian) for help, or find more information at our WorldCat (www.esc.edu/WorldCat) and SUNY Open Access Program (www.esc.edu/OpenAccess) pages.

Through the SUNY Open Access Program, Empire State College students and employees have access to the print materials of SUNY’s two and four-year college and university center libraries. For those who live in New York City, a similar agreement is in place with the City University of New York (CUNY) library system. The CUNY agreement covers all library facilities except the School for Graduate Studies.

To check out books from these libraries, Empire State College students must present an Empire State College photo ID card with a valid expiration date and Empire State College ID number. All Empire State College borrowers agree to obey all rules, regulations and policies that are established by the lending library. In addition to overdue fines, borrowers who have lost or not returned library materials also will be charged processing and/or replacement fees. Students with outstanding fines to a SUNY or CUNY library have a hold placed on their student account and are not permitted to register, obtain transcripts or be cleared for graduation.

ACADEMIC SUPPORT

At SUNY Empire State College, there are a wide range of academic materials, programs and services in place to help you develop the academic skills and learning strategies critical to your success as a college student and a lifelong learner. Each of the college’s centers have a director of academic support who can assist you in finding the right combination of online and face-to-face resources, materials, programs and services to best support your academic success and skills development. Students may enhance their academic skills and learning strategies by attending online and onsite workshops, taking studies and meeting with academic specialists such as learning coaches, peer coaches or tutors through face-to-face meetings or an online tutoring program. In addition, many online resources are available through the Learning Support tab located on MyESC (www.esc.edu/LearningSupport) as well as through the college’s extensive online library (www.esc.edu/Library).

To learn more about the academic support resources and services available to your center, please contact your local director of academic support:

Center for Distance Learning
  Theresa Vanvalis, Academic Support Specialist
  113 West Ave.
  Saratoga Springs, NY 12866-6079
  800-847-3000, ext. 3008
  CDL.Academic.Support@esc.edu

Central New York Center
  (Located in East Syracuse with units in Auburn, Binghamton, Fort Drum, Ithaca, Utica and Watertown)
  Suzanne Orrell, Director of Academic Support
  6333 State Route 298
  East Syracuse, NY 13057-1058
  315-460-3167
  Suzanne.Orrell@esc.edu
Genesee Valley Center  
*(Located in Rochester with units in Alfred, Batavia, Canandaigua and Corning/Elmira, as well as programs for employees of Monroe and Ontario County Department of Social Services)*  
Seana Logsdon, Director of Academic Support  
1475 Winton Road North  
Rochester, NY 14609-5803  
585-224-3206  
Seana.Logsdon@esc.edu

The Harry Van Arsdale Jr. Center for Labor Studies  
Sophia Mavrogiannis, Director of Academic Support  
325 Hudson St., 6th Floor, Suite 600  
New York, NY 10013-1005  
646-230-1360  
Sophia.Mavrogiannis@esc.edu

Hudson Valley Center  
*(Located in Hartsdale with units in Newburgh and Nanuet)*  
Linda Hamell, Director of Academic Support  
200 North Central Ave.  
Hartsdale, NY 10530-1999  
914-948-6206, ext. 3591  
Linda.Hamell@esc.edu

Long Island Center  
*(Located in Old Westbury with units in Hauppauge and Riverhead)*  
Mildred Van Bergen, Director of Academic Support  
Trainor House  
223 Store Hill Road  
P.O. Box 130  
Old Westbury, NY 11568-0130  
516-997-4700, ext. 4076  
Mildred.VanBergen@esc.edu

Metropolitan Center – New York City  
*(Located in Manhattan with units in Brooklyn and Staten Island)*  
Brett Sherman, Director of Academic Support  
325 Hudson St., 5th Floor  
New York, NY 10013-1005  
646-230-1205  
Brett.Sherman@esc.edu

Niagara Frontier Center  
*(Located in Cheektowaga with units in Fredonia, Jamestown, Lockport and Olean, and the degree program for employees of Erie County Department of Social Services)*  
Aimee Woznick, Director of Academic Support  
AppleTree Business Park  
2875 Union Road, Suite 34  
Cheektowaga, NY 14227-1461  
716-686-7800, ext. 3880  
Aimee.Woznick@esc.edu

Northeast Center  
*(Located in Latham with units in Johnstown, Plattsburgh, Saratoga Springs, Queensbury [Adirondack], Schenectady and Troy)*  
Lisa D’Adamo-Weinstein, Director of Academic Support  
21 British American Blvd.  
Latham, NY 12110-1405  
518-783-0603, ext. 5939  
Lisa.D’Adamo-Weinstein@esc.edu

For general questions about academic support or Smarthinking, you may contact:  
SUNY Empire State College  
Collegewide Student Services  
Office of Academic Affairs  
1 Union Ave.  
Saratoga Springs, NY 12866-4309  
518-587-2100, ext. 2201

LEARNING RESOURCES

The college provides access to a wide array of learning resources from the Learning Support area of MyESC. The Learning Support home page links students to learning resources available online and to academic assistance available at each New York state location. From this page, students can access the following tutoring services, writing resources, mathematics resources and study skills resources.

Tutoring Services

Students can access Web-based tutoring support through Smarthinking online tutoring services. Smarthinking tutors are available in several subject areas including mathematics, statistics, science, business and writing. Students interact online with Smarthinking’s tutors by dropping in for a live session, scheduling a live session in advance, submitting a writing assignment to the writing lab, or submitting a question. In addition to services offered by Smarthinking, students are able to find contact information for the college’s directors of academic support to learn about tutoring services available at center and unit locations.

Writing Resources

The Learning Support home page links students to a website containing a comprehensive set of online writing resources developed by Empire State College faculty for adult students. Students can find links to writing aids from several Empire State College sources in topic areas such as the academic writing process, research writing, documenting sources, business writing, grammar, punctuation, spelling and English Language Learners (ELL/ESL). In each area, users can find annotated links to explanations, handouts and interactive exercises. The Learning Support home page also provides information on writing resources available at center and unit locations.
Mathematics Resources
Students will find links to the Online Mathematics Library on the Learning Support home page. The Online Mathematics Library provides links to websites specifically chosen to support adult students in developing the mathematics skills needed for their studies. Students can find readings, interactive exercises, multimedia lessons and practice problems. Areas covered include basic skills, algebra, geometry, probability and statistics, calculus and discrete mathematics. Students also can find help in specific applications of mathematics such as social science, business and economics.

Study Skills Resources
The Learning Support home page contains links to a wide array of Web-based study skills resources critical for student success. Students can access online resources in the following study skill areas: academic reading, academic research, computer literacy, critical thinking, English Language Learners (ELL/ESL), independent learning, note-taking systems, stress management and time management.

These resources are continually enhanced and expanded as new learning resources and services become available.
Student Services

LOCAL AND COLLEGEWIDE SERVICES

Most educational services, including disability services, for Empire State College students are available through contacts at students’ respective academic centers and units located across New York state. Educational services related to financial aid, billing, the bookstore, the registrar, technology and academic degree program assessment are available to students online via MyESC, or by phone through our Student Information Center (800-847-3000, ext. 2285).

Central New York Center
(Located in East Syracuse with units in Auburn, Binghamton, Fort Drum, Ithaca, Utica and Watertown)
Mindy Boenning
Communication and Development Coordinator
Fort Drum Unit
Mindy.Boenning@esc.edu
315-773-6139

Heather Howard
Recruitment Specialist
Heather.Howard@esc.edu
315-460-3144

Deborah McEligot
Student Services Specialist
Deborah.McEligot@esc.edu
315-460-3181

Geneseec Valley Center
(Located in Rochester with units in Alfred, Batavia, Canandaigua and Corning/Elmira)
Laura Jezsik
Recruitment and Outreach Specialist
Laura.Jezsik@esc.edu
585-224-3269

Audrey Lynch
Coordinator of Student Services
Audrey.Lynch@esc.edu
585-224-3210

The Harry Van Arsdale Jr. Center for Labor Studies
(Located in Manhattan)
James McMahon
Coordinator of Student Services
James.McMahon@esc.edu
646-230-1355

Hudson Valley Center
(Located in Hartsdale with units in Newburgh and Nanuet)
Karin Dedrick
Coordinator of Student Services
Karin.Dedrick@esc.edu
845-563-9905 ext. 3451

Bill Robins
Outreach and Recruitment Specialist
Bill.Robins@esc.edu
914-948-6206, ext. 3573

Long Island Center
(Located in Old Westbury with units in Hauppauge and Riverhead)
Baraka Corley
Outreach and Recruitment Specialist
Baraka.Corley@esc.edu
516-876-4068

Samantha James
Coordinator of Student Services
Samantha.James@esc.edu
516-876-4861

Metropolitan Center
(Located in Manhattan with units in Brooklyn and Staten Island)
Carl Burkart
Director of Student and Academic Services
student.metro@esc.edu
646-230-1253

Christopher Rolley
Senior Recruitment and Outreach Coordinator
Christopher.Rolley@esc.edu
646-230-1472

Malongze Foma
Retention and Career Services Specialist
student.metro@esc.edu
646-230-1253

Nicholas Mendez
Recruitment and Outreach Specialist
Metro.Enroll@esc.edu
646-230-1208

April Simmons
Student Services Specialist
student.metro@esc.edu
646-230-1253

Tica Frazer
Unit Administrator
Tica.Frazer@esc.edu
718-907-5744

Robert Craig
Unit Administrator
Robert.Craig@esc.edu
718-667-7524, ext. 1809
Niagara Frontier Center
(Located in Cheektowaga with units in Fredonia, Jamestown, Lockport and Olean)
Eric Bridges
Recruitment and Outreach Specialist/Multicultural Advisor
Eric.Bridges@esc.edu
716-686-7800, ext. 3833
Colleen Reedy
Coordinator of Residency Students and Programs
Colleen.Reedy@esc.edu
716-686-7800, ext. 3856
Marlene Weiler
Coordinator of Student Services
Marlene.Weiler@esc.edu
716-686-7800, ext. 3865
Roger Wise
Erie County DSS Coordinator
Roger.Wise@esc.edu
716-686-7800, ext. 3867

Northeast Center
(Located in Latham with units in Johnstown, Plattsburgh, Saratoga Springs, Queensbury [Adirondack], Schenectady and Troy)
Lisa Johnson
Unit Retention Coordinator
Lisa.Johnson@esc.edu
518-587-2100, ext. 2462
Kate Colberg
Outreach and Recruitment Specialist
Kate.Colberg@esc.edu
518-783-6203, ext. 5990
Joshua Martin
Coordinator of Student Services
Joshua.Martin@esc.edu
518-783-6203, ext. 5953

Center for Distance Learning
Janet Aiello-Cerio
Coordinator of Student Services
CDLstudent@esc.edu
518-587-2100, ext. 2470
David Caso
Director of Student and Academic Services
CDLstudent@esc.edu
518-587-2100, ext. 2470
Amy Costantino
Coordinator of Student Services
Amy.Costantino@esc.edu
518-587-2100, ext. 2470

Anita Lindemann
Coordinator of Student Services
Anita.Lindemann@esc.edu
518-587-2100, ext. 2470
Debra Monte
Coordinator of Student Services
Debra.Monte@esc.edu
518-587-2100, ext. 2470
Casey Kohler
Coordinator of Student Services
Casey.Kohler@esc.edu
518-587-2100, ext. 2470

School for Graduate Studies
Cammie Baker Clancy
Assistant Director of Graduate Programs for Student Recruitment and Outreach
School for Graduate Studies
Cammie.Baker-Clancy@esc.edu
518-587-2100, ext. 2393
Pat Ryan
Assistant Director of Student Services
Pat.Ryan@esc.edu
518-587-2100, ext. 2267

Center for International Programs
(Located in Albania, Czech Republic, Dominican Republic, Greece, Lebanon and Turkey)
Francesca Cichello
Student Services Director
Francesca.Cichello@esc.edu
518-587-2100, ext. 2428

Coordinating Center
Website: http://www.esc.edu/collegewide-student-services/
Danielle Boardman
Senior Staff Assistant for Student Services and Academic Support
Danielle.Boardman@esc.edu
518-587-2100, ext. 2255
Andy Binder
Community Outreach and Event Coordinator
Andy.Binder@esc.edu
518-587-2100, ext. 2703
Kelly Hermann
Director of Collegewide Disability Services
Kelly.Hermann@esc.edu
518-587-2100, ext. 2544
Patricia Myers
Director of Collegewide Student Services
Patricia.Myers@esc.edu
518-587-2100, ext. 2463
HEALTH AND WELLNESS

Good health is critical to academic success, and Empire State College offers students a wide array of services, funded by the student health and wellness fee, to help promote student physical and emotional health during their enrollment at the institution. For more information on health and wellness services and programs offered by Empire State College, visit www.esc.edu/HWI or contact Andy Binder, community outreach and event coordinator, Andy.Binder@esc.edu, 518-587-2100, ext. 2703.

Counseling

All students have free access to a counselor by phone, 24 hours a day, 7 days a week. No issue is too big or small to call a counselor and discuss. If face-to-face counseling is needed or requested, the phone counselor will help the student locate a provider within the student's health insurance network. The number to call to access the free Talk One-2-One service that is available to all students for counseling is 800-756-3124.

Consulting Services

The college offers free legal and financial advice consultations for students by phone (time limits do apply). The number to call to access the free Talk One-2-One service that is available to all students is 800-756-3124.

Student Health 101 Magazine

Students receive an online magazine focused on health and wellness as part of the Health and Wellness Initiative. This publication is geared toward nontraditional students and features engaging articles and information created by wellness educators and professionals around the country. Information about upcoming events at regional centers and online also are published in the magazine.

Personal Wellness Coaches

Every student has the ability to access a personal wellness coach and develop a personalized health plan. The wellness coach will assist the student in setting goals and accessing resources to help achieve goals. The student will develop a relationship with an individual wellness coach during his or her program and is able to make multiple appointments for coaching sessions.

Student Wellness Assistance Program

The Student Wellness Assistance Program website also is available to all students free of charge. The website features hundreds of updated health and wellness themed articles, webinars, and audio and video clips on topics including parenting, nutrition, child care, relationships and more. There also is free access for students to online programs to help lose weight, manage stress and quit smoking. The site can be accessed directly at www.esc.edu/HWI

Student Wellness Retreat and Residency

Empire State College offers all students an annual Student Wellness Retreat. This retreat features presentations and demonstrations on topics such as nutrition, stress management, dealing with grief and loss, interactive yoga and Pilates sessions, and more. It also includes a comprehensive health fair with vendors and free screenings for all attendees. The screenings may include: biometric screenings, skin damage screenings, bone density screenings, vision tests and paraffin hand treatments. For 2014, the retreat will add a residency component.

Local Health and Wellness Events

Events are brought to each regional center that offer students additional education and activities to help maintain a healthy and well balanced life while attending Empire State College, and beyond. Center for Distance Learning students across New York state are invited to the local events nearest their home addresses.

STUDENT COMPUTING AND TECHNOLOGY SERVICES

Empire State College provides a variety of technology resources to meet the educational needs of its students. General information about technology at Empire State College is available on the Web at www.esc.edu/StudentTechnology

Student Login and Password

Every enrolled student is assigned a secure login and password that provides access to all college information on the Web. Students activate their login and create a secure password at www.esc.edu/MyESC on the My Records page. As best practice, a password should contain upper and lower case characters and at least one number. Dictionary terms should be avoided as they can easily be guessed.

Privacy and Security

To protect students' privacy, many Empire State College Web services are password protected and restricted to enrolled or admitted Empire State College students. Students should take precautions to protect their login and password information. Our college's privacy policy and security practices outline the ways in which we protect your personal information. For more information, go to www.esc.edu/WebPrivacy

Students who believe their password has been compromised should change their password immediately at www.esc.edu/MyESC on the My Records page.

Web-based Student Services and Information (www.esc.edu/MyESC)

The MyESC website provides students with a single point of access to online services, information and learning resources. With a college login, students can register for studies, view personal academic and account information, complete financial aid requests, update address and email information, change
passwords, order books and build their personal degree programs. MyESC connects students to resources to support academic endeavors including library services, learning supports, information about study opportunities and sources of academic support. Key announcements and news items are posted on MyESC and college offices maintain information and contact numbers through this site.

**Student Computers**

Most Empire State College locations maintain personal computers for student use. Students without home access can use these computers to access their personal records through MyESC. Computers at our New York state locations also may be equipped with academic software for student use. These computers can be used for a variety of learning activities including degree planning; access to the college library website; computer literacy; computer programming; business computer applications (spreadsheets, word processors and database management); computer-mediated instruction; and for studies requiring computation such as statistics, social science research and business quantitative methods.

Each location also maintains a kiosk computer that students can use to connect with MyESC services (www.esc.edu/MyESC)

**Email**

Email is a very important communications method in the college. Every member of the college community has a college email address, and every administrative office uses email to communicate with students. Empire State College students must have an email account and maintain a valid email address in our student information system for online registration. Students who do not have an email account can find information for establishing a free service at www.esc.edu/TechInfo, our student technology website. It is important that students report changes in their email addresses to the college. This can be done online at www.esc.edu/MyESC on the My Records page.

**Online Tools**

Many instructors use technology tools to support learning and to promote collaboration. Students may participate in online discussions and submit online assignments through the college’s Web-based Learning Management System. Web conferencing is used to connect students and faculty at a distance. Students have access to electronic portfolio space to collect and share their work.

**Student, Faculty and Staff Web Pages**

The college provides resources for Empire State College students, faculty and staff to explore individual and professional Web publishing for sites that are not considered official college content, but which are related to the author’s role and affiliation with the college. The primary resource is The Commons (Commons.esc.edu), which was created to:

- support and encourage the college community to explore new venues for authorship in a variety of disciplines, formats and genres;
- expand communications both within and beyond the college;
- explore the potential for using open-source tools to support teaching and learning;
- share the excitement and responsibility for innovating with technology by building a community of users willing to help each other; and
- access potential technologies for their applicability collegewide.

Enrolled students also can request an FTP account on a college server to host a site for course-related purposes. All users agree to follow the college’s Web and computer user policies. Faculty and staff websites can be viewed at www.esc.edu/FacultyWebsites

For more information about individual Web publishing at the college, please see the policy, Use of the Commons and Individual Web Spaces at www.esc.edu/Commons-Policy

**Getting Help**

The college’s technology website, www.esc.edu/TechInfo, has the most current information about all of the college’s technology tools and offers online assistance.

Students in need of technical assistance in using Empire State College technology applications can contact the Technology Help Desk online at www.esc.edu/TechInfo or by phone at 800-847-3000, ext. 2420. Please check the www.esc.edu/TechInfo website for the most current hours of operation.

**STUDENT IDENTIFICATION NUMBERS AND ID CARDS**

When you enroll at Empire State College, you will be assigned a seven digit Empire State College ID number which will be used to identify your records at the college. This number is assigned so that you do not have to use your Social Security number. Check with your mentor or the coordinator of student services at your location if you don’t know your Empire State College ID.

The college issues ID cards to students upon request. Most of the students need ID cards to check out books or use library facilities at SUNY or CUNY colleges and universities. To request an ID card, contact your center representative listed below.

**Primary Contacts at Centers/Programs for ID Card Process**

Center for Distance Learning

Center for Distance Learning students should send a 3”x3” JPEG digital photo or a 2”x2” passport style photo to:
Michele Scutieri  
Center for Distance Learning  
SUNY Empire State College  
113 West Ave.  
Saratoga Springs, NY 12866-6069  
518-587-2100, ext. 2578  
Michele.Scutieri@esc.edu

Center for International Programs  
Jennifer Miller  
113 West Ave.  
Saratoga Springs, NY 12866-6069  
518-587-2100, ext. 2275  
Jennifer.Miller@esc.edu

International Distance Learning  
Michele Scutieri  
518-587-2100, ext. 2578

School for Graduate Studies  
Liza Hathaway  
113 West Ave.  
Saratoga Springs, NY 12866-6069  
518-587-2100, ext. 2225  
Grad.Services@esc.edu

Northeast Center  
Cheryl Yost  
21 British American Blvd.  
Latham, NY 12110-1405  
518-783-6203, ext. 5968  
Cheryl.Yost@esc.edu

Johnstown (at FMCC) – Michele Lee  
518-762-4651, ext. 8923

Plattsburgh – Felicia Barcomb  
518-564-2837

Saratoga Unit – Jenny Calhoun  
518-581-5300, ext. 2297

Schenectady – Mary Sue Ray  
518-374-5059

Adirondack (at ACC) – Lynne Black  
518-832-7616

Troy Unit – Cynthia Petker  
518-279-5180, ext. 5911

Central New York Center  
Khimberle Guy  
6333 State Route 298  
East Syracuse, NY 13057-1058  
315-460-3152  
Khimberle.Guy@esc.edu

Auburn – Katherine Lytle  
315-255-2794

Binghamton – Jennifer Kelsey  
607-721-8651

Fort Drum – Jeannine McCanney  
315-773-6139

Ithaca – Tracie Braren  
607-273-4536

Utica – Rose Stevens  
315-793-2684

Watertown (at JCC) – Carol Petrie  
315-786-6541

Genesee Valley Center  
Jacqueline Rogers  
1475 Winton Road North  
Rochester, NY 14609-5803  
585-224-3297  
Jacqueline.Rogers@esc.edu

Alfred – Shirley Galle  
607-587-4140

Batavia – Michelle Hill  
585-343-2307

Canandaigua – Tracy Dessis  
585-394-1110

Corning/Elmira – Kathie Stickler  
607-962-1421

The Harry Van Arsdale Jr. Center for Labor Studies  
Leetoya Young  
325 Hudson St., 6th Floor, Suite 600  
New York, NY 10013-1005  
646-230-1475  
Leetoya.Young@esc.edu

Hudson Valley Center  
Theresa Craig  
200 North Central Ave.  
Hartsdale, NY 10530-1999  
914-948-6206, ext. 3583  
Theresa.Craig@esc.edu

Newburgh – Ellen Savini  
845-563-9905, ext. 3460

Nanuet – Patricia Paul  
845-517-1294, ext. 3425

Long Island Center  
Stacy Karlis  
Trainor House, 223 Store Hill Road  
P.O. Box 130  
Old Westbury, NY 11568-0130  
516-876-4420  
Stacy.Karlis@esc.edu
Hauppauge – Roberta Travis
631-360-4039

Riverhead – Kathy Spear
631-208-2970

Metropolitan Center
Rhett Dugstad
325 Hudson St., 5th Floor
New York, NY 10013-1005
212-647-7800, ext. 1212
Rhett.Dugstad@esc.edu

Brooklyn – Sharon Martin
718-783-4400, ext. 1758

Staten Island – Mary Romano
718-667-7524, ext. 1777

Niagara Frontier Center
Sheree Martinelli
AppleTree Business Park
2875 Union Road, Suite 34
Cheektowaga, NY 14227-1461
716-686-7800, ext. 3849
Sheree.Martinelli@esc.edu

Fredonia – Renee Wright
716-673-1200, ext. 21

Jamestown (at JCC) – Paula Barber
716-338-1370

Lockport – Pamela Bock
716 434-0272

Olean (at JCC-Olean) – Barbara Chase
716-376-7511

BOOKSTORE
The Empire State College Bookstore is available for students in all college centers, units and programs. Books are stocked at the request of centers and programs or at the request of individual mentors for study groups and tutorials.

To order books online, students need to know the following:
• for Center for Distance Learning, School of Nursing, School for Graduate Studies and special programs – campus term, department, course number, section;
• for independent study – mentor, Empire State College stock number/course number.

Links are available on the Web page (www.esc.edu/Bookstore) to help students find this information. In addition to ordering on the Web, students can request books by mail, fax or phone. Books are shipped via UPS directly to a home or business address. Domestic shipments take two to seven business days via UPS.

We are here to serve you; please let us know if you have comments, ideas or problems when using the bookstore’s Web page by emailing Shannon.Austin@esc.edu. The hours of operation are 8:30 a.m. to 4:30 p.m., Monday through Friday.

<table>
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<th>Online book orders</th>
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<td>518-587-2100, ext. 2365, 2383</td>
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<tr>
<td>Financial Aid and VESID orders</td>
<td>Shannon Austin, ext. 2376</td>
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<td></td>
<td><a href="mailto:Shannon.Austin@esc.edu">Shannon.Austin@esc.edu</a></td>
</tr>
<tr>
<td>Return authorization</td>
<td>Bookstore, ext. 2383</td>
</tr>
<tr>
<td>Question about pending order or problem with order received</td>
<td>Bookstore, ext. 2383</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Sheila.Redder@esc.edu">Sheila.Redder@esc.edu</a></td>
</tr>
</tbody>
</table>

DISABILITY SERVICES
A qualified person with a disability who meets the academic and technical standards required to enroll in and participate in the Empire State College program shall be provided an equal opportunity to obtain a degree in the most integrated setting appropriate to that person’s needs. Empire State College will make reasonable accommodation to meet the needs of students with disabling conditions. Each student’s needs are considered on an individual basis through consultation with the student’s center/unit.

The flexible nature of our degree programs make Empire State College an ideal place for a motivated, independent learner with a disability to obtain a degree. In most cases, accommodations can be arranged through the center/unit. Students should notify the disability representative at the center/unit of his or her disability (see page 99 for policy and procedures). The disability representative is able to notify the student’s mentor and other centers/units of his or her need for accommodations. Disability representatives for each center are as follows:

Center for Distance Learning: David Caso, 518-587-2100, ext. 2470, David.Caso@esc.edu

School of Nursing: Erin White, 518-587-2100, ext. 2812, Erin.White@esc.edu

Center for International Programs: Francesca Cichello, 518-587-2100, ext. 2428, Francesca.Cichello@esc.edu

Central New York Center (Syracuse): Suzanne Orrell, 315-460-3167, Suzanne.Orrell@esc.edu

Genesee Valley Center (Rochester): Audrey Lynch, 585-224-3210, Audrey.Lynch@esc.edu

School for Graduate Studies: Pat Ryan, 518-587-2100, ext. 2267, Pat.Ryan@esc.edu

The Harry Van Arsdale Jr. Center for Labor Studies (Manhattan): Sophia Mavrogiannis, 646-230-1360, Sophia.Mavrogiannis@esc.edu
Hudson Valley Center (Hartsdale): Karin Dedrick, 845-563-9905, ext 3451, Karin.Dedrick@esc.edu

Long Island Center (Old Westbury): Samantha James, 516-876-4861, Samantha.James@esc.edu

Metropolitan Center (Manhattan): Carl Burkart, 646-230-1253, Carl.Burkart@esc.edu

Niagara Frontier Center (Buffalo): Marlene Weiler, 716-686-7800, ext. 3865, Marlene.Weiler@esc.edu

Northeast Center (Albany): Joshua Martin, 518-783-6203, ext. 5953, Joshua.Martin@esc.edu

Collegewide Disability Services, Coordinating Center (Saratoga Springs): Kelly Hermann, director of collegewide disability services and Andrea Piazza-Victor, disability specialist, 518-587-2100, ext. 2201, Disability.Services@esc.edu

The disability representative may refer a student's request for accommodations to Collegewide Disability Services in the Coordinating Center when a request is not easily accommodated at the center. The collegewide disability specialist will contact you when the referral is made and may request current documentation of your disability so effective accommodations can be determined.

Empire State College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990. No otherwise qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under any activity of the college solely by reason of his or her disability. Please visit our website www.esc.edu/DisabilityServices or see the section on Student Life Policies and Procedures for further information.

STUDENT RECORDS

Permanent Record

Empire State College is required by State University of New York policy to keep complete student record information for six years after the student has left the college. After that time, only permanent record information is maintained. Currently, permanent record information comprises:

- official transcript documents, including all contract evaluations for credit awarded September 2011 and prior, and a degree program, if approved; and
- a degree program rationale.

Prior to 1993, only official transcript documents were maintained as the permanent record.

Name Change

To change the name that is on a student record, the student must submit a written request with evidence of the name change to the Office of the Registrar. The student must provide a copy of his/her Social Security card with his/her current legal name and any of the following with the same current, legal name:

- driver’s license,
- passport,
- marriage certificate or
- court order

The written request should be mailed to
Office of the Registrar
SUNY Empire State College
2 Union Ave.
Saratoga Springs, NY 12866-4390

Transcripts

An official transcript from Empire State College consists of:

1. A cover page with:
   - name,
   - ID number,
   - start date of studies,
   - end date of studies (if the degree has been awarded),
   - degree (if the degree program has been approved),
   - area of study (if the degree program has been approved),
   - concentration (if the degree program has been approved and this is applicable),
   - degree award date (if the degree has been awarded),
   - signature of the registrar,
   - date of issuance, and
   - raised seal of the college.

2. The degree program summary, once it has been approved by the Office of Collegewide Academic Review, which describes the content of your academic program (transcript credit, credit by evaluation and studies to be completed at the college).

3. Contract evaluations of all successfully completed studies at the college September 2011 and prior. Starting with the November 2011 term, the college no longer issues a narrative evaluation transcript document. The transcript does not provide an enrollment history that includes unsuccessful study with the college. The college transcript includes a notice to this effect.

4. Summary Transcript Page displaying all successfully completed studies in chronological order and grades/outcomes awarded. A cumulative grade point average (GPA) will be computed for all studies after a minimum of 8 graded credits have been earned at Empire State College.

5. General Education Transcript Addendum. This summary of all studies meeting the SUNY General Education Requirements will accompany all undergraduate transcripts sent to other SUNY institutions.

To have a transcript released to the student or any other person or organization (graduate schools, employers or other agencies), the student must make a written request to the college registrar or complete and send in a Transcript Request form. Transcript
Request forms are available from the Office of the Registrar, local college sites or can be printed from the website: www.esc.edu/TranscriptRequest

The first transcript ever ordered is free. There is a $5 fee for each additional transcript ordered. Payment should accompany the request.

Transcripts are not released until all debts or obligations to the college have been satisfied. Students on the Time Payment Plan will have transcripts released as long as their payments are made in accordance with the agreement.

Certification/Verification of Enrollment or Graduation to an Outside Party

The college registrar will supply, on request, certification/verification of certain academic information regarding student records and the status of a student.

There are many reasons that a student may require an official certification/verification of their enrollment or graduation. Some of these include insurance purposes or job or graduate school applications. These brief statements are not substitutes for an official transcript.

All enrollment and graduation certification/verification requests are processed by the Office of the Registrar. When requesting such information, include all of the following:

- name and original signature;
- Social Security number and/or college identification number;
- the name and complete address of the company, organization or school to whom the enrollment verification is to be sent; and
- a phone number, email (if available) and address to contact in case there are any questions

Enrollment verification or graduation verification can be requested by:

- Fax request to Office of the Registrar at 518-580-0105.
- Mail to Office of the Registrar, SUNY Empire State College, 2 Union Ave., Saratoga Springs, NY 12866-4390.

Confidentiality of Student Records

Empire State College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). The act ensures that both current and former students have the right to inspect their education records, to consent to release of their education records to a third party, and to question information contained in the education records. Recorded information, except directory information, is not made freely available to individuals outside the school without consent. The college’s full policy on adherence to FERPA is located in Student Life Policies and Procedures chapter (see page 91).

STUDENT PROBLEM RESOLUTION

While Empire State College strives to ensure a positive educational experience, sometimes there are differences of opinion and confusion. We have individuals at each center and program to facilitate problem resolution. The student services professional may direct students to the most appropriate offices or resources, advise students of appropriate avenues for appeal, or investigate and resolve complaints. The student services professional serves not as an advocate for either party, but rather as a neutral investigator and facilitator.

Students are responsible for understanding and abiding by the policies and procedures of the college. For more information on college policies and procedures, see the Academic Policies and Procedures, and Student Life Policies and Procedures chapters, which include the policies on student conduct, grievances, academic appeals and accommodations for students with disabilities. The information also is available on the college’s website at www.esc.edu/StudentPolicies

Students should contact the student services professional at their home center.

Center for Distance Learning
David Caso
Director of Student and Academic Services
113 West Ave.
Saratoga Springs, NY 12866-6069
518-587-2100, ext. 2470
CDLstudent@esc.edu

Center for International Programs
Francesca Cichello
Student Services Director
111 West Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2428
Francesca.Cichello@esc.edu

Central New York Center
Khimberle Guy
Student Services
6333 State Route 298
East Syracuse, NY 13057-1058
315-460-3152
Khimberle.Guy@esc.edu

Genesee Valley Center
Audrey Lynch
Coordinator of Student Services
1475 Winton Road North
Rochester, NY 14609-5803
585-224-3210
Audrey.Lynch@esc.edu

School for Graduate Studies
Pat Ryan
Assistant Director for Student Services
111 West Ave.
Saratoga Springs, NY 12866-6069
518-587-2100, ext. 2267
Pat.Ryan@esc.edu
Students should always attempt to resolve the problem with the student services professional at their home center or program. In the event that a student complaint cannot be resolved through the center, the student may contact the college’s Office of Academic Affairs.

Patricia Myers
Director of Collegewide Student Services
SUNY Empire State College
1 Union Ave.
Saratoga Springs, NY 12866-4309
518-587-2100, ext. 2463

OFFICE OF VETERAN AND MILITARY EDUCATION

The Office of Veteran and Military Education develops programs and services that support the educational needs of active-duty, guard and reserve service members and veterans and their family members, whether they are in the United States or abroad. Dedicated staff and resources are available from application through graduation for pre-enrollment advising, preliminary review of military transcripts, guidance with military and veteran funding, and assistance with application and registration.

SUNY Empire State College is a committed military partner as a member of Servicemembers Opportunity College (SOC), U.S. Air Force Air University Associate to Baccalaureate Cooperative Program (AU-ABC), General Education Mobile (GEM) program, Navy College Distance Learning Program (NCPDLP), GoArmyEd, Enlisted Education Program (EEP), College of American Soldier (CAS), Coast Guard Degree Program Pathway (CGDPP) and Marine Corp Career College program (MCCCP).

Military outreach specialists are located on installations around the country to meet with service members and their families. A schedule of locations and on-base hours are available at www.esc.edu/Military

For information, please contact:
Office of Veteran and Military Education
1 Union Ave.
Saratoga Springs, NY 12866-4309
e-mail Military.Programs@esc.edu
phone 518-587-2100, ext. 2779 or 800-847-3000, ext. 2779
fax 518-587-5483
www.esc.edu/Military

Facebook: www.esc.edu/MilitaryFanpage
Student Veterans and Military Club: ESCMilitaryClub@esc.edu
Student Activities

**ALUMNI STUDENT ASSOCIATION**

Many of the college’s locations and programs have active alumni student associations and others are being formed all the time. These associations are overseen by the Alumni Student Federation Board of Governors. The purpose of this federation board is to serve as a liaison with the college, act as an advocate for students and alumni, and to coordinate and provide programs to advance the college and its mission.

Within this framework, the specific activities of the local associations vary according to circumstance and interests. Student recruitment and retention, social, cultural and academic events, online groups, fundraising, graduation planning and academic program support are among the activities the alumni student associations pursue.

All of our centers, as well as many of our programs and smaller units, have active alumni student associations. Each of these chapters has a representative to the Alumni Student Federation Board of Governors, an active statewide group which not only oversees all their activities, programs and events, but also offers its advice and counsel to the college as pertinent alumni and student issues arise.

If you are interested in joining your local alumni student association or obtaining more information, please contact Alumni and Student Relations at 518-587-2100, ext. 2344, or visit our website at www.esc.edu/Alumni

**STUDENT ACTIVITY FEE COMMITTEE**

The Student Activity Fee Committee is made up of students representing each center of the college. Students are selected by the center dean in consultation with the local alumni student association. The committee convenes annually in Saratoga Springs to review all proposals for student activity fee dollars and to decide the allocations. The committee is overseen by the office of Alumni and Student Relations.

**STUDENT REPRESENTATION IN COLLEGE GOVERNANCE**

Students have the opportunity to represent the student body on the college Senate and its standing committees. Center alumni student associations, with the guidance of a center or program administrator, select student representatives and alternates. A student must be enrolled during the term of service and may be elected to two consecutive two-year terms.

**Students in College Governance**

The Student Affairs Committee (SAC) acts on behalf of students in the review and recommendation of all matters of concern to students. The Student Affairs Committee has a faculty or staff representative and student representative from each center. Visit the SAC website at www.esc.edu/SAC

Additionally, one student representative is selected to serve on each of the following committees: college Senate, the Educational Technology Committee and the Graduate Studies Committee. Centers rotate representation for these committees, with one exception; the student representative to the Educational Technology Committee is selected from the student members of the Student Affairs Committee.

The Senate meets six times a year. The standing committees meet in person two times a year and by conference call two to four times per year. Meetings are held during the week, and, except for rare occasions, the meetings are one-day long. Student representatives’ travel costs are supported by the student activity fee.

**SUNY STUDENT ASSEMBLY**

Each SUNY campus has elected student representatives to the SUNY Student Assembly. This governance body represents the interests of SUNY students statewide. The Student Affairs Committee selects the Empire State College representatives to the SUNY Student Assembly.

**GRADUATION**

Each regional center of the college holds an annual graduation ceremony, where all who have completed their degree requirements during that year are honored. In addition, some units hold smaller celebrations for the year’s degree candidates. Check with your center or unit for the schedule of these events. Empire State College takes great pride in its graduates and their accomplishments. Our staff dedicate themselves to ensuring that our graduation ceremonies are dignified and memorable occasions for our new graduates and their families. The ceremony is a formal event with speakers, regalia and academic procession. Graduations are wonderful opportunities for our students to celebrate earning their college degree with their friends, families, college faculty and administration.

**COLLEGE COUNCIL**

A student is selected from one of the academic centers to serve on the College Council. The terms are for two years and rotate among the academic centers.

**STUDENT ACADEMIC CONFERENCE**

The Student Academic Conference brings together students from all geographic and academic areas of the college to share and learn from each other. The conference seeks to provide an arena for developing community among our students, provide a forum for presenting creative and inspiring accomplishments of an academic nature, foster the value of Empire State College as a learning community and immerse students in an academic culture. The conference is held each fall and the venue moves around the state every few years. This event is funded by the student activity fee.
STUDENT WELLNESS RETREAT

Good health is critical to academic success! Each year the college hosts a retreat for students on health and wellness. There are more than 40 programs designed to educate students about healthy living. The theme is “Educate, Experience, Explore.” The workshops range from yoga and meditation to stress management. There are national keynote speakers and entertainment. The health fair hosts more than 30 vendors with free wellness services including biometric screenings, pulmonary function screenings, skin damage screenings, bone density, vision tests, reflexology, and more. This event is funded by the student health fee.

STUDENT CLUBS AND ORGANIZATIONS

The college passed a clubs and organizations recognition policy in March 2010. The development of formally recognized clubs and organizations began shortly after this. The college has many recognized clubs which meet at the college’s regional centers and the Center for Distance Learning. You should inquire with your student service coordinator for more information about available clubs.

If you are interested in starting a new club or organization at the college, the policy below will get you started. You should contact Maureen Winney, director of alumni and student relations, (Maureen.Winney@esc.edu) for more information.

RECOGNITION POLICIES

I. Only officially recognized organizations may use the name of the State University of New York or Empire State College (the college) for identification purposes, obtain organizational privileges in the use of the college’s facilities and services, or imply college sponsorship or approval of their activities.

II. Recognition (or withdrawal of recognition) of a group as a college organization is an executive responsibility of the president, acting on behalf of the chancellor and trustees of the State University of New York. Responsibility for the coordination of policy development and for the administration of recognition procedures in the case of organizations having students as full members is delegated to the director of alumni and student relations. The final decision to grant or withdraw recognition rests with the president or his or her designee.

III. Determination of criteria for membership and for active status is the prerogative of each organization, insofar as it is consistent with state and federal law. No organization may restrict its selection of members or assignment of voting privileges, rank or office, based on illegal differentiation or based on an individual’s previous affiliations. There will be no discrimination based on race, gender, color, religion, age, national origin, disability or sexual orientation. The names, purposes and procedures of organizations must reflect this policy of nondiscrimination.

IV. Local affiliates of national organizations must be entirely free to select individual members from among the generally qualified; outside approval shall not be required.

V. Gender-associated or otherwise circumscribed names should not be interpreted as denying or prohibiting membership to any person wishing to join any registered organization, or to participate in its activities. Students are free to select any group of their choosing.

VI. Each group applying for recognition must agree to abide by all regulations of the college and the State University of New York. Applications of original recognition or renewed recognition will be submitted to the director of alumni and student relations. Each application for recognition must include the following information:
   • a brief statement of the organization’s purpose and proposed activities
   • membership requirements
   • sources of income and costs to members
   • assurance of responsible financial accounting to its membership
   • a list of current officers with their addresses and phone numbers, including national or regional officer, if applicable
   • name of college faculty/professional advisor

VII. Any constitution approved by organization members must be submitted to the director of alumni and student relations. All information required in the application for recognition (as detailed above) must be furnished separately.

VIII. Student organization credentials are maintained by Alumni and Student Relations and must be renewed or updated yearly. Failure to renew credentials or to comply with other college regulations will result in temporary or permanent withdrawal of official recognition.

IX. Recognition of student groups by the college will not extend beyond the college facilities. Any activities by student groups beyond college locations are the responsibility of individual students and not campus administration. Events and meetings held at college locations must be approved and registered with the director of alumni and student relations and the center dean. The director and relevant dean may approve, for posting purposes only, announcements of off-campus events.

X. Student organizations bringing discredit upon themselves or the college may lose their recognition at the discretion of the president.

XI. Any organization that receives financial assistance from the student activity fee fund must maintain all deposits in an account administered by Alumni and Student Relations. For further information on procedures, please contact Alumni and Student Relations.

Note: All informal groups meeting on a regular or ad hoc basis are not bound by this policy. Any group desiring official college recognition and financial assistance must submit an application and is subject to all policies described above.
Tuition and Fees

REGISTRATION

At Empire State College’s regional centers and units and the Center for Distance Learning, you may begin your study at five term start dates throughout the academic year. Although you may enroll in terms that overlap, you may not receive financial aid for any term that begins during your enrollment in a previous term. Please see the section on financial aid for more information.

- Fall 1 (usually begins in early September), 15 weeks
- Fall 2 (usually begins in late October/early November), 15 weeks
- Spring 1 (usually begins in late January), 15 weeks
- Spring 2 (usually begins in early/mid-March), 15 weeks
- Summer 1 (usually begins in early/mid-May), 8 weeks
- Summer 2 (usually begins in early/mid-May), 15 weeks

This flexibility complements the employment and personal schedules of Empire State College students and provides the opportunity for you to complete your degree program without interruption.

Students who enroll in The Harry Van Arsdale Jr. Apprentice Program and the School for Graduate Studies enroll in terms that begin in September, January and May. Term schedules and deadlines, plus registration information are on page 8.

Students who enroll in the School of Nursing may begin in the Fall 1 or Spring 1 terms. They also may take studies or courses during either of the Summer terms.

Students register for studies or courses at the college by meeting with a faculty mentor and completing the online registration process that defines what and with whom they will study. Registration periods are listed on page 8.

BILLING

The submission of an online registration initiates billing and is a business contract between you and the college. It permits you to begin study at Empire State College and obligates you to pay tuition and all applicable fees. This must be completed and submitted online by the student by the Last Date for Payment for the selected term. The Last Date for Payment for each term can be found at www.esc.edu/PaymentDueDate

Once the online registration information is complete and submitted electronically, a term invoice (bill) will be generated and made available to you online at the MyESC portal of the college’s website (www.esc.edu/MyESC).

Students should review their Student Account Statement on MyESC after registering. If you have any financial aid awards that do not show as pending, you are not eligible for them based on your current enrollment.

Students are considered enrolled unless they officially withdraw. Failure to engage in studies does not relieve a student from his or her financial responsibility.
UNDERGRADUATE TUITION AND FEES

Tuition and fees are subject to change by the SUNY Board of Trustees. Effective with the Fall 1 Term 2014 and subject to formal administrative actions. The SUNY Board of Trustees has adopted a 5-Year Rational Tuition Plan with increases in tuition each year. This increase in tuition is anticipated for the Fall 1 2014 term (the fourth year of the plan) and is reflected in the tuition rates below.

### NYS Residents

<table>
<thead>
<tr>
<th>Credits</th>
<th>Tuition Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 11</td>
<td>$257 per credit</td>
</tr>
<tr>
<td>12 - 16</td>
<td>$3,085</td>
</tr>
<tr>
<td>17+</td>
<td>$3,085 plus $257 for each additional credit over 16</td>
</tr>
</tbody>
</table>

Students must live in NYS for 12 months and intend to make NY their permanent home (domicile) in order to receive NYS resident rates. See NYS Residency for Tuition Purposes below.

### Out-of-State Residents

For changes in residency status, see NYS Residency for Tuition Purposes below.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Tuition Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 11</td>
<td>$659 per credit, less $299 ESC Nonresident Grant* for a net tuition charge of $360</td>
</tr>
<tr>
<td>12 - 16</td>
<td>$7,910 less $3,591 ESC Nonresident Grant for a net tuition charge of $4,319</td>
</tr>
<tr>
<td>17+</td>
<td>$7,910 plus $659 for each additional credit over 16; with ESC Nonresident Grant: $4,319 plus $360 for each credit over 16</td>
</tr>
</tbody>
</table>

Nonresident students who graduated from a New York state high school or received a NYS GED, and who applied to the college within five years of graduation/GED may be eligible for in-state rates. See NYS Residency for Tuition Purposes below.

*All nonresident students attending ESC are automatically eligible for an Empire State College nonresident tuition grant to offset their educational costs.

All enrolled students also are subject to the fees listed below:

### Mandatory fees per term

- **College fee** .................................................................................................................. $0.85 per credit up to $12.50 maximum
- **Student activity fee** ..................................................................................................... $6.25 per credit up to $25 maximum
- **Health and wellness fee** ............................................................................................... $15 per term for enrollments less than 12 credits
- **Technology fee** (formerly Telecommunications fee) .................................................. $175 per term

### Other related fees

- **Orientation fee** ............................................................................................................ $50 per application to the college
- **Portfolio (assessment) fee** .......................................................................................... $315 at initial undergraduate matriculated enrollment (one time)
- **Individualized prior learning assessment (iPLA) fee** ................................................ For students whose first matriculated enrollment is January 2012 and later. Charged to students on a graduated scale between $350 - $1,550 for the evaluation of prior learning. This fee is charged at the time a student’s iPLA request is accepted at the student’s center office of academic review and is **nonrefundable** once the request is accepted.

### Service related fees

- **Degree program amendment fee** .................................................................................. $157.50 if a new program approval is requested
- **Time Payment Plan** ...................................................................................................... $25 nonrefundable application fee per term
- **Time Payment Plan late payment fee** .......................................................................... $30 for each late Time Payment Plan payment
- **Late registration fee** .................................................................................................... $30 (each term) if initial registration for a term is submitted after the close of the registration period (included in registration charges)
- **Residency fee** ............................................................................................................... Varies. Certain courses require an additional fee for residency activities

Tuition and fees are subject to change.

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1 For more complete tuition and fee information visit www.esc.edu/Tuition
2 Only students who have resided in New York state for 12 months before the enrollment term and are considered to be a domiciled resident qualify for in-state tuition rates. For more information about this requirement, including exceptions to the domicile rule, see NYS Residency for Tuition Purposes and visit www.esc.edu/NYSResidency
3 All active-duty, military, guard, reservists and veterans are eligible for an Empire State College military tuition grant of $7 per credit (maximum of 12 credits) to offset their educational costs. The net tuition for military students is $250 per credit. All fees, except service-related fees and residency fees for residency-based courses, are waived.
College Billing Policy

The college requires that tuition and all mandatory fees be paid or that a Time Payment Plan be established no later than the payment due date for the enrollment term. Your payment is due by the term payment due date. You will not receive a paper bill. If you fail to pay, make Time Payment Plan arrangements or have approved financial aid by the last date for payment, your registration will be cancelled and you may lose your place in an online course or study group. If your registration is cancelled and you reregister anytime after the payment due date, you will be charged a $30 late registration fee.

Last Date for Payment 2014 - 2015

<table>
<thead>
<tr>
<th>Term</th>
<th>Last Date for Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>Aug. 29, 2014</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Oct. 17, 2014</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Jan. 9, 2015</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Feb. 27, 2015</td>
</tr>
<tr>
<td>Summer 1 and 2 (8 week and 15 week)</td>
<td>May 8, 2015</td>
</tr>
</tbody>
</table>

Late Registration

If you register during the late registration period, you must submit payment at the time of registration and pay a $30 late registration fee. The college will cancel the registrations of students who do not have sufficient funds available through financial aid or other payment, or have not enrolled in the Time Payment Plan. The late registration periods are as follows:

Late Registration Periods

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Late Registration</th>
<th>End Late Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>Sept. 2, 2014</td>
<td>Sept. 5, 2014</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Jan. 12, 2015</td>
<td>Jan. 16, 2015</td>
</tr>
<tr>
<td>Spring 2</td>
<td>March 2, 2015</td>
<td>March 6, 2015</td>
</tr>
<tr>
<td>Summer 1 and 2 (8 week and 15 week)</td>
<td>May 11, 2015</td>
<td>May 15, 2015</td>
</tr>
</tbody>
</table>

Payment Procedures

Because they are credited immediately to your account, the preferred method of payment is online through MyESC, with a debit or credit card (Discover, MasterCard, VISA or American Express) or by check.

You also may pay your bill with a check or money order (do not send cash) made payable to Empire State College. To mail your payment, print your Student Account Statement or include the payment stub from your Student Account Statement and mail it along with your payment to SUNY Empire State College, Student Accounts, 111 West Ave., Saratoga Springs, NY 12866-6069. Payment must be received by the payment due date to avoid cancellation of your registration.

As a prospective student, you are urged, if you have not done so already, to apply for financial aid at least eight weeks before the payment due date for the term. Students who cannot pay tuition and fees or set up a Time Payment Plan by the payment due date should enroll in a later term.

NYS Residency for Tuition Purposes

A student’s residency status is determined at the time of entry into the college according to SUNY policy. Students must live in and be a domiciled resident of New York state for a period of 12 months prior to the start of a term in order to receive NYS resident tuition rates for that term. You are considered a NYS resident for tuition purposes if you meet the following requirements:

1. If you attest that you are a New York state resident on your admissions (matriculated or nonmatriculated) application
2. If you have a NYS address, have lived in the state of New York for the past year and are considered a domiciled resident

Definition of Domicile: A fixed, permanent home, for legal purposes, to which a person returns after a period of absence.

Please note that living in the state of New York alone does not meet the residency requirements for tuition purposes. If you do not meet the above requirements, you will be considered a nonresident for tuition purposes and charged nonresident tuition rates.

Exceptions to the domicile rule:

1. If you attended an approved New York state high school for two or more years, graduated from an approved New York state high school and applied for admission to Empire State College within five years of receiving a New York state high school diploma; or
2. If you attended an approved New York state program for a general equivalency diploma (GED) exam preparation, received a GED and applied for admission to Empire State College within five years of receiving the GED.

If you are charged nonresident tuition rates and believe you meet the criteria for NYS residency for tuition purposes, you must apply for a change in residency status using the New York State Residency application form at www.esc.edu/Forms. You must include at least three documents demonstrating an established domicile in New York state. All documents must be dated one year or prior to the start date of the semester for
which you are applying for residency. The burden of proof is upon the applicant to provide documentation that he/she has established a domicile in New York state.

Completed residency applications must be submitted prior to the term start for the semester in which tuition is due. Applications received after the term start will be reviewed and will become effective for the next term if approved.

**Time Payment Plan**
The college offers the option of a Time Payment Plan for payment of tuition and fees in three equal installments. There is a $25 nonrefundable application fee per term. To enroll in the plan, you **must** make your first one-third down payment and agree to the terms and conditions of the plan. You may get detailed information on the Time Payment Plan at www.esd.edu/TimePayment or call 800-847-3000, ext. 2285. You must enroll in the Time Payment Plan each term you wish to do so. The college reserves the right to deny future payment plan privileges when a student’s payments have not been made as scheduled.

**Third-Party Payments**
Students may be able to defer payment of tuition and fees if they have sponsorship from a third party such as an employer or union. Students must submit a payment voucher from their sponsor to Student Accounts, SUNY Empire State College, 111 West Ave., Saratoga Springs, NY 12866-6069. The college must approve the deferral and, if approved, the amount will show as pending financial aid on the student’s account statement. The college does not accept vouchers that are dependent upon grades or study outcomes. For more information, contact the Student Information Center at 800-847-3000, ext. 2285.

If a third party sponsorship is not paid for any reason, or a voucher is not finalized, the student is responsible for any outstanding balance. A credit balance created as the result of a student’s withdrawal from any or all courses will be returned in accordance with the terms and conditions of the sponsorship.

**Fees**
All students are subject to the following fees:

An **orientation fee** of $50 is charged to all students upon application to the college. This fee must be paid in full with your application and prior to attending an orientation. It is nonrefundable.

The **college fee** is required by the State University of New York and is charged to all SUNY students. It is required each term that a student is enrolled at $.85 per credit, and cannot exceed $12.50 per term.

The **student activity fee** has been mandated by student referendum and supports programs of cultural and educational enrichment, recreational and social activities, and student publications. The student activity fee is required each term that a student is enrolled at $6.25 per credit, and cannot exceed $25 per term.

A **technology fee** (formerly telecommunications fee) of $175 per term is charged to all students. It assists the college in providing you access to computer network resources and in further development of information technology services for students. These technologies give you access to various local and global information resources, facilitate communications throughout the college, and allow Empire State College to enhance its many educational services to students.

The **portfolio fee** supports the services provided to matriculated students in determining their prior learning and in establishing their educational plan. Assessment services may include evaluation of college transcripts and analysis of standardized test scores; portfolio workshops; prior learning credit estimates; the creation of materials to assist students in portfolio development; and the processing and review of portfolios by faculty committees and by professional and clerical staff in centers, units and college offices. The portfolio fee of $315 is charged to all undergraduate students upon their initial matriculated enrollment.

The **degree program amendment fee** is charged when a student who has an approved degree plan requests a change of degree designation or concentration, or additional advanced standing credit (either transcript or credit by evaluation), any of which require a new program approval. This fee is equal to one half of the portfolio fee.

The **individualized prior learning assessment fee**, previously called the individual evaluation fee, provides individual expert evaluation for students who request college credit for learning acquired through work or life experience. The **fee is charged to all students whose first matriculation is January 2012 or later and who request individualized prior learning assessment.** The fee, which is based on the number of credits requested by the student for their prior learning assessments, is $350 for the first 8 credits requested and $300 for each additional 8 credits requested, up to a maximum of $1,550 for 33 or more credits. The fee is charged at the time a student’s individualized prior learning request is accepted at their center Office of Academic Review.

The **individualized evaluation fee** (IEF) is charged to students whose first matriculated enrollment was prior to January 2012, and provided for individual expert evaluation for students who request college credit for learning acquired through work or life experience. The IEF is a flat $300 fee charged in the student’s second matriculated enrollment. **For students whose first matriculated enrollment was January 2012 or after, the fee has been renamed and restructured to the Individual Prior Learning Assessment fee.** Students who are charged the IEF in their second matriculated term and who are not requesting any prior learning assessment services can have the fee removed by consulting with their mentor and having a representative from their center contact StudentAccounts@esc.edu. **Students must ask their centers to contact Student Accounts on their behalf to remove the fee.**
A residency fee is charged for residency courses to fund the expenses associated with the course. The residency fee does not include the cost of lodging and meals for the students.

A $30 late registration fee will be assessed and included in your registration charges if you register any time after the payment due date of a term.

A Time Payment Plan application fee of $25 is charged each term that a student applies for the Time Payment Plan. The application fee is nonrefundable. A late payment fee of $30 is charged when payment plan payments arrive after the due date.

A returned check fee of $20 is charged to accounts when a check is returned by the bank.

Unpaid Accounts

A balance is any charge remaining or created on an account. Once an account is identified as having a past due balance, an accounts receivable financial hold is placed on the student’s account and services from the college, including registration and transcripts, are restricted until the balance is paid in full. Unpaid accounts are forwarded to a third-party collection agency or the Office of the Attorney General at which time interest and/or fees are retroactively assessed based on the date of your first billing statement. The Attorney General’s office may certify the debt to the New York State Department of Tax and Finance Offset Program. All costs associated with the collection of overdue accounts are the responsibility of the student. Delinquent accounts may be reported to a credit agency. The State University reserves the right to withhold academic records from any student who has not satisfied all obligations. Any student with an outstanding financial balance due at the end of the term will not be able to register for a subsequent term or receive any other services from the college until the balance is paid.

Withdrawal Liability and Refund Policy

Liability is calculated according to the State University of New York withdrawal/refund policy. If a student withdraws before the enrollment start date, 100 percent of all tuition and fees are refundable. To officially withdraw from one or more courses, a student must complete and submit a Withdrawal Form available at www.esc.edu/Withdraw or in the Forms Center at www.esc.edu/Forms. Send the completed form to the Office of the Registrar, SUNY Empire State College, 2 Union Ave., Saratoga Springs, NY 12866-4390. Unless this form is filed, you are considered officially enrolled. The effective date of the withdrawal is the postmark on the envelope or the date the fax is received by the Office of the Registrar. The college fee, student activity fee and the late registration fee are nonrefundable once the term begins, and the portfolio fee is nonrefundable after calendar day 29. The date that you withdraw determines whether there are charges for the term and whether you receive a credit.

Liability for tuition, the technology fee, and the health and wellness fee are prorated as follows:

<table>
<thead>
<tr>
<th>Effective date of withdrawal</th>
<th>Tuition liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Term Start</td>
<td>0 percent</td>
</tr>
<tr>
<td>Calendar Day 1 - 7</td>
<td>0 percent</td>
</tr>
<tr>
<td>Calendar Day 8 - 14</td>
<td>30 percent</td>
</tr>
<tr>
<td>Calendar Day 15 - 21</td>
<td>50 percent</td>
</tr>
<tr>
<td>Calendar Day 22 - 28</td>
<td>70 percent</td>
</tr>
<tr>
<td>Calendar Day 29 and After</td>
<td>100 percent</td>
</tr>
</tbody>
</table>

The first day of the term is Day 1. A tuition liability table for the eight-week summer term can be found on www.esc.edu/Withdraw under item 3. Student Account.

Additional information about withdrawals:

- Prorated liability applies only for official student withdrawals and are calculated according to the effective date of the student’s withdrawal. The liability chart does not apply to Administrative Withdrawals (ZWIs) which incur 100 percent tuition liability.
- If a withdrawal creates a credit on a student’s account, a refund will be issued within 28 days unless the student requests the credit to remain on account. Refunds are issued according to the method of payment.
- Withdrawals and Administrative Withdrawals may impact current and future financial aid eligibility. If you receive financial aid and are withdrawing from one or more courses, see the section under Financial Aid titled The Effect of Withdrawal, Administrative Withdrawal (Disengagement from Course or Study) or Dropping From All Studies.
- If you are forced to discontinue your studies during a term due to serious life circumstances, you may appeal to the vice president for administration for a tuition adjustment. Contact Student Accounts for more information at www.esc.edu/AskSA

For complete information about withdrawals, visit www.esc.edu/Withdraw
Financial Aid

The purpose of financial aid is to provide assistance to matriculated students whose financial resources are inadequate to meet the costs of their education. Financial aid is intended to supplement, not replace, a family’s resources. A family’s resources include the student’s resources; spouse’s resources, if married at the time of application; and parents’ resources, if the student is a dependent. For that reason, most families should think of themselves as the first – and probably primary – source of funds for college. Annual family taxable and nontaxable income is not the only factor that is considered in evaluating eligibility for financial aid. A family’s assets also are considered, since a family with assets (such as a savings account or investments) is considered to be in a stronger financial position than a family with the same income, but no assets.

Financial aid programs vary widely as to their precise qualifications, but awards are generally determined on the basis of the eligibility criteria of the specific aid program, and without regard to sex, age, race and ethnicity, color, religion, disability, national origin, sexual orientation, military status or marital status, although special opportunities for underrepresented student populations do exist. With the exceptions noted, the major financial aid programs are open to part-time as well as to full-time students.

Most programs are open to United States citizens, nationals and permanent residents who have declared their intent to become United States citizens. Persons holding temporary student, exchange visitor or visitor visas are not eligible.

A student’s eligibility cannot be determined until he or she provides full information about financial need by filing the Free Application for Federal Student Aid (FAFSA). All financial aid applications, as well as detailed descriptions of financial aid, are available at www.esc.edu/FinancialAid. You are advised to apply for all assistance programs for which you may be eligible at least six weeks before your expected date of enrollment. All financial aid programs must be applied for annually after the first of the year.

There are three types of aid available at Empire State College:
1. grants/scholarships – money that does not need to be repaid;
2. loans – money that students borrow which must be repaid with interest;
3. work study – student employment.

Priority Deadlines

The priority deadline dates for applying for financial aid is six weeks prior to the start date of the term. However, for students applying for Institutional scholarships the FAFSA priority deadline is April 1. Likewise, due to limited funding for Federal Perkins Loans, Federal SEOG and APTS the priority deadline is April 1. Any applications received after April 1 will be considered until all funds are exhausted.

Financial aid files completed after the financial aid priority deadline date will be reviewed. However, the Financial Aid office cannot guarantee that financial aid will be processed in time for the student to register with a financial aid deferral. A federal financial aid file is complete when the college has received valid FAFSA data from the federal processor and all other documentation requested by the Financial Aid office. Completed files and APTS applications are reviewed on a first-come, first-served basis.

FEDERAL AND STATE FINANCIAL AID

General financial aid programs available through the college include both federally and state-funded programs.

For undergraduates, federal financial aid includes the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal Perkins Loan, the Federal Direct Loan and the Federal Work-Study Program.

Programs for New York state residents include the Tuition Assistance Program (TAP) for matriculated, full-time students enrolled for at least 12 credits per term and expanded benefits for veterans. Students enrolled for at least 3 and less than 12 credits for each term may be eligible for Aid for Part-time Study (APTS). Part-time TAP and Americans With Disabilities Act (ADA) part-time TAP are available but have special requirements. Please go to www.esc.edu/FinancialAid for more information.

Other state programs – for full-time students only – are the State University Supplemental Tuition Award; the Award for Children of Deceased or Disabled Veterans; and the Award for Children of Deceased Police Officers, Firefighters and Corrections Officers; and World Trade Center Memorial Scholarships. For a complete list of grants and scholarships go to www.hesc.com

Students enrolled either part time or full time may qualify for Vietnam Veterans Tuition Awards and the SUNY Empire State Honors Scholarships for African-American, Latino and Native American Students Awards.

Veterans may be entitled to full tuition and fees from the Veterans Administration.

For graduate students, financial aid programs include the Federal Work-Study Program for matriculated students enrolled for at least 5 credits per term; Federal Perkins Loans; Federal Direct Unsubsidized Loans for students enrolled for at least 5 credits per term; SUNY Underrepresented Graduate Student Fellowships and Federal Teach Grant.

Note: Good academic standing is a requirement for payment and continuation of financial aid. If you fall below the minimum achievement level, payment and continuation of financial aid
will be in jeopardy. Students are not eligible for financial aid if they are in default on any student loan or owe a repayment of any federal student aid.

**FINANCIAL AID AND THE ACADEMIC CALENDAR**

Students who are eligible for financial aid must follow certain enrollment patterns (consistent with both state and federal aid regulations) in order to maximize their financial aid.

Students may, of course, follow a unique enrollment pattern not displayed in the following chart, but it is likely that these enrollment patterns will result in a reduction of the student's financial aid award, and may result in the student having to pay back previous financial aid awards.

**Recommended enrollment dates for fall and spring 2014 - 2015**

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard pattern: September</td>
<td>Spring 1: Jan. 20 - May 1, 2015</td>
</tr>
<tr>
<td>Fall 1: Sept. 8 - Dec. 19, 2014</td>
<td>Fall 2: March 9 - June 26, 2015</td>
</tr>
<tr>
<td>Standard pattern: November</td>
<td></td>
</tr>
</tbody>
</table>

**Summer Aid**

Financial aid is not automatically awarded for the summer term. Students enrolling for summer should contact the Empire State College Financial Aid office by email at FinancialAid@esc.edu or call the Empire State College Student Information Center at 800-847-3000, ext. 2285 for their financial aid package to be adjusted.

**Principles**

By following a few simple principles, students can make sure that they are receiving the maximum amount of aid for which they are eligible.

1. **Students can enroll and receive financial aid in only one**
   **academic term for fall and one academic term for spring.**
   **Students cannot receive financial aid at two colleges for the**
   **same term.**

2. **The first academic term in which a student enrolls in a**
   **financial aid year is the academic term that aid is based upon.**

3. **Students cannot receive federal or New York state financial**
   **aid for terms that overlap. A new enrollment in which the**
   **student is receiving financial aid cannot begin until the**
   **previous enrollment in which the student is receiving**
   **financial aid has ended.**

4. **If a student plans to register in any pattern not shown in the**
   **chart above, check with the Financial Aid office before enrolling.**

5. **If the student or mentor has any questions regarding financial**
   **aid eligibility and enrollment patterns, check with an Empire**
   **State College financial aid advisor at FinancialAid@esc.edu**
   **before enrolling.**

**ELIGIBILITY FOR FEDERAL FINANCIAL AID**

Award programs affected by the federal standards include:

- Federal Pell Grant
- Federal Perkins Loan
- Federal College Work-Study
- Federal Supplemental Educational Opportunity Grants (SEOG)
- Federal Direct Loan Program – includes: Subsidized and Unsubsidized loans, the Parent Loan for Undergraduate Students (PLUS) and the Graduate PLUS Loan.

**Good Academic Standing**

Good academic standing standards for satisfactory academic progress and grade point average must be met in order to be eligible to receive federal financial aid.

**Satisfactory Academic Progress**

Students must make satisfactory academic progress to maintain eligibility for federal financial aid. The college’s satisfactory academic progress (SAP) table is used to determine eligibility for federal aid programs.

Students who do not accumulate the number of credits specified on the college’s SAP table may still receive federal aid. However, if a student does not accumulate the minimum number of credits within the next enrollment, the student loses federal aid eligibility.

A student who is permitted to re-enroll because of an exception to the Satisfactory Academic Progress Policy is not eligible for federal financial aid. However, if there are mitigating circumstances, the student may appeal as described in the mitigating circumstance section.

**Grade Point Average**

Students who opt to receive grades must maintain a minimum GPA of 2.00 after having completed 8 graded credits at Empire State College. If after earning 8 graded credits, the GPA falls below 2.00 and the student can restore the GPA with 16 additional graded credits, the student is eligible to receive federal financial aid. If the student cannot, or does not, restore GPA to 2.00 after the next full-time term additional graded credits,
he or she is ineligible for federal financial aid. Students in the narrative-only evaluation option are not required to meet the GPA expectations.

A student who is permitted to re-enroll because of an exception to the GPA expectations is not eligible for federal financial aid. However, if there are mitigating circumstances, the student may appeal as described in the mitigating circumstances section.

**Regaining Federal Financial Aid Eligibility**

A student who is academically dismissed and is subsequently reinstated by the college must accumulate the number of credits required to meet the college's satisfactory academic standards and earn at least a 2.00 cumulative grade point average in order to regain federal aid eligibility.

**Pell Grant Maximum Duration of Eligibility**

Students may only qualify for the Federal Pell Grant for a maximum of the equivalent of 12 full-time terms in accordance with the Appropriations Act of 2012.

**The Effect of Withdrawal and/or Disengaging From Part of the Studies for the Term**

If a student withdraws and/or disengages from any or all of their courses, his or her enrollment status (full or part time) and/or SAP rate may be affected, depending on the effective date of the withdrawal and/or disengagement. Each of these may in turn affect federal aid eligibility.

In calculating enrollment status and rate of academic progress, “credits attempted” is the number of registered credits after calendar day 28 of the enrollment term. Thus, the date of the withdrawal and/or disengagement affects whether the credits are counted in the number of credits attempted. For example, if a student first enrolls for 12 credits and then withdraws from one 4-credit study on or before calendar day 28, the enrollment status for the term changes to part time and the progress rate is calculated on 8 credits attempted. If the student withdraws after calendar day 28, the enrollment status for the term is still full time and the progress rate is calculated on 12 credits attempted.

Withdrawal and/or disengaging at any point in the term may result in a reduction of financial aid. If this occurs, the student will be required to pay back any funds for which he or she no longer qualifies. Financial Aid calculates such award adjustments individually using federal formulas. Further information may be obtained from the Financial Aid office at FinancialAid@esc.edu

**The Effect of Withdrawal, Administrative Withdrawal (Disengagement from Course or Study) or Dropping From All Studies**

Withdrawal and/or disengaging from the college prior to the end of an enrollment term will cause you to use a full financial aid award period's eligibility. A student will be ineligible for additional financial aid of the same type if re-enrolling within the same financial aid award period. All financial aid will be adjusted using federal and state guidelines for the cycle in which you withdraw.

In accordance with rules established by the U.S. Department of Education, schools must adhere to provisions regarding the treatment of Federal Title IV Financial Aid for students that withdraw from school completely for any term. These rules govern all federal loan and grant programs, including Direct Loans, PLUS Loans, Perkins Loans, Pell and SEOG.

In general, students earn federal financial aid awards directly in proportion to the number of days of the term attended. In other words, a student earns financial assistance as they complete their studies throughout a term. If a student completely withdraws and/or disengages from all studies during a term, the college must calculate the portion of the total scheduled financial assistance earned. If the student received (or the college received on behalf of the student) more assistance than was earned, the unearned excess funds must be returned to the federal programs.

The portion of federal loans and grants the student earned is calculated on a percentage basis comparing the total number of calendar days in the term to the number of days completed before withdrawal. (Scheduled breaks of five consecutive days or longer are excluded from the calculation.) Whatever percentage of the term the student attends is the percentage of Title IV that is earned. Once the student exceeds the 60 percent point of the enrollment period, the student has earned 100 percent of the Title IV aid.

Unearned federal financial assistance must be returned to program funds up to the amount of assistance that the student has received from the program in the priority order established by regulation: Unsubsidized Direct Loan, Subsidized Direct Loan, Federal Perkins Loan, PLUS Loan, Federal Pell Grant, Federal SEOG and other Title IV programs. The school takes the responsibility on behalf of the student to return unearned federal financial aid assistance funds that were applied directly to institutional charges. Institutional charges at the college that are no longer covered by financial assistance immediately become the responsibility of the student. The student also is responsible for return of unearned federal financial funds that were disbursed directly to him or her. To prevent undue hardship, allowances have been made if the unearned assistance repayment owed by the student is due to a loan program.

Funds due for repayment to a loan program permit the student to repay according to the terms of the promissory note. In addition, if the student is directly responsible for repayments of unearned assistance to a federal grant program, the initial Title IV grant overpayment owed by the student is reduced by 50 percent.

Federal guidelines establish attendance expectations. An administrative withdrawal (ZW) outcome may reduce the student's award or require the student to pay back some of the federal financial aid already received. The amount depends on
Mitigating Circumstances
Occasionally, students do not meet the good academic standards for reasons beyond their control or because of mitigating circumstances such as serious family problems or extended illness. Under such circumstances, a student may appeal for continued eligibility for federal financial aid.

Approval of a federal financial aid appeal is not automatic. Usually students may only appeal for his or her most recent enrollment. Approval of an appeal occurs in two parts:
1. The dean of the student’s center or program verifies the student's academic eligibility
2. The Mitigating Circumstance Committee determines if the request meets federal requirements for continued eligibility for federal financial aid.

Students must complete the Appeal for Federal Title IV and/or New York State Financial Aid Eligibility form and submit it with appropriate documentation to the dean. If approved academically by the dean, the request is then reviewed by the Mitigating Circumstance Committee to determine eligibility for financial aid.

In certain instances, a student may regain academic eligibility but continue to be ineligible for financial aid.

In the event that the dean determines that a student does not meet academic eligibility requirements, the Mitigating Circumstance Committee cannot approve the appeal.

Students are rarely granted more than one appeal for mitigating circumstances.

Note: The financial aid appeal has no direct effect on enrollment eligibility, which is an academic determination.

Repeat of Studies With Credit Awarded
Repeat of any study for which credit has been awarded and that the college does not require the student to repeat may not be considered part of that student’s course load for financial aid purposes. Students are expected to complete a Repeat Studies Approval Form online at www.esc.edu/Registrar. For more information on how this will affect your SAP and GPA, contact the Financial Aid office.

Federal 150 Percent Rule
Federal regulations limit aid eligibility to 150 percent of the published length of the educational program. For example, a bachelor's degree at Empire State College requires 124 credits, therefore, an Empire State College student pursuing a bachelor’s degree cannot be awarded federal aid for more than 192 credits attempted. For transfer students, the maximum is based on the number of transcript credits accepted by Empire State College plus the number of credits attempted at Empire State College.

Federal guidelines do not allow waivers for mitigating circumstances that would extend a student’s aid past the 150 percent limit.

Final Enrollment Term
Federal regulations do not allow a student in the final enrollment term to receive federal aid for studies that are not required to complete a degree.

Federal “C” Average Expectation
Federal guidelines require that a student achieve a minimum of a “C” average in order to maintain federal financial aid eligibility. For students opting for narrative-only evaluations, meeting the college’s satisfactory academic progress standards is considered the equivalent. The college's GPA policy means the student is achieving the equivalent of a C average or better after 8 graded credits at Empire State College.

Notification of Ineligibility for Federal Financial Aid
Financial Aid notifies students regarding their ineligibility for further federal financial aid. Students may obtain information on their financial aid status by contacting the Financial Aid office.

ELIGIBILITY FOR NEW YORK STATE FINANCIAL AID
Award programs affected by the New York state regulations include:
- Tuition Assistance Program (TAP)
- Regents Award – Child of Veteran (CV)
- Regents Award – Child of Corrections Officer Award
- Persian Gulf Veterans Award and Vietnam Veterans Tuition Assistance (VVTA)
- State University Supplemental Tuition Assistance Program (SUSTA)
- Aid for Part-time Study (APTS)
- Scholarships for Academic Excellence
- New York State Memorial Scholarships
- World Trade Center Memorial Scholarships
- Military Service Recognition Scholarships
- New York Lottery – Leaders of Tomorrow Scholarships

Good Academic Standing
Students who receive any New York state financial awards are required to maintain good academic standing as defined by the
regulations of the New York state commissioner of education in order to remain eligible for state financial aid. The regulations define a student in good academic standing as one who:

- pursues the program of study in which he or she is enrolled (pursuit of program),
- makes satisfactory academic progress toward the completion of his or her program's requirements, and

in addition, New York State Education Law requires

- if in the grading-with-evaluation option, maintains a grade point average (GPA) of 2.00 or better after having received four full-time New York state financial aid payments or the equivalent in part-time funds.

There are three criteria for maintaining good academic standing: “pursuit of program,” “satisfactory academic progress” and “grade point average.”

Students who do not meet the requirements for pursuit of program, satisfactory academic progress and grade point average (GPA is waived for students in the narrative-only option) lose their eligibility for New York state financial aid. To remain eligible for New York state financial aid, a student must satisfy all criteria on the first day of the term.

**Pursuit of Program**

To be in pursuit of program, a student must receive either a passing or a failing outcome in a certain percentage of studies each term, depending on the number of state aid payments the student has received (which may be different from the number of enrollment terms at the college). The required percentage is illustrated in the pursuit of program table for full-time students who have received funds under the Tuition Assistance Program.

An outcome that indicates that the student substantively engaged in a study or course through the enrollment term is necessary to satisfy the “pursuit of program” requirement. Both passing and failing outcomes are acceptable. An incomplete (IN) is acceptable as long as it changes to either a passing or failing outcome by the end of the next term. However, a withdrawal (WD) or administrative withdrawal (ZW) outcome does not meet the requirement for pursuit of program, because it indicates no substantial engagement in a study or course during the full enrollment term.

<table>
<thead>
<tr>
<th>Number of full-time terms in which New York state financial aid has been received (e.g., through TAP)**</th>
<th>Must receive a letter grade FC, CR, NC or IN*** for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>50 percent of minimum full-time requirement (6 credit hours)</td>
</tr>
<tr>
<td>3, 4</td>
<td>75 percent of minimum full-time requirement (9 credit hours)</td>
</tr>
<tr>
<td>5 or more</td>
<td>100 percent of minimum full-time requirement (12 credit hours)</td>
</tr>
</tbody>
</table>

* The table illustrates expectations for full-time (12 or more credits) enrollment. A student who enrolls on a less than full-time basis must make progress proportionate to what is illustrated in the table. For example, two payments for part-time enrollments (e.g., through APTS) equal one payment for a full-time enrollment (e.g., through TAP). Program or center staff can advise individual students regarding these calculations.

** The number of terms refers to the number of state aid payments the student has received at all colleges. The number may be different from the number of enrollments or TAP payments at Empire State College.

*** An incomplete (IN) outcome must become a passing or failing outcome by the end of the next term to satisfy the pursuit of program requirement.

A student must earn a letter grade, FC, NC or IN outcome for the percentage of study designated in the table for each term of enrollment to be eligible for New York state aid in the next term. For example, a student who has received two TAP payments must have outcomes that meet the pursuit of program standard for at least 6 credits in the second enrollment (i.e., 50 percent of the 12 credit minimum for full-time enrollment status), to be eligible for any New York state aid in the third enrollment.

**Satisfactory Academic Progress**

To achieve and maintain satisfactory academic progress status, a student must accumulate a minimum number of credits over time. The New York state satisfactory academic progress table specifies the minimum number of credits the student must accumulate to maintain satisfactory academic progress.

Students who do not meet the minimum academic progress requirements (on academic warning for unsatisfactory academic progress) are not eligible for New York state financial aid.
**Grade Point Average (for those in the grading-with-evaluation option)**

Students in the grading with evaluation option must maintain a 2.00 or better after receiving four full-time New York state financial aid payments. All New York state aid payments are counted regardless of when they were made or what institution the student attended. A student who is new to Empire State College is assumed to meet the minimum GPA requirement. The college uses only Empire State College studies to compute the GPA thereafter. The table below provides the minimum GPA required to maintain eligibility for New York state financial aid eligibility after each payment.

| Minimum GPA required in order
to receive the next payment | 1 | 2 | 3 | 4 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.50</td>
<td>1.80</td>
<td>1.80</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Bear in mind that the college’s academic policy requires students to earn a 2.00 after having completed 8 graded credits. A student who does not achieve a 2.00 after completing 8 graded credits is placed on academic warning. The college provides up to 16 additional credits to restore the GPA to a 2.00. A student who does not achieve the minimum GPA after attempting 24 credits at Empire State College is academically dismissed. Thus, a student may meet New York state financial aid requirements and not be eligible to re-enroll for failure to meet the college’s minimum GPA requirement.

A student who comes to Empire State College after attending another college and receiving four full-time New York state financial aid payments must earn a minimum of a 2.00 at the end of the first term of enrollment at Empire State College to remain eligible for subsequent New York state financial aid payments.

**The Effect of Withdrawal**

If a student withdraws from a course or study, his or her enrollment status, SAP rate and/or state aid eligibility may be affected. Depending on the effective date of the withdrawal, and the number of state aid payments the student has already received, pursuit of program also may be affected (see pursuit of program table). A withdrawal is not included in the calculation of the GPA. Therefore, it does not affect a student’s GPA.

In calculating enrollment status and rate of progress, “credit attempted” is the number of registered credits after calendar day 28 of the enrollment term. Thus, the date of withdrawal affects whether the credits are counted in the number of credits attempted. For example, for a student who first enrolls for 12 credits and then withdraws from one 4-credit study on or before calendar day 28, the enrollment status for the term changes to part time and the progress rate is calculated on 8 credits attempted. If the student withdraws after calendar day 28, the enrollment status for the term is still full time and the progress rate is calculated on 12 credits attempted.

If a full-time student withdraws after calendar day 28 and incurs full tuition liability, he or she will lose TAP for the next term if he or she does not meet the pursuit of program standard for the current term. If the student withdraws before calendar day 28 and tuition falls below the full-time rate, the student’s TAP award for the current term is cancelled. Further information may be obtained from the Financial Aid office.

**The Effect of Administrative Withdrawals (Disengagement from a Course or Study)**

New York state regulations for financial aid establish course completion expectations. If a student receives an outcome of administrative withdrawal (ZW) for a study or course, his or her SAP and POP rate are affected and state aid eligibility may be affected for the student’s next enrollment depending on the number of state aid payments the student has already received (see pursuit of program table). An administrative withdrawal outcome is not included in the calculation of the GPA. Therefore, it does not affect a student’s GPA.

**Financial Aid Eligibility Assessment**

The college assesses student eligibility for New York state financial aid at two points in each enrollment:

1. On the date the enrollment officially starts, the student must meet citizenship, residency, high-school graduation and good academic standing requirements. If the student fails to meet any of these requirements on the first day of the enrollment, he or she is not eligible for New York state financial aid for the enrollment term.

2. By the 28th calendar day of the enrollment term, the student must meet the full-time or part-time study requirements and must be fully matriculated (admitted as a degree-seeking student) at the college. A student who fails to meet enrollment requirements by calendar day 28 is not eligible for New York state financial aid. A student who is not matriculated by calendar day 28 is not eligible for New York state financial aid.

**Regaining Eligibility for New York State Financial Aid**

A student may regain eligibility for New York state financial aid through one of the following four methods:

1. Meeting the standard the student failed to meet previously, during an enrollment term in which no state award is paid.

   • A student who failed to meet the pursuit of program standard may regain eligibility by meeting the pursuit of program standard in a subsequent term in which the student receives no state aid.
- A student who failed to meet the satisfactory academic progress standard may regain eligibility by accumulating the number of credits required to make satisfactory academic progress, through additional enrollment(s) for which the student receives no state aid.
- A student who failed to meet the grade point average standard may regain eligibility by earning the minimum required grade point average through additional enrollment(s) for which the student receives no state aid.

2. Being readmitted and/or reinstated at Empire State College after an absence of at least one calendar year.

A student who is readmitted and/or reinstated after failure to make satisfactory progress must meet the credit accrual requirement the student failed to meet prior to losing eligibility within the next 16 credits of enrollment.

3. Transferring to another institution.

4. Applying for and receiving a one-time waiver.

**ELIGIBILITY WAIVERS**

**One-time Waiver of Eligibility Standards for New York State Awards**

A student who fails to meet the state standards for pursuit of program and/or satisfactory academic progress may request a one-time waiver of these standards. A waiver is possible only in extraordinary or unusual situations. A waiver enables the student to receive New York state aid for one additional enrollment term.

New York state permits only one waiver at the undergraduate level and one at the graduate level. This applies across all institutions attended. The Mitigating Circumstance Committee may grant a waiver when the student fails to meet the pursuit of program standard, the satisfactory academic progress standard, the GPA standard or more than one standard in the same term. However, failure to meet the pursuit of program and satisfactory academic progress may not result in two separate waivers.

The one-time waiver is not automatic. The student may request a waiver for his or her most recent enrollment. Approval of a request for a one-time waiver occurs in two parts:

1. The dean of the student’s center or program verifies the student’s academic eligibility.
2. The Mitigating Circumstance Committee determines that the request meets New York state requirements for a waiver of financial aid regulations.

Students must complete the Request for a Federal Title IV and/or New York State Financial Aid Eligibility form and submit it with appropriate documentation to the dean. If approved academically by the dean, the request is then reviewed by the Mitigating Circumstance Committee to determine eligibility for state aid. In certain instances, a student may regain academic eligibility but continue to be ineligible for state aid.

In the event that the dean reports that a student does not meet academic eligibility requirements, the Mitigating Circumstance Committee cannot approve the waiver.

When a one-time waiver is granted for failure to make satisfactory academic progress, the last term of enrollment does not count negatively in determining satisfactory academic progress for New York state financial aid purposes. The student must meet the credit accrual requirement he or she failed to meet before losing eligibility during the next term

**Repeat of Studies With Credit Awarded**

Repeat of any study for which credit has been awarded and that the college does not require the student to repeat may not be considered part of that student’s course load for financial aid purposes. The student must complete the Repeat Study Approval Form online at www.esc.edu/Registrar

If a student is repeating a study or course in which he or she earned a passing grade initially, the student will not earn credit twice. When a student successfully completes a repeated study, the college uses the most recent study grade in calculating the student’s GPA and in the calculation of credits earned toward the degree. However, both studies count as credit attempted in calculating SAP. In addition, for state aid purposes, a repeated course in which a passing grade was previously earned cannot be used to meet the pursuit of program requirement (completing a certain percentage of the minimum full-time or part-time course load in each term an award is received) to maintain good academic standing.

Students can receive state aid to repeat studies for which they earned no credit.

**Maximum Number of Payments**

An undergraduate student may receive New York state financial aid payments for no more than the equivalent of eight full-time enrollment terms.

**New York State “C” Average Requirement**

New York state standards require that students achieve a “C” average to maintain state financial aid eligibility. Since Empire State College does not use a grading system for all students, the state has waived this requirement for Empire State College students who opt not to receive grades.

**Pre-college Studies**

For payment purposes, pre-college studies may be counted toward full- or part-time enrollment status. However, at least 50 percent of the minimum number of credits required for
full- or part-time status must be college-level study. Thus, a full-time student must enroll for at least 6 credits of college-level study, and a part-time student must enroll for at least 3 credits of college-level study. The one exception is that in the first enrollment, a full-time student may take up to 9 pre-college credit equivalents and must take at least 3 credits of college-level study.

**Final Enrollment Term**

In the final term only, New York state financial aid regulations permit studies to count toward financial aid eligibility standards related to full- or part-time enrollment status, even if some of the credit is not necessary to complete degree requirements. The enrollment must include some credit that is required to complete the student’s degree.

Empire State College permits such credit beyond the degree to count for financial aid eligibility in the final term, only if all of the following criteria are met:

- the student has an approved degree program;
- the enrollment term is identified as the final enrollment for the degree;
- the enrollment includes one or more studies or courses that apply toward the student's degree requirements.

The TAP certifying officer disallows any New York state aid award if any one of these criteria is not met.

**Notification of Ineligibility for State Financial Aid Awards**

The Financial Aid office notifies students regarding their ineligibility for further New York state financial aid. Students may obtain information on their financial aid status by contacting the Financial Aid office.

For additional information regarding state financial aid, go to www.hesc.com

**OTHER SOURCES OF FINANCIAL AID**

In addition to federal and state financial aid programs, there are several options available for students who qualify.

**Office of Adult Career and Continuing Education Services**

Persons with disabilities that are an impediment to employment may qualify for assistance through the Office of Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR). Eligible students may receive tuition assistance or other support services when college study is leading to an employment goal. Interested students should contact the nearest ACCES-VR office. For more information about this service and a complete list of regional locations, go to www.acces.nysed.gov

**Vocational and Educational Services for Individuals With Disabilities**

Disabled persons with substantial employment handicaps may qualify for assistance through Vocational and Educational Services for Individuals With Disabilities (VESID). Eligible students should first explore other tuition assistance programs, but should feel free to contact the nearest VESID office. For more information about this service and a complete list of regional locations, go to www.vesid.nysed.gov

**Veterans Affairs Benefits (formerly Veterans Administration)**

Veterans who attend Empire State College may be eligible for educational benefits provided they have entitlement remaining with Veterans Affairs. A nonmatriculated student may receive benefits for a maximum of two terms.

Veterans applying to the college should file their VA paperwork directly with the Office of the Registrar. The appropriate form may be printed from the VA website at www.gibill.va.gov. Once the form is completed, it should be returned to Office of the Registrar, SUNY Empire State College, 2 Union Ave., Saratoga Springs, NY 12866-4390.

**Empire State College Foundation Funds**

The Empire State College Foundation was established in 1974. Its mission is to enhance the quality of the college by augmenting its financial resources. As a separate, not-for-profit, charitable organization, it enables the college to initiate and support programs which would not otherwise be funded. As part of its function, the foundation supports students at the college by providing interest-free loans, grants, fellowships, scholarships and other financial aid programs.

Empire State College Foundation scholarships are available to students as a result of the generosity of alumni, employees and friends who have chosen to recognize the value of education by establishing and contributing to scholarship funds.

**Empire State College Foundation Scholarships and Grants**

Scholarships may be awarded to students who have financial need, have earned at least 8 credits at Empire State College and who are in good academic standing. To be considered, students must submit the Free Application for Federal Student Aid (FAFSA) for the upcoming year. Students should complete the FAFSA online at www.fafsa.ed.gov. The FAFSA must be submitted by the April 1 deadline preceding the year for which the funds are to be utilized. Scholarships will be awarded in August for the fall and spring terms.
Although students may contact the Empire State College Foundation or the Financial Aid office to seek additional information or express interest in specific scholarships, be assured that all financial aid applicants will be considered for any scholarship for which they are eligible.

**Empire State College Foundation Scholarships**

**Academy for Lifelong Learning Scholarship**
Established by the A.L.L. Executive Council to aid students in the A.L.L. program with financial need residing in the Capital District.

**Adirondack Trust Company Scholarship**
Established by the Adirondack Trust Company, this scholarship provides aid to undergraduate or graduate students who reside in Albany, Rensselaer, Schenectady, Montgomery, Saratoga, Washington, Fulton, Schoharie, Greene or Columbia counties in New York state.

**Patrick Beldotti ’75 Scholarship**
Established by alumnus and former Empire State College Foundation Board member Patrick Beldotti ’75, this scholarship is available to undergraduate students whose academic work relates to issues facing the American family such as homelessness, environment and social problems. Preference is given to students enrolled at the Hudson Valley Center.

**Black Male Initiative Scholarship**
Established in 2013 through the generosity of the founding leaders of the Black Male Initiative student organization and other members of the college community, the Black Male Initiative (BMI) Scholarship seeks to encourage and support the undergraduate careers of academically promising black men with financial need. The BMI Scholarship is available to black male undergraduate students who are actively participating in the BMI student organization and enrolled at the Metropolitan Center. Preference is given to students who demonstrate a commitment to use their education to benefit their communities.

**Jeanne Brockmann Scholarship**
Established in honor of one of the founding members of the Alumni Student Federation Board of Governors, Jeanne Brockmann, the scholarship is available to all undergraduate students with financial need.

**Nancy Gathings Bunch Scholarship**
Established by Metropolitan Center retired Dean Nancy Gathings Bunch, this scholarship is available to undergraduate or graduate students who are highly motivated, have financial need and who wish to direct their work in the service of others.

**Carmela “Meg” Caputo Scholarship**
Established in memory of mentor Carmela “Meg” Caputo by her family, this scholarship is available to students who are pursuing a degree in business, with preference given to students who reside in Saratoga, Warren or Washington counties in New York state.

**Warren and Hortence Cochrane Scholarship**
Established through a bequest made by Center for Distance Learning instructor Hortence Cochrane, this scholarship is available to undergraduate students who are studying Community and Human Services or Social Science.

**Jane and John Corrou ’94 Family Scholarship**
This scholarship was established by alumnus John Corrou ’94, and his wife, Jane, and is awarded annually to a custodial single parent with demonstrated financial need residing in Saratoga County. Secondary consideration is given to similar students residing in Warren or Oneida counties and then to students from New York’s Capital District.

**Susan and Bill Dake Scholarship**
The Susan and Bill Dake Scholarship will be awarded to students with financial need who are enrolled in a degree-seeking program within the School for Graduate Studies. Preference will be given to master’s students with high financial need and academic promise.

**Edwin and Ruth Decker ’74 Scholarship**
Established by alumna Ruth Decker ’74, this scholarship is available to an undergraduate student with preference given to a female student currently enrolled at the Long Island Center.

**Dunkirk-Fredonia American Association of University Women Scholarship**
Sponsored by the Dunkirk-Fredonia Branch of the American Association of University Women, this scholarship assists deserving women with the completion of their college education. Recipients must be undergraduate students in good academic standing enrolled at the Fredonia, Jamestown or Olean units. Preference will be given to students living in northern Chautauqua County. Awards may be used to assist with the cost of tuition and books and will be based primarily on financial need with the applicant’s scholastic record a secondary consideration.

**Dyson Foundation Scholarship in Nursing**
To be awarded to first-year nursing students with financial need residing in Columbia, Dutchess, Greene, Orange, Putnam and Ulster counties. Award will be made to the same student each year for three years as long as they remain academically successful.
Early Childhood Educators Scholarship
Established through the generosity of Dean Deborah Amory. The scholarship will be awarded to students studying Early Childhood Education at any center or unit, with first preference for students at the Watertown or Fort Drum Units, enrolled in the Pathways Program in Early Childhood Education with Jefferson Community College. Special consideration also given to military spouses.

Jesse Eisenberg Veterans Fund
The scholarship will be awarded with a preference for students enrolled in the Graduate Certificate in Veterans Services program, on the basis of need and academic promise. Secondary consideration will be given to students studying in the field of Veterans Services, or veterans enrolled in any center or program who have distinguished themselves through military service.

Empire State College Scholarship
Established through private contributions to the college, this scholarship provides aid to undergraduate or graduate students with financial need.

Foner Fellowship in Work, Culture and Social Change
Established in honor of Moe Foner, founder and director of the Bread and Roses Cultural Project of the National Hospital Workers Union, this fellowship is available to students enrolled in the Master of Arts in Liberal Studies program who are studying work, culture, the arts, education or social change, and who are dedicated to the cultural and artistic enrichment of their community, as Moe Foner was.

The David A. Fullard Opportunity Scholarship
Established by longtime faculty mentor, David Fullard, Ph.D., this scholarship was created to provide male African-American students with educational opportunity that might otherwise exceed their reach. The David A. Fullard Opportunity Scholarship is available to male African-American undergraduate students with financial need, enrolled through the Metropolitan Center. Preference is given to students who demonstrate a commitment to use their education to benefit their communities.

Fullard/Mills Scholarship for African-American Women
Established by longtime faculty mentor David Fullard, Ph.D., in honor of his mother, aunt and grandmother, the Fullard/Mills Scholarship is available to female, African-American (including students who identify as black, African-American and Afro-Caribbean), undergraduate students enrolled at the Metropolitan Center. Preference is given to students who are raising children while working and pursuing a degree.

Genesee Valley Center Minority Scholarship
This scholarship is available to undergraduate students enrolled at the Genesee Valley Center who are identified as belonging to an underrepresented group such as African-Americans, Latinos, Native Americans and Pacific Islanders.

Genesee Valley Center Scholarship
This scholarship is available to undergraduate students enrolled at the Genesee Valley Center.

Drs. James Gibson and Patricia Brozinsky Endowed Graduate Scholarship
Established by Dr. Patricia Brozinsky in memory of Dr. James Gibson, the scholarship will be awarded to students enrolled in the Social Policy program as the master’s level who demonstrate academic excellence and have financial need. Preference will be given to students currently working in, or aspiring to establish a career in, higher education.

Peter Gilbert Scholarship
Established in the honor and memory of Mentor Peter Gilbert, this scholarship provides awards for students whose interest lies within the fields of technology and human values. The scholarship is available to any undergraduate student enrolled at Empire State College, who has completed at least 12 credits at the college.

Joseph Goldberg Scholarship
Established in memory of Mentor Joseph Goldberg, by his wife, Doris Goldberg, this scholarship is available to undergraduate students enrolled at the Metropolitan Center. The scholarship is awarded to students who have demonstrated the potential for academic excellence, and whose work in either the arts, teaching, community and human services or any of the helping professions, reflects social concern and/or artistic innovation, a vision of how their work might fit into the broader social context, and the desire to make a difference. Application is required, for more information contact your primary mentor or the Office of Student Services.

James W. Hall Scholarship
Established in honor of the first president of Empire State College, James W. Hall, this scholarship is available to undergraduate and graduate students.

The Yip Harburg Foundation Scholarship
The Yip Harburg Scholarship will be distributed to students enrolled at the Metropolitan Center with a preference for students majoring in the arts, first priority to those in the performing arts, in particular those concentrating in musical theater or dance (musical expression). Students with other concentrations in the arts – performing arts history, art therapy, education through the arts, film or visual arts – may be considered in their studies relate to the mission of The Yip Harburg Foundation.

Herz Scholarship
The Herz Scholarship will be awarded to a single mother studying through the college’s Niagara Frontier Center.
Susan Hohenhaus Nursing Scholarship
Established in 2007 by Susan Hohenhaus, an Empire State College alumna who received her bachelor's degree in 2003 and master's degree in 2005. The scholarship will be awarded annually to a deserving student with financial need enrolled in the Bachelor of Science in Nursing program.

The Stewart W. and Willma C. Hoyt Foundation Scholarship
Established by the Stewart W. and Willma C. Hoyt Foundation, this scholarship provides financial aid to undergraduate students who reside in the greater Binghamton, N.Y. area.

Robert '96 and Carol Johnson Scholarship
Established by Empire State College Foundation Board member Robert Johnson '82, this scholarship is available to undergraduate minority students enrolled at the Geneseo Valley Center.

Stephen C. Kasper Scholarship
Established through the estate of the late Stephen C. Kasper. The scholarship will be awarded to undergraduate or graduate students enrolled in any center or program, with a preference for traditional-age students (age 21 and under), having due regard for their community activities, scholastic achievements and financial need.

KeyBank Annual Scholarship
Established by KeyBank and awarded annually to students with financial need from the 10-county Capital District area, have a minimum of 2.5 GPA, are enrolled full- or part-time and who have a history of community involvement. May be an undergraduate or graduate student.

Conrad and Virginia Klee Foundation Scholarship
Established by the Conrad and Virginia Klee Foundation, this scholarship provides aid to undergraduate students who reside in the Binghamton area.

Roger L. '81 and Mary Kresge Scholarship
Established in memory of alumnus Roger Kresge '81 and his wife, Mary, this scholarship is available to undergraduate students enrolled full time at the Binghamton Unit.

Lake Placid Education Foundation Scholarship
Established by The Lake Placid Education Foundation and awarded annually to students residing in the northern Adirondacks region.

Michael Lamanna Memorial Scholarship
This memorial scholarship honors the life and work of Michael Lamanna, Ph.D., professor at the University at Albany, SUNY. Lamanna loved to learn, loved to teach and mentor future teachers. This scholarship provides support for students enrolled in the Master of Arts in Teaching program at Empire State College.

E. Lester Levine Memorial Scholarship
Established in memory of Mentor E. Lester Levine, primarily by his brother, Maurice Edwards, this scholarship is available to undergraduate students enrolled at the Niagara Frontier Center.

Louis Levine Scholarship
The Louis Levine Scholarship is available to undergraduate students enrolled at The Harry Van Arsdale Jr. Center for Labor Studies pursuing a bachelor's degree. Applicants must demonstrate financial need and be active members of a labor union.

Joseph L. Mancino '80 Family Scholarship
Established by alumnus Joseph Mancino '80 and his wife, Laurel Anne, this scholarship provides aid to students enrolled at the Long Island Center.

Keith and Laura Martin Scholarship
This scholarship is available to undergraduate students pursuing studies in visual, literary, performing arts or other kindred disciplines. Preference is given to students with an interest in museum studies residing in the Binghamton area.

F. Stewart and Marion E. McCaw Scholarship
Established by James and Darlene Keane in memory of Darlene's parents F. Stewart and Marion E. McCaw, this scholarship is awarded to a student enrolled in the Master of Arts in Teaching program. The award will be based on both need and academic achievement.

Janet Wood McGregor Scholarship
Established in 2008 by Janet Wood McGregor, an Empire State College alumna who received her associate degree in 1979, and her bachelor's degree in 1981, from the Long Island Center. This award is for a deserving student with financial need, with preference given to single mothers.

Marjorie Meinhardt '77 Scholarship
Established in honor of Marjorie Meinhardt '77, an alumna and long-time Empire State College director of alumni and student relations, this scholarship is available to all undergraduate and graduate students.

Robert Milton Memorial Scholarship
Established in memory of late mentor Robert Milton, the scholarship is available to all undergraduate and graduate students, based on need and academic promise.

New York Community Bank Foundation Scholarship in Nursing
New York Community Bank Nursing Scholars will be selected on the basis of financial need, representation of the diversity of the area and academic promise. A student who makes satisfactory academic progress may receive multi-year awards until he or she completes the program. Students must reside on Long Island.
New York Community Bank Foundation Scholarship
Established by the New York Community Bank Foundation, this scholarship will be awarded to a student enrolled at the Long Island Center. Preference is given to students who have demonstrated academic promise and perseverance, but need financial assistance to finish their degree.

Niagara Frontier Center Alumni Student Association Scholarship
This scholarship is available to undergraduate students who are enrolled at the Niagara Frontier Center.

A. Lindsey and Olive B. O'Connor Foundation Scholarship
Established by the A. Lindsey and Olive B. O'Connor Foundation, this scholarship provides aid to students residing in Delaware County and any additional funds are to be used for students from Otsego, Schoharie, Ulster, Sullivan, Broome or Chenango counties in New York state.

Ortiz Family Endowed Scholarship
Established by the Ortiz family to promote diversity in the pool of people pursuing careers as K-12 educators, this scholarship will be awarded annually with preference given to students from a traditionally underrepresented background enrolled in Empire State College's Master of Arts in Teaching program. Secondary consideration will be given to similar students working toward a master’s degree to achieve permanent certification, or working toward an undergraduate degree with the intention of teaching or entering a Master of Arts in Teaching program shortly after graduation.

Nicholas Pekearo Endowed Scholarship in Creative Writing
Established in memory of SUNY Empire State College student and auxiliary police officer, Nicholas Pekearo, the scholarship will be awarded to students who have a preliminary or approved degree program in creative writing or a related field, and who have demonstrated writing ability and experience. An application is required.

Margaret C. “Peggy” Perkins Memorial Scholarship
Established in 2013 through the generosity of Elaine Patrice Perkins in memory of her mother, the Peggy Perkins Scholarship is available to students enrolled in any center or unit who meet the foundation’s scholarship eligibility criteria. Preference is given to female students who are pursuing a degree in any of the following areas: English, literature, communications, journalism or the arts; enrolled through the Northeast Center; beginning or resuming educational pursuits that may have been postponed because of devoting time to raising and/or caring for family; special consideration given to females who are veterans, active or reserve military, or spouses of those serving in the military.

Fuensanta Arismendi Plaza Annual Scholarship
Established by Galina Krasskova in loving memory of her mother, Fuensanta Plaza. This scholarship supports part-time female students who are 30 years old or older. Students must have significant financial need.

Richmond County Savings Foundation Scholarship
The scholarship will help defray educational expenses for students enrolled at the Staten Island Unit and residing on Staten Island.

Robert R. Rodgers Scholarship
This memorial scholarship honors the life and work of Robert R. Rodgers, who was a mentor and professor at Empire State College’s Niagara Frontier Center. This scholarship is awarded to students enrolled at the Niagara Frontier Center who have demonstrated financial need and academic promise.

Sal and June Rubino Fund
Established by the late Sal and June Rubino, the Rubino Scholarship is awarded to students enrolled in the School for Graduate Studies pursuing a Certificate in Health Care Management. Secondary consideration will be made for students in other health-related disciplines.

Crystal Scribe Scholarship Fund
This memorial scholarship honors the life and work of longtime faculty mentor, Crystal Scribe, and is awarded to students at the Utica Unit. Awards are merit-based with preference given to students in the arts or related disciplines.

Toni R. Schwartz Scholarship
Established by longtime faculty mentor Toni Schwartz, this scholarship was created to provide students with educational opportunities that might otherwise exceed their reach. The Toni R. Schwartz Scholarship is available to undergraduate students demonstrating financial need, studying Community and Human Services through the college’s Hudson Valley Center.

Jane Shipton Scholarship
Established in memory of Mentor Jane Shipton, this scholarship is available to undergraduate students enrolled at the Long Island Center with preference given to students studying Community and Human Services who demonstrate the ideals of scholarship and service.

Peter Silverhart Scholarship
Established by former Empire State College Foundation Board member Sondra Silverhart in memory of her son, Peter, this scholarship is available to undergraduate or graduate students who demonstrate a strong commitment to helping people.
Alfred Z. Solomon Charitable Trust Scholarship
Established by the Alfred Z. Solomon Charitable Trust and awarded to students who are residents of Saratoga County and graduates of SUNY Adirondack, Hudson Valley Community College or Schenectady County Community College.

Stat Staff Professionals Nursing Scholarship
The scholarship will be awarded to undergraduate students enrolled in the School of Nursing. Preference is given to students living or working in the Capital Region of New York. Multi-year awards are preferred. One recipient will be selected per year.

Marian Steinberg ’75 Scholarship
Established by alumna Marian Steinberg ’75, this scholarship provides support to female students at the Northeast Center who are working on public administration or related projects.

Torres-Wilczewski Scholarship
Established by former faculty member Anibal Torres and his wife, Isabelle Wilczewski, the Torres-Wilczewski Scholarship will be awarded to students studying through the Central New York Center with a preference given to students of ethnic or racial minorities or to students of Polish descent. Awards will be merit based. Financial need is not necessary but will be considered. Award to be made to one or two students and will be selected at the discretion of the dean of the Central New York Center.

Monte and Hilda Trammer Scholarship
Established by Empire State College Foundation Board member Monte Trammer, this scholarship is available to a male, African-American student with preference given first to a custodial single parent and, second, to a married man with children in the household at any center or unit.

T. Uirling and Mabel Walker ’79 Endowed Scholarship in Nursing
Established by alumna Mabel Walker ’79 and her husband, T. Uirling Walker, and awarded to a student or students from Watertown pursuing a degree through Empire State College’s School of Nursing. Students will be selected based on geographic location, academic promise and financial need. If there are no students from Watertown, the scholarship should go to a student from the greater North Country area.

T. Uirling and Mabel B. Walker ’79 Scholarship
Established by Tom and Mabel Walker ’79, this scholarship is available to students who are enrolled at the Watertown Unit and reside in Watertown or the North Country in New York state.

Virginia Weiss ’88 Scholarship
Established through a bequest from alumna Virginia Weiss ’88, this scholarship is available to undergraduate students enrolled at the Niagara Frontier Center or one of its units.

Julia O. Wells Memorial Education Foundation Scholarship
Established by the Julia O. Wells Memorial Education Foundation, this scholarship supports students pursuing a degree in professional nursing. Fifty percent of the total allotment must be awarded to Memorial Hospital School of Nursing alumni. The other 50 percent may be awarded to non-Memorial alumni.

Fred and Floy Willmott Foundation Scholarship in Nursing
The Willmott Scholarship is awarded to nursing students in Rochester. The award will be made to the same student for three years, as long as they are successfully progressing in the program.

Karen West ’95 Scholarship
Established by alumna Karen West ’95, this scholarship is available to female students from Chautauqua County in New York state with preference given to an employed, single parent.

C. Penn Wettlaufer Scholarship
Established in memory of Mentor C. Penn Wettlaufer by his friends, family and wife, Margaret McAloon, this scholarship is available to undergraduate students enrolled at the Niagara Frontier Center with a preference given to a student living in Buffalo, N.Y. Recipients must be in the final year of their degree program.

Mary C. Wilt ’87 Scholarship
Established by alumna Mary Wilt ’87, this scholarship is available to an undergraduate student enrolled at the Genesee Valley Center who demonstrates academic excellence and community and civic involvement. The student must have an approved degree program at the time of application.

Hilda and Charles Wolff Scholarship
Established in honor of Hilda and Charles Wolff through the generosity of their daughter, Linda Weiss ’83. This scholarship is available to students anywhere in the college on the basis of need and academic promise.

David Yamada ’99 Labor Relations Scholarship
Established by alumnus David Yamada ’99 and awarded annually to a deserving graduate student with financial need in the Work and Labor Policy program, who is studying labor education and labor organizing.

Victoria D’Amore Zipko Scholarship
Established by alumna Ruth Anne Gigliotti ’87 in memory and honor of her mother, Victoria D’Amore Zipko, who was a true advocate and supporter of education for Italian-American women. The Victoria D’Amore Zipko Scholarship will be awarded to Italian-American women with financial need enrolled in any center or unit.
Awards, Scholarships or Fellowships
With an Application

Morton Bahr Scholarship
The Morton Bahr Scholarship is available to undergraduate students working in nonmanagement jobs and enrolled in the Center for Distance Learning. Preference is given to members of the Communications Workers of America or related unions. For information, contact the Center for Distance Learning, 800-867-5941 or visit our website at www.esc.edu/Bahr.

The Dr. John M. Beckem II Scholarship
The Dr. John M. Beckem II Scholarship is for an Empire State College student enrolled through the Center for Distance Learning pursuing an associate, bachelor’s or master’s degree with an interest in technology. Student candidates should submit a brief essay, between 500 and 1,000 words, describing how current or future technologies may be used to enhance academic learning and/or stimulate student engagement in the online classroom. Essay should include a description of the technology, implementation and perceived benefits. Students should have completed 8 credits with Empire State College already and be in good academic standing. This scholarship was generously established by CDL faculty member, John M. Beckem II, Ph.D. Essays may be sent to Stephanie Lamphere, coordinator of stewardship and donor relations, at Stephanie.Lamphere@esc.edu. Please include your student ID number.

Dunkirk-Fredonia American Association of University Women Scholarship
Sponsored by the Dunkirk-Fredonia Branch of the American Association of University Women, this scholarship assists deserving women with the completion of their college education. Recipients must be undergraduate students in good academic standing enrolled at the Fredonia, Jamestown or Olean units. Preference will be given to students living in northern Chautauqua County. Awards may be used to assist with the cost of tuition and books and will be based primarily on financial need with the applicant’s scholastic record a secondary consideration.

Empire State College – Stewart’s Shops Community College Scholarship Program
Established in partnership between the Empire State College Foundation and Stewart’s Shops. Forty $1,000 scholarships will be awarded to students who are currently enrolled and are graduates of one of the following community colleges: SUNY Adirondack, Clinton Community College, Columbia-Greene Community College, Dutchess Community College, Fulton-Montgomery Community College, Herkimer County Community College, Hudson Valley Community College, Jefferson Community College, Mohawk Valley Community College, North Country Community College, Orange County Community College, Schenectady County Community College, Sullivan County Community College, Ulster County Community College. Application is required. Selection will be made on the basis of financial need and academic promise.

Richard Porter Leach Fellowship
The Richard Porter Leach Fellowship allows active and established performing artists to pursue a college degree while continuing to practice their craft. To be considered as a Richard Porter Leach Fellow, an applicant must be a matriculated undergraduate student at Empire State College. This award may be renewed as long as the student remains active in his or her craft and in good academic standing. The Leach Fellowship provides all tuition, fees and books. Fellowship information and application forms are available through the Empire State College Office of Academic Affairs at 800-847-3000, ext. 2263.

Louis Levine Scholarship
The Louis Levine Scholarship is available to undergraduate students enrolled at The Harry Van Arsdale Jr. Center for Labor Studies pursuing a bachelor’s degree. Applicants must demonstrate financial need and be active members of a labor union.

Rosa Parks Scholarship
Established in 1999 by an alumna of the School for Graduate Studies, this scholarship is intended to help further the graduate education of active trade unionists in the college’s Work and Labor Policy program by providing partial graduate tuition. Students who wish to be considered for this award should write a letter to the chair of the graduate Work and Labor Policy program indicating their interest to be considered and the trade union to which they belong. The deadline for the letter of application is Jan. 1 of each year. For more information, contact Jason Russell, work and labor policy coordinator, at 716-686-7800, ext. 3823 or Jason.Russell@esc.edu.

State University of New York Underrepresented Minority Graduate Fellowship
This award is available to full-time minority graduate students attending Empire State College’s School for Graduate Studies. Students must be identified as belonging to an underrepresented group such as African-Americans, Hispanic Americans or Native Americans. Awards cover tuition and a student stipend. For application information, contact the School for Graduate Studies at 800-847-3000, ext. 2267 or Pat.Ryan@esc.edu.

Student Support/Research
Funds are available to undergraduate and graduate students for small grants supporting research and publication including costs for travel, materials and other services essential to the completion or publication of the project. Grants are not provided for normal learning contract activities. For information, contact the Office of Academic Affairs at 800-847-3000, ext. 2263.
Loan Programs

Empire State College Foundation Loans
Interest-free loans of up to $500 may be available for students receiving financial aid while they are waiting for an award over payment. Loans are offered to students who have financial aid in excess of the cost of tuition and fees and will be disbursed no earlier than one month prior to the start of the term. Loans are granted for expenses directly related to college study. Contact the Student Information Center at 800-847-3000, ext. 2285 for further information.

Empire State College Foundation Grants
Grants are awarded to students who have financial need and are maintaining good academic standing. The two grants available are the Alumni Student Federation Grant and Empire State College Foundation Grant. Priority will be given to students who do not have enough financial aid to cover tuition and fees. To apply, students must complete and submit the Free Application for Federal Student Aid (FAFSA) for the upcoming year. The FAFSA must be submitted by the deadline of April 1 preceding the year for which the funds are to be utilized. Grants will be awarded in August. Students can complete the FAFSA online at www.esc.edu/FinancialAid

To Find Out More
Our Student Information Center and Financial Aid staff members are available to give more detailed information and advice by phone, by mail or in person.

For further financial aid information contact: Financial Aid, SUNY Empire State College, 111 West Ave., Saratoga Springs, NY 12866-6069, 800-847-3000, ext. 2285 or visit the website at www.esc.edu/FinancialAid or email FinancialAid@esc.edu

For assistance in completing the federal application, call 800-4FED-AID.

There are many private scholarships and grants available to students who meet specific criteria. Check the reference section of your local public library or use a Web-based search site linked from www.esc.edu/FinancialAid for this information.
Academic Policies and Procedures

This chapter contains the majority of academic policies and procedures relevant to undergraduate students. Policies and procedures related to developing a degree program and for awarding credit for prior learning (advanced standing) are included in the Student Degree Planning Guide. Policies relevant to graduate students are included in the Graduate Catalog. Revisions to existing policies, as well as new policies and procedures may be written as needed. Students are responsible for understanding and adhering to college policies. If you have questions, please contact your mentor or the coordinator of student services at your center or program.

UNDERGRADUATE ADMISSIONS POLICY

Part of the mission of Empire State College is to provide access to higher education for individuals who benefit from alternatives to the traditional time, place and form of higher education. The college reviews each application for admission to determine the match between the applicant’s needs and goals and the college’s resources. Admission shall be without regard to sex, age, race and ethnicity, color, religion, disability, national origin, sexual orientation, military status or marital status.

Admission Requirements

Requirements for undergraduate admissions are:

- a completed application,
- possession of a regionally accredited high school diploma or its equivalent,
- ability to pursue college-level work,
- payment of a nonrefundable orientation fee, and
- completion of the college’s orientation process.

The final decision regarding admission rests with the center dean or program administrator.

Admitted applicants may register for enrollment at any time up to three calendar years from the date of their orientation. After that time, they must reapply.

Applicants must complete the admissions process within one year of the initial application date.

A student seeking to earn a second Empire State College associate degree or a second Empire State College bachelor’s degree must complete the entire application process for the second degree. A second associate or a second bachelor’s degree plan must meet a significantly different educational objective from the first degree.

RE-APPLICATION/RE-ENROLLMENT AND DEGREE PROGRAMS OF RETURNING STUDENTS

This policy establishes principles for determining conditions of re-enrollment for students returning to the college after more than three years. Students who return after absences greater than three years must reapply for admission. In some cases, students who have been out of the college for a long time, if they have degree programs at all, have programs which differ in kind, quality and format from the expectations of recent years. In these cases, the procedures that follow determine how each case shall be treated.

It is important to note that the purpose of this policy is not automatically to subject all old degree programs to intensive review and revision. Rather, the intent is to provide students, faculty and academic administrators with a regular and accountable means of dealing with the sometimes serious problems arising from substantial changes between past and current college practices.

Reapplication/Re-enrollment Procedure

1. Students who have been withdrawn for more than 36 months must reapply to the college, submitting an application for admission to Admissions. Deans may consult with Admissions about expediting readmission, where appropriate.

2. Students who have been enrolled as matriculated students within the past 36 months can contact their center/unit and make arrangements to continue their studies by re-enrolling; reapplication is not necessary.

3. Students reapplying are responsible for the college’s portfolio assessment fee if applicable.

4. For applicants (or reapplicants) who never enroll, the application file is destroyed 36 months after the date of their orientation or their last activity in the case of applicants who do not attend an orientation. After that time, an individual needs to reapply and is treated as any new applicant.

Degree Programs

The college recognizes all degree programs approved within the last five years prior to the student’s re-enrollment date. Degree programs approved more than five years prior to the student’s re-enrollment date are reviewed by the center dean, who may seek the assistance of the student’s mentor and/or faculty member with expertise in the student’s area of concentration. If the center dean judges that the student’s early degree program is sound by contemporary standards, the student is not required to make any additions or changes to the degree program. If the center dean, in consultation with the student and the mentor, judges the once-approved program to be inadequate, the student is asked to prepare a new program for submission through the regular channels following contemporary expectations. Additional degree program planning credit may be required.

1. Degree programs must conform to current standards for Empire State College degrees in terms of the total number of credits required; the maximum amount of advanced standing awarded; the inclusion of 4 to 8 credits of degree program planning; and advanced-level credit and liberal studies expectations.
2. Learning contracts and experiential learning listed as months should be translated to credits. It may be necessary to make a reasoned estimate (judicious but not overly conservative) of credit for work completed in months during the very early years of the college and experiential learning credit may need to be grouped. The college recognizes all completed learning contract months translated to credits.

If the student is dissatisfied, the regular appeal procedures are available.

Readmission Policy for Service Members
Upon notice of absence, students whose studies are interrupted due to military obligations, and who return within 36 months of their last enrollment, are readmitted with the same academic status the student had when he or she last attended.

1. Students who have been withdrawn for more than 36 months must reapply to the college, submitting an application for admission to the Admissions office. Deans may consult with Admissions about expediting readmission, where appropriate.

2. Students who have been enrolled as matriculated students within the past 36 months can contact their center/unit and make arrangements to continue their studies by re-enrolling; reapplication is not necessary.

3. The college recognizes all degree programs approved within the last five years prior to the student’s re-enrollment date.

ADMISSION OF STUDENTS ON F-1 VISAS
To be admitted to Empire State College, students on F-1 visas who have learned English as a second language must demonstrate proficiency in English by earning a TOEFL score of at least 550 on the paper-based test or at least 213 on the computer-based test or an 80 on the TOEFL iBT Internet-based exam.

LEARNING CONTRACT STUDY
Empire State College is committed to the principles that:

- effective learning derives from purposes and needs important to the individual,
- learning occurs in varied ways and places, and
- styles of learning may differ significantly from person to person and from one setting to another.

Undergraduate students at Empire State College have the opportunity to pursue their education through a series of learning contracts, so-called because students and mentors together establish their content and approach.

A well-designed learning contract lays the foundation for effective student evaluation by clearly outlining learning objectives and activities, and methods and criteria for evaluation. The mentor evaluates the student’s work in light of these elements throughout the learning experience. Thus, the mentor’s feedback to the student arises from the learning contract or course design itself, occurs throughout the study, and culminates in the grade. The mentor also helps the student develop self-assessment skills, through the design of the study and through dialogue about learning objectives, learning outcomes, and evaluation methods and criteria.

Empire State College also offers undergraduate classes and structured courses through The Harry Van Arsdale Jr. Center for Labor Studies, the School of Nursing, the Center for Distance Learning and International Programs. For these courses, students receive a syllabus with information comparable to that provided in a learning contract.

Policy
Learning contracts provide the specifics about what will be studied, how it will be studied and how the student will be evaluated for each study. A learning contract stands in place of a course syllabus.

The college actively fosters the participation of the student in planning and designing his or her education through the use of individualized degree programs and learning contracts. Students are encouraged to design studies that help them clarify their goals and acquire the competence, knowledge and awareness necessary to pursue those purposes actively and independently. Through learning contracts, students undertake studies tailored to their individual educational needs. Students and mentors design contracts that take into account the student’s background and skills and encompass diverse fields and methods of study. Learning contracts allow great flexibility in the design and use of learning resources, and in the time and place of student learning.

Each Empire State College contract or course specifies the amount of credit that may be earned. Learning objectives/outcomes, learning activities and academic criteria for the evaluation of student work are established in the learning contract. Credit is not given for work that fails to meet those criteria. Students are expected to complete each contract or course within the enrollment term defined for the learning contract/course.

Learning Contract
The learning contract (LC) for each study should be prepared as early as possible so that the student has a study guide and a clear record of the academic expectations. Ideally, the LC is prepared two weeks before the beginning of the enrollment term. The learning contract should be prepared no more than four weeks after the start date of the enrollment term.

The instructor is responsible for preparing and submitting the learning contract. Learning contracts should be designed to engage the student in academic work throughout the term.

The learning contract is reviewed and approved according to college and center or program procedures for academic soundness and conformity to college policies, and then submitted according to college procedures.

Since fostering independent learning skills is a prime educational objective of the college, students may participate in the design of learning contracts. Students should take increasing responsibility for study design as they advance through their programs.
Elements of the Learning Contract

- **dates of the study** – the beginning and end dates of the enrollment term
- **definition of the study** – title, amount of credit, level of credit, liberal arts/nonliberal arts designation, role in meeting SUNY General Education Requirements, mentor/instructor
- **purpose** – description of the scope and objectives of the study (this section may clarify how the study addresses one or more elements of the SUNY General Education Requirements)
- **learning outcomes** – statement of learning goals and learning outcomes that specify the knowledge, skills and/or competencies that the student can expect to attain as a result of engaging in the learning activities of the contract
- **learning activities** – description of the activities and modes of learning to be pursued during the study.

For independent studies, study groups, residency-based studies and field work (internship, practicum, etc.) the description normally includes an outline of specific learning activities such as readings, writing assignments, paintings, research, laboratory study, etc.; and a bibliography of basic texts or required readings.

For study taken through cross registration at another institution, the learning contract must document the name of the other institution, the course number and the minimum acceptable grade for the credit award by Empire State College at the undergraduate level: C- or better. (See the Empire State College policy on cross registration at other institutions for additional information.)

- **methods and criteria for evaluation** – an explicit statement of the methods and criteria for evaluation to be employed by the mentor that informs the student about how he or she will be evaluated in relation to the expected learning outcomes.

The criteria for evaluation are the standards by which the student’s performance will be judged. Criteria should be consistent with the level of the study. The criteria should establish the minimum standard for the award of credit. The student must satisfy the requirements and evaluative criteria in order to receive credit for the contract.

- **plan for formative assessment** – a description of the expected time frame for completion of learning activities throughout the term of enrollment and for developmental feedback on learning activities from the instructor. The plan outlines mutual commitments of student and instructor with regard to communication. The student is expected to engage in the study continuously throughout the term.

Faculty members provide formative assessment to students throughout the learning contract or course. Faculty members award letter grades to record a summative evaluation of the student’s performance in a learning contract or course in which the student earned credit.

**Grades: Summative Evaluation**

Grading of a student’s work is based on the learning objectives/outcomes and the methods and criteria of evaluation stated in the learning contract or course syllabus.

A grade-awarding credit is assigned by the instructor only if the academic expectations of the learning contract or course syllabus have been completed satisfactorily.

To support student achievement, Empire State College faculty may afford students opportunities to revise work during a study in order to meet performance standards at the minimum or a higher level. Nevertheless, a student who works hard and shows progress, but does not meet the stated criteria for evaluation, does not earn college credit.

**Timely Developmental Feedback: Formative Evaluation**

Empire State College instructors assure that students receive ongoing feedback about the quality of their work and accomplishments throughout the learning contract/course and indicate areas of growth and areas in need of improvement.

**Letter Grades**

Empire State Colleges uses a 4.00 grading scale.

The grade assigned to an undergraduate learning component completed at Empire State College may be any of the following: A, A-, B+, B, B-, C+, C, C-, D+, D or D-.

Unsuccessful study results in an outcome of no credit (NC) rather than a letter grade. Refer to the no credit section under Learning Contract Outcomes for details on when a no credit outcome should be awarded.

The award of a grade is normally final. Students may seek a grade change through the Student Academic Appeals Policy and Procedures. If an instructor discovers an error in grading after the grade is recorded, a correction is made through the dean’s office in cooperation with the Office of the Registrar.

**Status of C and D Grades**

Empire State College learning contracts and courses: a grade of D- or better is required for Empire State College to award credit. Cross registration: Empire State College requires a letter grade of C- or better to award credit for courses completed through cross registration at other colleges or universities.

**Full Credit/No Credit Option**

A student may select a full credit/no credit (FC/NC) option for up to 12 credits of Empire State College study. Under this option, receiving an FC outcome implies that the student’s work is completed at the C- level or better. The student selects the full
credit/no credit option at the time of enrollment. The college does not later award letter grades for such studies, nor are such studies included in the student’s GPA.

**Assignment of Grades to Credit by Evaluation/Prior Learning Assessment Components**

Empire State College does not assign grades to Credit by Evaluation/Prior Learning Assessment components.

**Learning Contract Outcomes**

**Types of Learning Contract Outcomes**

**Full Credit (FC):** Ordinarily, a course/study instructor submits a letter grade when the student successfully completes a learning contract/course. When a student successfully completes a learning contract/course taken on a full credit/no credit basis, a full credit (FC) outcome is recorded.

When the course/study instructor determines that the work does not merit the award of credit through a letter grade of A through D-, or FC for a full credit/no credit study, she or he awards one of three possible outcomes: Incomplete (IN), no credit (NC). There also is a student-initiated outcome, Withdrawal (WD). These four outcomes are defined as below:

**Incomplete (IN):** When extenuating circumstances arise, a student may request an outcome of incomplete (IN) from the course/study instructor. The course/study instructor submits an IN outcome only when the student has consistently engaged in learning activities and has successfully completed at least 50 percent of the work before the end of the enrollment term for the study/course. The course/study instructor is not obligated to grant an incomplete.

A student who is awarded an IN outcome is allowed no more than 16 weeks after the study end date to complete the study. The course/study instructor may establish an earlier completion date. The learning contract outcome statement submitted by the course/study instructor specifies the remaining work to be completed and the expected completion date.

If the course/study instructor submits no further outcome, an IN outcome automatically becomes a no credit (NC) outcome after 16 weeks, or earlier if the course/study instructor has specified an earlier completion date.

**No Credit (NC):** The course/study instructor submits a no credit (NC) outcome when a student engages in a study or course throughout the term of enrollment and fails to complete it in a satisfactory and sufficient manner.

An IN outcome automatically becomes a NC on the date when the IN completion period ends if the course/study instructor does not submit a letter grade or FC outcome.

Empire State College emphasizes academic achievement in its assessment of students. Therefore, a student who does not earn credit in a study is awarded a no credit (NC) outcome rather than a failure letter grade.

Like any grade, a no credit is ordinarily final and not subject to change outside of the college’s established academic appeals processes. A student who has had an incomplete that has turned into an NC, and who believes that extenuating circumstances prevented timely completion of the study may make a request to the dean or dean’s designee to complete the study without re-enrolling. The dean or dean’s designee will consult the mentor/instructor (if available) before agreeing to reopen the study. If the request is granted, the student has no more than 16 weeks to complete the study; the mentor or instructor may specify an earlier completion date. If the student does not complete the study within the specified time frame, the NC outcome remains in place. If the student completes the study within the specified time frame, the mentor or instructor submits a grade to the dean or dean’s designee, who ensures that the outcome is recorded according to college procedures. Requests to appeal an NC outcome will not be heard through the appeals process unless the NC was recorded less than a year prior to the submission of the petition.

**Administrative Withdrawal (ZW):** The course/study instructor submits an outcome of administrative withdrawal (ZW) if a student registers for a course/study, does not withdraw and does not engage in course/study work consistently. The ZW outcome must include the last date of substantive contact in an academically related activity by the student. ZW outcomes should be recorded in a timely manner throughout the term when possible. In no case should a ZW outcome be filed after the deadline for submitting outcomes for the term.

**Withdrawal (WD):** A withdrawal (WD) is the only student-initiated outcome. It does not result in the award of credit. A student may withdraw from a study until the last day of an enrollment term. The student must complete and submit a Withdrawal Form. The effective date is the date the student transmits the request. The actual date of withdrawal may affect enrollment status, satisfactory academic process and financial aid eligibility. See Empire State College policy on academic withdrawal.

Outcomes of IN, ZW, NC and WD have specific implications for financial aid eligibility. For an explanation, see the Empire State College statement on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

**Timing of Outcomes**

The grade or outcome for each study should be prepared as soon as possible after the student has completed the study, so that the student has timely evaluative information and an official transcript for the study. Student work is due as specified in the learning contract.

Grades and outcomes are due as follows:

- Fall 1 term: Grades and outcomes are due no later than 14 calendar days after the end of term.
- Fall 1, Spring 1, Spring 2 and Summer 1 terms: Grades and outcomes are due no later than 10 calendar days after the end of term.
• Summer 2 term: Grades and outcomes are due no later than seven calendar days after the end of term.

**Grade Point Average (GPA) Calculation**

The college registrar calculates the grade point average and includes the GPA in the student transcript. The GPA calculation at Empire State College is:

- based only on Empire State College studies for which a letter grade is assigned. This includes courses for which a student cross registers at another institution and which Empire State College treats as part of the Empire State College studies for the degree.
- based only on credit earned at Empire State College, and is not based on prior transfer credit or credit by evaluation components.
- based only on credit completed and does not reflect study that results in no credit.
- included as part of the student’s official transcript.

The following outcomes are included in the grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
</tbody>
</table>

The following outcomes are not included in the grade point average:

- IN (incomplete)
- NC (no credit)
- WD (withdrawal)
- ZW (administrative withdrawal)

**Minimum Grade Point Average Requirement**

Empire State College undergraduate students must maintain a 2.00 GPA. A student who has completed at least 8 credits at Empire State College and whose cumulative GPA is below 2.00 is placed on academic warning. If a student who is on academic warning still has a cumulative GPA of less than 2.00 after earning 16 additional credits at Empire State College (i.e., after earning a total of at least 24 credits at Empire State College), the student is academically dismissed.

**Grade Point Average and Academic Standing**

The grade point average is one of two criteria that establish the student’s academic standing with the college. The other is the student’s academic progress rate. A student who meets these two criteria is in good academic standing and, therefore, maintains his or her eligibility to re-enroll. These and other criteria apply to eligibility to receive financial aid. See the Policy on Satisfactory Academic Progress and the statements on Eligibility for NYS and Federal Financial Aid.

**Appeal of Grades**

A student may appeal a grade or outcome as provided in the Student Academic Appeals Policy.

**Empire State College Transcript**

An Empire State College transcript includes a degree program (if concurred) showing the source, title and credit amount of each component included in the degree, followed by a summary sheet of grades for studies completed at Empire State College. The summary sheet includes the GPA and specifies the studies on which it is based.

The college documents successful study on student transcripts while maintaining internal records of enrollment history. Thus, the official Empire State College transcript documents credit completed. The transcript does not provide an enrollment history that includes unsuccessful study with the college. The college catalog and transcript include a notice to this effect.

**Repeated Studies**

When a student repeats a study, the more recent grade or outcome for the repeated study replaces the original for purposes of the award of credit and calculation of a grade point average. Both the original and the repeated study must be included in the satisfactory academic progress (SAP) calculation and appear on the transcript. The student initiates the Request to Repeat a Study request form. Submission of this form prior to the registration for the repeat study is required for accurate calculation of the GPA. This form also is required for financial aid purposes. Financial aid may not be available for a repeated study.

**Retroactive Assignment of Grades**

Students matriculated at Empire State College before July 1, 2004, may request the assignment of a letter grade to the relevant narrative evaluations. The college will continue to respond to these student requests. For students who matriculated after that date, there will be no later assignment of letter grades to narrative evaluations.

**Satisfactory Academic Progress – Undergraduate**

This policy statement describes the academic conditions under which an undergraduate student is eligible to remain enrolled in the college and specifies procedures for warning and dismissing students who do not make satisfactory academic progress.

The college’s policy on satisfactory academic progress defines both whether a student is in good academic standing and whether a student is eligible for financial aid.

A student is expected to complete learning contract studies or courses, to accumulate credit in proportion to the credit attempted (i.e., meet academic progress expectations), and
to make progress toward a degree. Though nonmatriculated students are by definition not pursuing a degree, academic progress rate expectations do apply to them.

Sometimes a student makes less academic progress than expected. When this occurs, the college notifies the student with an academic warning or dismissal.

**Satisfactory Academic Progress Determination**

1. A student is making satisfactory academic progress when he or she has earned the minimum number of credits expected for the number of terms of enrollment at Empire State College. The satisfactory academic progress table (see next page) illustrates cumulative credit expectations for full-time and half-time students. A student enrolled for other amounts of credit must make progress proportionate to what is illustrated in the table. Program or center staff can advise individual students regarding these calculations.

   The satisfactory academic progress calculations include only college-level contract studies or courses registered for at Empire State College. Satisfactory academic progress calculations do not include advanced standing credit – transfer credit or credit by evaluation granted toward a degree.

2. Academic progress is monitored at the end of each enrollment term.

3. Academic progress is cumulative across associate and bachelor’s degree study at Empire State College.

4. Pre-college credit equivalence is given for learning contract studies or courses that are developmental rather than college level.

   Pre-college study does not count toward the credit required to earn an associate or bachelor’s degree.

   Therefore, it does not count toward meeting satisfactory academic progress expectations.

   Pre-college study does count toward enrollment status (full or part time) and financial aid eligibility within an enrollment term.

   For example, 4 credits of pre-college study and 8 credits of college-level study count as 12 credits or full-time status. In this example, while all 12 credits count as credits attempted and all 12 credits count in establishing financial aid eligibility, only the 8 college-level credits will count toward satisfactory academic progress.

   See the policy on pre-college study for more information.

5. Academic progress advances only when a student earns credit for college-level study. A student earns no college-level credit and makes no progress academically under the following conditions:

   - the student receives any of the following outcomes for a study or course:
     - incomplete
     - no credit
     - administrative withdrawal

   These three outcomes count in the determination of credits attempted, and thus affect the calculation of the student’s cumulative rate of progress. (A complete discussion of study outcomes is in the Learning Contract Study section on page 79.)

   - the student successfully completes a pre-college credit study

   - the student withdraws from a study more than 28 days after the start of an enrollment term

**Academic Progress Warning**

The center or program administrator gives the student a written academic warning if the student has not accumulated the expected number of credits.

Students who are on academic progress warning are normally not eligible for New York state financial aid. For further details, see the statement on Eligibility for New York State Financial Aid.

**Rescinding an Academic Progress Warning**

An academic warning is in effect until it is rescinded or the student is academically dismissed. The center or program administrator rescinds the academic warning in writing when the student’s progress rate returns to a satisfactory level. The center or program administrator academically dismisses the student if the student’s progress rate does not return to a satisfactory level within the next 16 credits attempted by the student.

**Satisfactory Academic Progress Table**

<table>
<thead>
<tr>
<th>At the end of term number</th>
<th>A full-time student must have earned this number of credits</th>
<th>A half-time student must have earned this number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>18</td>
</tr>
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<td>6</td>
<td>60</td>
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<td>9</td>
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<tr>
<td>11</td>
<td>124</td>
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<tr>
<td>12</td>
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<td>120</td>
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<tr>
<td>21</td>
<td></td>
<td>124</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
The SAP table is used for two purposes: to determine whether a student is in good academic standing at Empire State College and to determine whether the student is eligible for financial aid.

Empire State College’s academic progress expectations meet or exceed the minimum standard for New York state financial aid eligibility. For information on implications for aid eligibility, see the Empire State College statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

The table illustrates SAP expectations for full-time (12 or more credits) and half-time (6 to 8 credits) enrollment, which are the most common enrollment choices made by Empire State College students. A student who enrolls for other amounts of credit, or who moves back and forth between full- and part-time enrollment, must make progress proportionate to what is illustrated in the table. Center or program staff can advise individual students regarding these calculations.

**Academic Progress Dismissal**

1. The center or program administrator gives the student a written notice of academic dismissal if all of these conditions are met:
   - the student has been given an academic progress warning,
   - the warning has not been rescinded,
   - the student has attempted 16 credits since the warning was issued, and
   - the student’s cumulative rate of progress remains below the minimum.

2. If it is not possible for a student on academic warning to achieve a satisfactory rate of progress within the next 16 credits of enrollment, the student is dismissed.

3. In rare instances, when it is evident that a student is unable to benefit from continued enrollment in the college, the center or program administrator may academically dismiss a student without warning as warranted by the student’s academic record.

**Reinstatement After Academic Progress Dismissal**

In order to be reinstated, a student must present written evidence to the center or program administrator that the student is ready and able to make satisfactory progress.

The center or program administrator is responsible for acting on requests for reinstatement after academic dismissal. Students are not eligible for reinstatement for at least 16 weeks or one term, whichever is longer, after an academic dismissal.

Students who are academically dismissed for a second time are not eligible for reinstatement.

If the center or program administrator reinstates a student, he or she may establish terms and conditions that promote future academic success. For example, the center or program administrator may:

- place the student in warning status,
- impose specific conditions for subsequent enrollments, such as requiring a reduced academic load or requiring enrollment in studies to build academic skills, or
- clear the student’s progress rate, i.e., allow the student to begin at term one on the satisfactory academic progress table with the next enrollment. (However, note that the determination of a student’s further financial aid eligibility may not match this placement.)

**Written Notice**

The center or program administrator provides written notice to the student when the student is placed on academic progress warning, warning status is rescinded, the student is academically dismissed, or the student is reinstated. Copies of written notices are sent to the Office of the Registrar, Financial Aid and the student’s mentor.

**Effect on Financial Aid Eligibility**

For discussions of how academic progress affects financial aid eligibility, see the Empire State College statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

**Appeals**

An explanation of the appeals process is in the Student Academic Appeals Policy and Procedures.

**POLICY ON PRE-COLLEGE STUDY**

A student may enroll at the pre-college level for noncollege-level study. Pre-college work does not count toward the credit requirements for an associate or bachelor’s degree. Pre-college studies help students develop the academic skills needed for successful college study. Students may enroll for no more than 16 units of pre-college study.

Pre-college studies are contracted and evaluated in the same way as college-level studies. In terms of time on task, student-mentor contact and billing, one unit of pre-college study is comparable to 1 credit of college-level study. Learning contract proposals, contracts and evaluations must specify the number of pre-college units and clearly label the study as pre-college. Students may include pre-college study in any enrollment.

Sometimes it becomes evident that a student will be unable to complete a study at the college level. By the mid-point of a study, a mentor should have enough information about a student’s work to know whether any significant changes need to be made in the study itself. Therefore, if later in a study a student has been unable to work at the college level, the mentor should not submit an amendment to change the study to the pre-college level. For example, a student registered for College Writing who is unable to complete introductory-level work should receive a no credit outcome, rather than receiving credit for a study redefined as pre-college level.
ENROLLMENT STATUS

Full-time and Part-time Enrollment Status
Undergraduate students enrolled in 12 or more credits in an enrollment term are considered full time. Undergraduate students enrolled for 11 or fewer credits in an enrollment term are considered part time.

Graduate students enrolled in 9 or more credits in an enrollment term are considered full time. Graduate students enrolled for 8 or fewer credits in an enrollment term are considered part time.

ACADEMIC WITHDRAWAL

Students may withdraw from a study until the last day of an enrollment term. However, the actual date of withdrawal may affect enrollment charges, enrollment status, satisfactory academic progress and financial aid eligibility.

The student must submit a withdrawal request in writing by completing a withdrawal form available in the forms center. For additional information on academic withdrawal, please visit www.esc.edu/Withdrawal

Effect on Enrollment Status
The effective date of a withdrawal may affect the full- or part-time enrollment status of the student. For the purpose of establishing enrollment status, enrolled credits are the number of registered credits after day 28 of the enrollment term. For example, a student who first enrolls for 12 credits and withdraws from one 4-credit study on or before day 28 remains enrolled for only 8 credits and is no longer considered full time. If the student withdraws after day 28, he or she is considered full time.

A withdrawal that results in a change from full- to part-time enrollment status can jeopardize the student’s financial aid eligibility. See the Empire State College statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

Effect on Satisfactory Academic Progress
The effective date of a withdrawal also affects the calculation of satisfactory academic progress. For purposes of calculating academic progress, credits attempted is the number of registered credits after day 28 of the enrollment term. Thus, the date of withdrawal affects whether the credits are counted in the number of credits attempted. For example, if a student first enrolls for 12 credits and then withdraws from one 4-credit study on or before day 28, satisfactory progress is calculated on 8 credits attempted. If the student withdraws after day 28, satisfactory progress is calculated on 12 credits attempted.

For information on the effect on financial aid eligibility, see the statements on Eligibility for New York State Financial Aid and Eligibility for Federal Financial Aid.

POLICY ON VISITORS TO INSTRUCTIONAL ACTIVITIES

Instructional activities are not normally accessible to those outside the Empire State College community other than on the basis of invitation. All of the college’s instructional activities, including individual faculty/student meetings, study groups, online learning courses and group sessions at residences are intended to foster academic inquiry in an atmosphere supportive of academic freedom.

Attendance at instructional activities is normally limited to the students enrolled for the activity and the instructor(s). On occasions provided for in faculty evaluation procedures, the faculty member’s supervisor or other designated evaluator may observe teaching activity. Faculty members may invite students not enrolled in the activity, faculty colleagues and other presenters or visitors, with the following stipulations: 1) Students enrolled in the instructional activity should be informed and consulted about such visitors in a timely way; 2) When arranging to bring external visitors to the college, faculty members should inform or consult their supervisors as appropriate.

When the college has a formal partnership or contractual relationship with an external organization, such agreements commonly include provisions for evaluation of the program. When observation of instructional activity is part of a plan agreed to by the college and an external organization, the observation will be designed to avoid interference with instructional aims. Observations conducted for purposes of program evaluation will not be used in evaluation of individual faculty. Faculty and students or prospective students will be informed of such program evaluation plans at the outset of the program and will receive advance information about specific observational visits.

When the college invites individuals to visit academic programs to introduce them to the college, the visitor will observe instructional activity only when such a visit is agreed to in advance by the faculty member, in consultation with students and the center or program administrator.

If visitors offer unsolicited evaluative comments or written reports, these will not be considered in evaluation of the individual faculty member.

Individuals wishing to visit the college, e.g., community members, legislators, representatives of organizations with which the college has no formal relationship, should be referred to the appropriate administrator.

ACCELERATION

Acceleration is the opportunity to earn more than the maximum 16 credits in one enrollment term, but not more than 20 credits. This is limited to full-time students who have not interrupted the learning contract in question.
Acceleration may occur in two different ways. First, the learning contract proposal can be drawn up with more than 16 but no more than 20 credits. The center dean must review and approve this accelerated enrollment. Acceleration may be accomplished by amending a full-time enrollment. Again, the center dean must review and approve the amendment for the accelerated enrollment.

**CROSS REGISTRATION AT OTHER INSTITUTIONS**

Empire State College students may cross register at other institutions. This option expands the variety of learning resources available. For cross registration, a course must be taken for academic credit at a college or university that is accredited, or a candidate for accreditation, by a recognized regional accrediting agency.

An undergraduate student may cross register for no more than 50 percent of his or her total Empire State College learning contract credits. A graduate student may transfer in no more than 12 credits, and may include in the degree no more than 15 credits from transfer and cross registration combined.

For study taken through cross registration at another institution, the learning contract must document the name of the other institution, the course number and the minimum acceptable grade for the credit award at Empire State College (at the undergraduate level: C or better; at the graduate level: B or better).

The amount of credit to be earned for a cross-registered course must be expressed in semester hours on the Empire State College enrollment documents.

The student must request that the other institution send an official (institution-to-institution) transcript to SUNY Empire State College, Office of the Registrar, 2 Union Ave., Saratoga Springs, NY 12866-4390. The learning contract outcome should refer to the outcome reported on the official transcript. The official transcript is retained by the Office of the Registrar in the student file.

Please visit www.esc.edu/StudentAccounts for information on tuition adjustments for cross registrations.

**Cross-registration Procedures**

To cross register, the student must enroll for the course through an Empire State College learning contract proposal (registration) approved by the mentor. The mentor submits an Empire State College learning contract for the course.

The student also must follow local cross-registration procedures. These depend on the type of host institution or on specific arrangements between Empire State College and the host institution.

Empire State College allows tuition adjustments for cross registrations. Procedures depend on the type of host institution or on specific arrangements between Empire State College and the host institution.

**GRADUATION CLEARANCE POLICY**

The final date of a student’s liability for tuition and eligibility for financial aid is the end date of the final contract/last term of enrollment.

The center or program recommends the student for graduation when all activities for degree completion have been accomplished. Upon receipt of the center recommendation, the Office of the Registrar conducts an academic clearance. Student Accounts conducts a financial audit of the student’s account and financially clears the student.

A student who is graduating is classified as a student until an official degree award date has been assigned signifying that his or her name has been forwarded to the SUNY Board of Trustees with a recommendation for degree conferral.

**STUDENT ACADEMIC APPEALS POLICY AND PROCEDURES**

**Policy Statement**

Students are responsible for reviewing and abiding by the college’s academic policies and procedures. Students are responsible for their academic choices and for meeting the standards of academic performance established for each study or course in which they enroll.

Faculty are responsible for establishing methods and criteria for evaluation and evaluating a student’s performance in learning contracts, courses, final projects, exams, prior learning assessments, etc. Evaluations of students, awards of academic credit and other academic judgments are based upon academic performance and the application of relevant academic policies. Academic judgments made by faculty and other academic professionals are recorded in college documents, such as:
- learning contract, and course outcomes and evaluations;
- evaluations of prior learning; and
- written academic decisions made by assessment committees, Academic Review Committees, center or program administrators, or other academic staff.

On occasion, a student may disagree with the academic decision of a faculty member or academic professional, administrator or committee. The college provides an appeals process for the student to request reconsideration of an academic decision.

Appeals are petitions to change a decision rendered about an academic matter. The basis for a student’s appeal of an academic decision may be either that the academic judgment was unfair in the view of the student or that the college’s academic policies were applied incorrectly in the view of the student.
Procedures for Appeals of Academic Decisions

The administrator for the center or program where an academic decision was made is responsible for administering the appeals process.

If the relevant administrator made the original academic decision while serving in the role of mentor, tutor or evaluator, the faculty chair fills the administrative role in the appeals process.

The locus of appeal is the center or program where the original academic decision was made. For example, if a regional center student enroll in a Center for Distance Learning course and appeals the CDL course outcome, the appeal is handled by the Center for Distance Learning. Questions about the appropriate locus of an appeal are resolved by the ombudsperson in the Office of Academic Affairs. The relevant administrator should provide the student with a copy of the Student Academic Appeals Policy and Procedures.

The college appeals process includes an informal resolution procedure as well as a procedure for formal appeal of an academic decision. The college strongly encourages the student to attempt an informal resolution before making a formal appeal.

A. Procedure for Informal Resolution

The informal resolution process includes two possible steps:

1. the student should discuss the matter directly with the party who made or represented the academic decision (tutor, mentor, assessment committee representative, assessment professional, etc.) and make a reasonable effort to resolve the issue. The student must begin such an informal resolution process within 30 days of receiving the academic decision. (Throughout this document, read days as calendar days.)

2. if no resolution is reached through the first step, or if the student is uncomfortable trying to resolve the issue directly with the appropriate party, the student should request informal resolution by the center dean or program administrator (or designee). This step must occur within 45 days of the student's receipt of the original academic decision.

The center or program administrator discusses the academic decision with the student and listens to the student's perspective on the situation, and may gather additional relevant information. The administrator attempts to facilitate understanding and acceptance by the student of the original decision or agreement by the parties to an alternative resolution, as appropriate. The center or program administrator does not play a decision-making role; rather, he or she facilitates a resolution when possible.

B. Procedure for Formal Appeal

1. A student may initiate a formal appeal of an academic decision within 60 days of receipt of the decision, whether or not he or she has attempted an informal resolution as described previously. An Academic Review Committee, described below, considers appeals of academic decisions.

a. The student submits a written appeal to the center or program administrator and includes in it:
   - a full description of the academic decision and the basis for the student's appeal for reconsideration,
   - a statement of the remedy the student is seeking,
   - any supporting documents, and
   - information on when and with whom the student may have attempted any informal resolution.

b. The administrator transmits the appeal to the center or program Academic Review Committee and provides a copy to any other relevant parties. The administrator should take these steps within seven days of receiving the appeal. He or she ensures that the ARC review takes place in a timely manner.

2. Academic Review Committee

a. The ARC consists of at least three, but no more than five, faculty members. Each center or program establishes procedures for constituting the ARC and for establishing a chair. If a member of the ARC is a party to the appeal, a substitute is designated if necessary to bring the membership up to the minimum.

b. The ARC may obtain additional relevant information before or after a hearing. Academic Review Committee consideration of the appeal focuses only on the student's claim of unfairness or incorrect application of college policies.

3. Initial ARC Review

a. Based on its initial review, the ARC may return an appeal to the student for further information or clarification. If the appeal is returned for further information or clarification, the student must submit the requested information or revision within 15 days for the appeal to be heard.

b. Upon review of the initial or resubmitted appeal, the ARC may determine that there is no basis for a claim of unfairness or incorrect application of college policies and refuse to hear the appeal.

c. The ARC should convey a decision not to hear an appeal within seven days of receiving the initial or resubmitted appeal.
4. ARC Hearing
   a. Each party to an appeal has a right to a meaningful opportunity to be heard and to respond to information and documentation presented. The chair of the ARC will ensure a fair and timely hearing of the information and produce an accurate record of the hearing.
   b. The ARC should schedule a hearing within 30 days of receipt of an appeal to consider information relevant to the appeal. A hearing may take the form of a meeting, conference call or video conference, at the discretion of the ARC.
   c. The student may attend the hearing and present his or her case directly to the ARC. Likewise, the individual or a representative of the committee responsible for the original decision also may attend the hearing and present relevant information. A student may have an advisor at the hearing; however, the advisor may not participate directly in the hearing.

5. Following a hearing, the ARC deliberates in closed session. Decisions are made by majority vote unless otherwise noted. The ARC may:
   • uphold the original decision,
   • refer the decision back to the individual or committee making the original academic decision for reconsideration based upon ARC findings regarding fairness and/or application of college policy, or
   • revise or overturn the original decision, which requires a unanimous vote by the ARC.
   • ARC should provide a written decision and rationale for the decision to the student and other relevant parties within seven days of the hearing.

6. Reconsideration by original decision maker. If the ARC refers the decision back for reconsideration, the individual or committee making the original decision reviews the situation and may either affirm the original decision or issue a new decision. The individual or committee should convey the result in writing to the student and other relevant parties within 30 days of the referral.

7. Further Appeal. The student may appeal either a decision made by the ARC, including one not to hear an appeal, or a decision by an individual or committee following a reconsideration of the original decision. The written appeal is to the center or program administrator.
   a. The student must submit any further appeal in writing to the center or program administrator within 30 days of transmittal of an ARC decision or a reconsideration decision, and must include an explanation or justification for the appeal.
   b. The center or program administrator should notify the other relevant parties within seven days of receiving an appeal. Those parties should provide any written response within 15 days.
   c. The center or program administrator should provide a written decision and rationale within seven days of receiving responses to the appeal. The written decision is conveyed to the student with copies to the other relevant parties.

8. Final Appeal. Decisions made by the center or program administrator may be appealed to the provost/vice president for academic affairs.
   a. The student must submit any further appeal in writing to the provost/VPAA within 30 days of transmittal of an ARC decision or a reconsideration decision, and must include an explanation or justification for the appeal.
   b. The provost/VPAA should notify the other relevant parties within seven days of receiving an appeal. Those parties normally provide any written response within 15 days.
   c. The provost/VPAA should provide a written decision and rationale within seven days of receiving responses to the appeal. The written decision is conveyed to the student with copies to the other relevant parties.
   d. The provost/VPAA’s decision is final.

9. A student’s status does not change while an appeal is under consideration. If a student was dismissed, he or she remains dismissed. If he or she is in academic warning, the warning stands.

ACADEMIC HONESTY POLICY AND PROCEDURES

Policy

Empire State College expects honesty from students in presenting all of their academic work. Students are responsible for knowing and observing accepted principles of scholarly research and writing in all academic work.

Academic dishonesty or cheating includes acts of plagiarism, forgery, fabrication or misrepresentation, such as the following:
• claiming the work or thoughts of others as your own;
• copying the writing of others into your written work without appropriate attribution;
• writing papers for other students or allowing them to submit your work as their own;
• buying papers and turning them in as your own;
• having someone else write or create all or part of the content of your assignments;
• submitting the same paper for more than one study or class without explicit permission from the faculty members;
• making up or changing data for a research project;
• fabricating and/or altering documents and/or information in support of the degree program.

College faculty and staff provide guidance regarding academic honesty through new student orientation programs and materials, learning contracts and study materials, and other college information resources. The college website, print materials, writing centers, writing studies and workshops, as well as innumerable texts on college research writing, provide rich resources for learning in this area.

Mentors, tutors, evaluators and others who make academic decisions (who are collectively referred to as faculty in the remainder of the document) are responsible for identifying breaches of the college’s academic honesty expectations. Faculty make judgments about whether a breach of academic integrity represents a developmental need or a dishonest act. Faculty determine study, course and credit by evaluation outcomes and respond to breaches of academic honesty expectations in accordance with the procedures outlined on the following pages.

The dean of the student’s home center may reprimand, warn or dismiss a student for serious acts of dishonesty in accordance with the procedures that follow.

Procedure

When facing a breach of academic honesty expectations, a faculty member exercises his or her academic judgment in light of the particular circumstances and the student’s academic history. Consultation with the dean and/or the faculty chair throughout the process is encouraged.

The faculty member:
• reviews this policy and procedures statement;
• documents the concern to the extent possible;
• determines whether the breach is intentional and/or knowing, or results from a need for academic skills development;
• based on that determination, identifies options for responding to the case in accordance with the procedures that follow.

A. When Breaches of Honesty Expectations Result From a Need for Academic Skills Development

1. When the faculty member determines that a breach of academic honesty expectations resulted from the student’s need for academic skills development, he or she
   • raises the concern quickly and directly with the student;
   • continues to work with the student;
   • outlines expectations for academic honesty and refers the student to appropriate resources for skills development;
   • informs the student’s primary mentor (advisor) of the concern.

Once a faculty member or study tutor brings a breach of academic honesty to the attention of the student, the student is responsible for learning the necessary skills to prevent such concerns regarding future work.

2. The faculty member also does one or more of the following, or some other appropriate action, at his or her discretion:
   a. provides developmental advice to the student on academic expectations and the nature of the student’s breach of those expectations.
   b. requires that the student consult specific research writing or other academic skills development resources.
   c. requires that the student rewrite the assignment(s), meeting standards for academic honesty.
   d. requires that the student complete additional assignment(s) that meet standards for academic honesty.
   e. fails the student on the assignment and/or lowers the student’s grade in the study, if the study is graded.
   f. raises the developmental concern in the report of the academic decision.

3. Having provided guidance to the student, the faculty member remains alert to the possibility of further breaches. If the faculty member discovers repeated instances of problematic behavior, he or she considers whether the breach is an intentional/knowing act or if it resulted from a need for further skills development. In general, the college views repeated instances of mishandling source materials as acts of dishonesty, not as a need for further skills development. If the faculty member concludes that a repeated instance is part of the normal process of learning documentation skills, he or she continues to work with the student and follows the procedures in this section. However, if the faculty member concludes that these repeated instances are intentional and/or knowing acts of dishonesty, he or she proceeds as outlined for cases of academic dishonesty.

B. When the Breach is Knowing or Intentional

Action by the Faculty Member

1. When academic dishonesty occurs in the context of a study or course, the faculty member normally assigns a no credit outcome. When academic dishonesty occurs in the context of individualized credit by evaluation (CBE), the evaluator normally does not grant credit for the component. If the faculty member concludes that a no credit outcome is not warranted for a study or course or that the student should receive credit for the CBE component, then the faculty member follows the procedures for breaches of academic dishonesty resulting
from a need for academic skills development described in the previous section. Otherwise, the faculty member follows the steps in the next section.

2. When a faculty member concludes that a student has committed an act of academic dishonesty that warrants a no credit outcome (or the equivalent if the context is other than a study or course) he or she:
   a. raises the concern quickly and directly with the student.
   b. assigns a no credit outcome for the study or course or an evaluation for a CBE.
   c. informs the student in writing within four weeks (either through the learning contract outcome form or through a memo) of the determination and the reason for it (and the study outcome as appropriate).
   d. copies the written notice to the student’s primary mentor and the dean (both at the student’s home center or program and at the center or program where the suspected dishonesty occurred, if the two are different).

A student who believes that the determination of academic dishonesty is unfair may appeal that decision through the college’s Student Academic Appeals Policy and Procedures.

Serious Acts of Dishonesty

1. Possible Penalties. Serious or continued breaches of academic honesty also may constitute grounds for formal reprimand, academic warning or dismissal from the college. The following penalties may apply:

   **Reprimand**
   
   A reprimand is a formal written notice from the dean to the student expressing disapproval of the behavior. It describes the nature of the breach of academic honesty standards, expectations for future behavior and any specific educational requirements. The letter of reprimand is not included in the student’s official college record.

   **Academic Warning**
   
   An academic warning for academic dishonesty is a formal written notice from the dean to the student providing conditions for continued enrollment in the college. It describes the nature of the breach of academic honesty standards, expectations for future behavior and any specific educational requirements. The academic warning for academic dishonesty is included in the student’s official college record. A breach of academic honesty expectations after an academic warning for academic dishonesty normally leads to dismissal.

   An academic warning for academic dishonesty remains active on the student’s academic record until graduation. While the college retains information internally about the academic warning after graduation, the college clears the official record. If the student pursues additional study with the college, the information is available to college personnel who may consider it if the student breaches academic honesty expectations again.

   **Academic Dismissal**
   
   An academic dismissal for academic dishonesty is an indefinite separation from the college. The formal written notice describes the nature of the breach of academic honesty expectations. The academic dismissal for academic dishonesty is included in the student’s official college record.

2. Review of Serious Cases of Dishonesty. If the faculty member, the primary mentor or the dean of the center where the dishonesty occurred believes that an instance of academic dishonesty is serious enough to warrant an official reprimand or possible academic warning or dismissal he or she refers the case to the dean of the student’s home center. The dean of the student’s home center or program reviews the case and the student’s academic history and determines next steps. He or she may:

   - refer the case to the Academic Review Committee for a recommendation on possible reprimand, academic warning or academic dismissal;
   - issue a reprimand; or
   - in consultation with the student’s primary mentor, require additional educational activities and/or provide developmental advice.

3. Academic Review Committee Procedures. The Student Academic Appeals Policy and Procedures defines Academic Review Committee membership. Academic review committee procedures are as follows:

   a. When the dean refers the case to the ARC, he or she notifies the student in writing within 15 days of receiving the copy of the notice to the student from the faculty member. The dean’s notice provides the student the opportunity to respond in writing to the ARC.

   b. The student has 15 days to submit any written response to the ARC. The ARC considers the student’s response in its review.

   c. The ARC may obtain additional relevant information before or after a hearing.

   d. **Academic Review Committee Hearing**
The ARC should schedule a hearing within 30 days of receiving an academic dishonesty case to consider relevant information. A hearing may take the form of a meeting, conference call or video conference, at the discretion of the ARC.

Each party to a case of academic dishonesty has a right to a meaningful opportunity to be heard and to respond to information and documentation presented. The chair of the ARC ensures a fair and timely hearing of the information and provides an accurate record of the hearing to the dean.

The student may attend the hearing and present his or her case directly to the ARC. Likewise, the individual(s) referring the case also may attend the hearing and present relevant information. A student may have an advisor at the hearing; however, the advisor may not participate directly in the hearing.

e. Following the hearing, the ARC deliberates in closed session. Decisions are made by majority vote. The ARC decides whether the breach of academic honesty was intentional or knowing or a result of a developmental need. Based on its conclusion the ARC may:

- decide that a penalty is unwarranted,
- recommend that the dean issue a reprimand or academic warning, or
- recommend that the dean dismiss the student from the college.

f. Within seven days of the hearing, the ARC transmits its decision/recommendation and rationale in writing to the student, the primary mentor and the dean.

4. Review of ARC Decision/Recommendation by the Dean.

Within seven days, the dean reviews the ARC’s decision on dishonesty and any recommendation for a reprimand, academic warning or dismissal. The dean may decide to issue a reprimand, academic warning or dismissal as appropriate to the situation or may issue another decision.

5. Written Notice. The dean provides to the student a written notice of his or her decision in the case.

a. If no penalty is warranted, the dean provides the rationale and advises the student of developmental resources and/or required educational activities as appropriate to the case.

b. If a penalty is warranted, the dean provides written notice to the student of the penalty, which may be a reprimand, academic warning or academic dismissal. The written notice specifies the effective date of the action.

c. The dean sends a copy of any written notice to the student’s primary mentor and retains a copy in the center or program file. The dean also sends a copy of written notices of academic warning or dismissal to the Office of the Registrar.

Reinstatement after Dismissal for Academic Dishonesty

For the dean to consider reinstatement, a student must present to the dean convincing written evidence that he or she has come to value the standards for academic honesty and a written affirmation that he or she agrees to follow the college’s Academic Honesty Policy.

The dean of the student’s home center is responsible for acting on requests for reinstatement after academic dismissal. Students are not eligible for reinstatement for at least 16 weeks or one term, whichever is longer, after an academic dismissal.

Students who are academically dismissed a second time for academic dishonesty are not eligible for reinstatement.

If the dean reinstates a student, he or she places the student in warning status. The dean also may establish terms and conditions for re-enrollment that promote academic honesty. For example, the center or program administrator may impose specific conditions, such as requiring:

- participation in writing center workshops,
- enrollment in studies to build academic skills, or
- enrollment in a study on ethics.

Written Notice. The dean sends a copy of any written notice of reinstatement to the student’s primary mentor, retains a copy in the center or program file and forwards a copy to the Office of the Registrar.

Student Appeals

Students may appeal any decision made about academic honesty as outlined in the Student Academic Appeals Policy and Procedures.

PROTECTION OF HUMAN RESEARCH SUBJECTS

Empire State College acknowledges and accepts its responsibility for protecting the rights and welfare of human subjects of research and will comply with the Department of Health and Human Services regulations (including 45CFR46) and New York State Department of Health Regulations for the protection of human subjects. The college has adopted and will abide by the ethical principles set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavior Research titled, “Ethical Principles and Guidelines for the Protection of Human Subjects of Research” (the “Belmont Report”). The college will exercise appropriate administrative overview, carried out at least annually, to ensure that its practices and procedures designed for the protection of human subjects are in compliance and effectively applied.

All research involving human subjects will be reviewed and approved by an Institutional Review Board, which has been established under this assurance of compliance, regardless of the source of funding. The involvement of human subjects in research covered by this policy will not be permitted until the IRB has reviewed and approved the research and informed...
consent has been obtained. If the only involvement of human subjects will be in one or more of the categories exempted or waived from review by the federal Office of Human Research Protection, the expedited review process shall be undertaken as required under present New York state law.

This policy is applicable to all activities, in which whole or in part, involve research with human subjects if:

1. the research is sponsored by the college;
2. the research is conducted by or under the direction of any employee or agent of the college in connection with his or her institutional responsibilities, or uses any property or facility of the college;
3. the research involves the use of the college's nonpublic information to identify or contact human research subjects or prospective subjects.

UNDERGRADUATE ENROLLMENT IN GRADUATE COURSES

Policy
An advanced undergraduate student (within the last 32 credits of the bachelor's program) with a conurred degree program may apply to take up to 9 credits of selected graduate course work as determined by the appropriate graduate program chair or coordinator (but only six hours during a single term) related to the student’s degree program. If the student is permitted to enroll, graduate-level course expectations and grading policies apply.

Students and mentors should consult with the appropriate program chair or coordinator as they develop a degree program plan that includes graduate study. Students who incorporate graduate studies into their degree program will be exempted from the degree program amendment fee should changes be required to the degree program as a result of not being permitted to enroll in graduate courses.

The appropriate program chair within the School for Graduate Studies determines eligibility on a course-by-course basis, in consultation with the student's primary mentor and other mentors as appropriate. Decision criteria include (1) the student's preparedness for graduate study based on the academic record, (2) the student’s rationale for enrolling in graduate courses, and (3) the availability of space in the course(s). The graduate course(s) may be used toward the undergraduate degree (subject to undergraduate degree program review).

Additionally, if the student is accepted within two years to the graduate program to which the courses apply, those course(s) will apply toward that graduate degree.

Procedure
SGS (School for Graduate Studies) will provide a list of eligible courses on its website with a link from MyESC. The terms for courses are September, January and May.

Undergraduate Consultation With Primary Mentor
The undergraduate student consults with his/her primary mentor and SGS to determine if she/he is ready for graduate-level study, if graduate study is appropriate to his/her goals, and if so, what courses would be relevant to his/her degree program. Some indicators of readiness to engage in graduate study are that students will have been highly successful in upper-level courses/studies demonstrating strong writing and critical thinking skills, and have completed any prerequisites required for a particular course.

The student completes and signs the application for enrollment in graduate courses, acknowledging the expectations of graduate-level study and grading.

School for Graduate Studies Review
The application is forwarded via email to the student services staff in SGS (GradReg@esc.edu), where it is logged and channeled to the appropriate program chair or coordinator.

The chair/coordinator determines if the student is prepared for graduate study based on the academic record, consultation with the undergraduate primary mentor, the course instructor, other mentors if needed, and the student's rationale for enrolling in graduate courses. The primary mentor would need to advise as to the appropriateness of the courses selected to the planned DP and provide information about the student’s readiness for graduate-level study (or connect the graduate chair or coordinator with other mentors who can provide that advice). The chair or coordinator also ensures that there is space available in the course(s) selected. The chair notifies graduate student services of the decision.

If the request is approved, the graduate student services office notifies the student, the primary mentor and processes the enrollment (adds the course to the student’s worksheet or manually enters the enrollment) for the appropriate term.

The SGS student services will ensure that undergraduate students so approved do not exceed 6 credits of graduate study in any given term.

Appeals
Appeals of decisions would follow the college’s academic appeals process and formal appeals would be referred to the appropriate center. For example, appeals of decisions not to allow a student to participate in a graduate course would be directed to SGS, and appeals of decisions about the appropriateness of such a course to the undergraduate program would be directed to the student’s home center.
Student Life Policies and Procedures

This chapter covers nonacademic policies and procedures that apply to students, as well as the rights and responsibilities of students. Students are responsible for understanding and adhering to college policies. If you have questions, please contact your mentor or the coordinator of student services at your center or program.

STUDENT GRIEVANCE PROCEDURE

A grievance is a complaint about college services. A grievance differs from an appeal of an academic decision. A student may file a grievance if he or she believes he or she has been improperly served.

1. Informal Resolution. The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of the relevant center, program or office administrator in a timely fashion. An attempt at informal resolution should begin no more than 30 days after the concern arises.

2. Written Grievance. If the student is unsatisfied with the response, the student may make a formal, written complaint to the center dean.
   a. Any formal complaint must be submitted within 60 days of the concern arising. The student must state the nature of the grievance, the remedy he or she is seeking and describe any previous attempts to resolve the issue.
   b. The administrator reviews the situation and should provide a written response within 15 days of receiving the complaint.

3. Appeal. If the student is unsatisfied with the first level of administrative response, the student may appeal in writing to the appropriate vice president.
   a. Appeals regarding academic services are to be submitted to the provost/vice president for academic affairs. Appeals regarding financial issues are to be submitted to the vice president for administration.
   b. Any appeal must be submitted within 30 days of the transmission of the first-level administrative response. The student must state the nature of the justification for the appeal and describe any previous attempts to resolve the issue.
   c. The vice president reviews the situation and should provide a written response within 15 days of receiving the appeal. The vice president’s decision is final.

STUDENT CONDUCT POLICY AND PROCEDURES

Policy Statement

The Student Conduct Policy sets behavioral standards for Empire State College students and defines the relationship between the college and its students. It affirms values essential to promoting individual intellectual and personal development and for creating an effective learning community. Empire State College expects students to conduct themselves in a responsible manner that is respectful of the rights, well-being and property of all members of the college community and that supports the college’s educational mission. This policy complies with section 6450 of the Educational Law and section 535 of the Rules of the Board of Trustees of the State University of New York.

Students are expected to:

- treat fellow students, faculty and staff of the college with civility and respect;
- represent themselves, and any documentation that they may present to the college, in an honest manner;
- respect college property and the activities conducted at college facilities or college-sponsored events;
- uphold college policies, SUNY policies and all applicable laws.

Empire State College students should expect the same degree of civility and respect from other students, faculty and staff.

Scope

A student is a person admitted or enrolled at Empire State College. The college has an interest in student conduct, which occurs during a student’s matriculation or enrollment at the college, including any breaks in enrollment permitted by college policy. Students are responsible for their own behavior and the behavior of their guests.

The college does not normally pursue alleged conduct violations that occur away from Empire State College facilities or events, or that are not associated with the student’s relationship with Empire State College. However, in situations when the safety of members of the college community may be endangered, the college may review such violations pursuant to the policy on student conduct.

College Regulations

The following behaviors by a student, or any guest of a student, whether acting alone or with any other persons, violate the policy on student conduct:

1. conduct that threatens or endangers the mental health, physical health or safety of any person or persons, or causes actual harm, including:
   - physical harm or threat of physical harm such as physical abuse, sexual assault or coercion, harassment and
intimidation, whether physical, verbal (oral or written) or nonverbal
2. dishonest conduct not covered by the Empire State College
Academic Honesty Policy and Procedures, including
forgery, alteration, fabrication or misuse of identification
cards, records, grades, diplomas, college documents or
misrepresentation of any kind to a college office or official
3. disorderly conduct that interferes with the rights of others
4. intentional or reckless disruption or interference with the
activities of the college or its members
5. theft of personal or college property or services, or illegal
possession or use of stolen property
6. vandalism or intentional or reckless damage to personal or
college property
7. unauthorized entry, use or occupation of college facilities or
the unauthorized use or possession of college equipment
8. illegal purchase, use, possession or distribution of alcohol,
drugs or other controlled substances*
9. failure/refusal to comply with a reasonable request from a
college official acting within the scope of his or her duties
10. unauthorized possession or use of firearms, explosive
devices, fireworks, dangerous or illegal weapons, or
hazardous materials
11. interference with, or misuse of, fire alarms, elevators or
other safety and security equipment or programs, including
but not limited to initiating, or causing to be initiated, any
false report, warning or threat of fire, explosion or other
emergency
12. violation of a condition or sanction imposed (or agreed
upon) due to a violation of the policy on student conduct
13. violation of any federal, state or local law that poses a
threat to the health, safety or well-being of the college or its
individual members
* See Empire State College Firearms Policy

Rights of the Parties
Students are entitled to equal care and fairness in the application
of the policy on student conduct. A student accused of a breach
of student conduct and others in the college community have
equally important interests. Thus, the college takes into account
the interests of all parties in order to reach a fair resolution.
1. Each party has the right to be informed of his or her rights
through receipt of a copy of this policy.
2. Each party has the right to receive relevant information and
documentation, including information that is favorable to the
student accused of a violation or that may indicate that
he or she may not be responsible.
3. Each party has the right to a meaningful opportunity
to be heard and to respond to the information and
documentation presented.

Consideration of Information
In both formal and informal investigations of complaints
and concerns, the college may review and consider relevant
information about prior complaints and their outcomes and
informal steps toward changing the behavior. The college will
not include information about conduct complaints for which a
student was found not responsible.

Interim Suspension
1. Interim suspension is used only in the following
circumstances:
• to ensure the safety and well-being of members of the
community or preservation of college property; or
• to ensure the student’s own physical or emotional safety
and well-being;
• if the student poses a definite threat of disruption of or
interference with the normal operations of the college.
2. The dean or provost’s designee may place a student on
interim suspension upon making a determination that such
an action is necessary to maintain safety and order. The dean
or provost’s designee normally consults with the provost
and/or judicial officer before taking such action. The interim
suspension remains in effect until responsibility and sanctions
have been determined and any appeals have been resolved.
3. Upon placing the student on interim suspension, the dean or
provost’s designee immediately forwards a formal complaint
to the judicial officer. Consequently, the dean or provost’s
designee is a party to the complaint.
4. The judicial officer assembles a Student Conduct Committee
as outlined and conducts the hearing within 15 calendar days
of the notice to the student of the interim suspension.
5. A student placed on interim suspension may request
reconsideration in writing to the dean or provost’s designee.
The student must provide evidence that he or she is not
a risk to safety and order. The dean or provost’s designee
reviews the request and considers the information the
student provides. If the dean or provost’s designee
reconsiders and sustains the suspension, the student
may appeal to the provost.

Informal Resolution
Center, program and functional staff (Financial Aid, Student
Accounts, Business Services, Admissions, etc.) are expected
to resolve issues around student behavior informally through
discussion and advisement before moving to formal complaints.
Any resolution reached through this process is binding. Staff
summarize in writing both informal resolutions reached with the
student and attempts to resolve issues informally and send that summary to the student and any other relevant parties. In some cases, it is appropriate to move directly to a formal complaint.

**Formal Complaints**

The Office of Academic Affairs is responsible for administering formal student conduct procedures. A staff member within the Office of Academic Affairs serves as the college's judicial officer.

The college uses the procedures that follow only if there is a formal allegation of a breach of student conduct as defined in this policy. The procedures support investigation of alleged misconduct and hearings are an extension of that investigation and not trials.

The college’s standard for finding a student responsible for a violation of the policy on student conduct is that there is a preponderance of evidence supporting the complaint.

There are three possible formal sanctions. The sanctions of expulsion and suspension result in a loss of good standing with the college. Repeated violations may be a basis for determining that a sanction of suspension or expulsion from the college is warranted.

**Expulsion:** A student who is expelled from the college for disciplinary reasons is permanently excluded from all college activities, functions, facilities and buildings, and may not use any college resources.

**Suspension:** A student who is suspended from the college is excluded from all college activities, functions, facilities and buildings and may not use any college resources for the period of the suspension. The student is restored to good standing at the end of the suspension period.

**Written Warning:** A written warning describes the breach of conduct and directs the student not to repeat the conduct in question. A written warning indicates that the student has damaged his or her relationship with the college, but does not carry a loss of good standing. A written warning issued for a breach of conduct will be reviewed when considering any future breaches of conduct.

A suspension or written warning may be accompanied by restrictions on the use of specific college resources or facilities (e.g., use of computer resources). A restriction may be temporary or permanent. Information defining such restrictions must be included in the written notice to the student.

In addition to the sanctions specified previously, the college may require the student to make restitution or compensate for any loss, damage or injury.

**PROCEDURES**

**Formal Complaint**

Any member of the college community may file a complaint alleging a breach of student conduct. The complainant(s) submits a signed, written complaint to the judicial officer within 30 calendar days of the occurrence of the event or discovery thereof. The complaint must describe the alleged violation and include any available documentation/information. The complaint may include information about previous behavior that demonstrates a recurrent pattern of behavior that is relevant to the current conduct violation. In the initial review, (described below) the judicial officer determines if the college will charge the accused with a violation of the conduct policy.

Given the role of the judicial officer in resolving behavioral concerns, the judicial officer is often aware of the full range of a student's behavior across the college and may be the most knowledgeable. Consequently, the judicial officer may initiate formal proceedings based on his or her knowledge of the student's behavior. If there is a conflict of interest the judicial officer may excuse himself or herself and the provost will appoint an alternate judicial officer.

**Initial Review**

The judicial officer first determines if there are grounds for the allegation and whether the allegation falls within the scope of the policy on student conduct.

1. If the judicial officer determines that the allegation is groundless or the alleged violation does not fall within the scope of this policy, the judicial officer so notifies the complainant in writing.

2. If the judicial officer determines the allegation falls within the scope of this policy, he or she determines whether a formal or informal process should be followed. If the judicial officer decides that a formal process is required, then the judicial officer charges the student with a violation of the Student Conduct Policy.

**Informal Resolution**

The judicial officer may address the concern through discussion with the student or other appropriate means and make an effort to resolve the matter informally. The formal process is followed if the judicial officer determines that the informal process is insufficient or inappropriate.

**Formal Process**

1. If the judicial officer determines that the alleged violation does not potentially warrant a sanction of suspension or expulsion from the college, but still warrants formal action, the next step is a review conference with the student.

2. If the judicial officer determines that the alleged violation is serious enough to potentially warrant a sanction of suspension or expulsion from the college, the next step is
referred to the Student Conduct Committee for a hearing. Repeated violations may be a basis for determining that a referral must be made to the Student Conduct Committee.

In any case, the judicial officer notifies the student in writing within 15 calendar days of receipt of the complaint. The written notice indicates who filed the complaint, summarizes the student’s alleged violation of college policy and the nature of the information and documentation presented against the student, and includes a copy of the policy on student conduct. The written notice also indicates whether the next step is a discussion, a review conference or referral to the Student Conduct Committee for a hearing.

**Review Conference**

1. The review conference includes the judicial officer and the student who has been charged with a violation and may take the form of a meeting, phone conference or video conference. The conference usually takes place within 15 calendar days of the written notice to the student.

2. In the review conference, the judicial officer reviews the allegation and the college’s policy on student conduct with the student and gives the student an opportunity to respond. The judicial officer may consult with others, as he or she deems necessary.

3. The judicial officer makes a determination about the allegation and may:
   a. determine that the student is not responsible;
   b. determine that the student is responsible and resolve the issue administratively by mutual consent of the parties in a way that is acceptable to the judicial officer;
   c. redefine the alleged violation as potentially warranting a sanction of suspension or expulsion from the college, and refer the case to the Student Conduct Committee for a hearing;
   d. determine that the student is responsible for a violation for which a written warning is appropriate. In this case, the administrator may impose the sanction of a written warning.

4. The judicial officer provides a written summary of the issue and its disposition to the student, the complainant and the student’s home center dean or program administrator, and maintains a copy for the college’s records.

5. The judicial officer copies all correspondence arising from the review conference to the student’s home center dean, the provost/VPAA and to relevant parties as appropriate.

6. The judicial officer is responsible for producing and maintaining an accurate record of the review conference.

**Student Conduct Committee**

1. A Student Conduct Committee (SCC) considers alleged violations of the policy on student conduct that may warrant a sanction of suspension or expulsion from the college.

2. A SCC consists of three members, at least one Empire State College faculty member, one student service professional and, if possible, one Empire State College student. If a student is not available another faculty member will be added. The Office of Academic Affairs establishes and maintains a list of faculty and student service professionals trained to conduct hearings. One member of the group of trained faculty and professionals serves as convener.

3. The judicial officer identifies a conduct committee for a particular case and establishes a faculty or staff member of the committee as the hearing officer.

4. If a member of the SCC is a party to a complaint or has a conflict of interest, he or she excuses himself or herself. The judicial officer identifies a substitute member who is not involved in the case who replaces the original member.

**Student Conduct Hearing**

1. A SCC hearing takes place within 30 calendar days of the referral, not counting college no appointment periods. The hearing may take the form of a meeting, conference call or video conference, at the discretion of the SCC.

2. The SCC is responsible for conducting a fair hearing of the facts and relevant information.

3. The hearing officer is responsible for procedural decisions, correspondence, and coordinating and chairing the hearing.

4. The judicial officer serves as advisor to the hearing officer; either may designate additional staff support for the hearing.

5. Each party has the right to have an advisor at a SCC hearing, but advisors may not question witnesses, address the SCC or participate directly in the hearing.

6. Each party has the right to refuse to answer questions.

7. The hearing officer must require all witnesses to swear or affirm that the information they provide will be truthful.

8. A single, verbatim record (e.g., transcript or recording) is made of the hearing. It and any copies made for safekeeping remain the property of the college. The college provides supervised, post-hearing access to the record, but does not provide copies to the parties.

9. The SCC is responsible for obtaining and reviewing any supporting documentation it deems necessary from the student, the complainant and/or others.

10. Following the hearing, the SCC deliberates in closed session.
11. The SCC is responsible for determining whether the student violated the policy on student conduct and for determining an appropriate sanction. The SCC may:
   a. determine that the student is not responsible
   b. determine that a violation has occurred which does not warrant even a written warning sanction, and refer the case back to the judicial officer for resolution through a review conference
   c. determine that the student has violated the policy on student conduct and decide on a sanction of expulsion, suspension or written warning. Since alleged violations are referred to the SCC only when a sanction of suspension or expulsion from the college is potentially warranted, an SCC finding of misconduct normally results in a decision for either of those two sanctions. However, the SCC may decide upon the lesser sanction of a written warning.

12. The SCC transmits its written decision and rationale to the student, the complainant, the student’s home center dean or program administrator and the judicial officer within 15 calendar days of the hearing. The SCC also transmits the verbatim record of the hearing session to the judicial officer within 15 calendar days of the hearing.

Sanctions and Imposition of Sanctions
The judicial officer is responsible for implementing any sanction for misconduct within seven calendar days of the SCC decision. The judicial officer provides a written notice to the student, the complainant and the dean of the student’s home center or program administrator, and maintains a copy for the college’s records.

Appeals
1. The student has the right to appeal a decision by the judicial officer or by the SCC to the provost/vice president for academic affairs. Such appeals are not a rehearing of the complaint; rather, they provide a safeguard against errors or unfairness. The student may appeal the determination of responsibility, the sanction or both.

2. Appeals are considered on one or more of the following grounds:
   a. significant new information not available at the time of the hearing/decision,
   b. information/documentation presented at the hearing/decision that was disregarded,
   c. substantive procedural violation that may have altered the outcome of the hearing/decision, or
   d. imposition of an unreasonable sanction.

3. The student must submit any appeal in writing to the provost/vice president for academic affairs (provost/VPAA) within 30 calendar days of transmittal of the decision and must include an explanation or justification for the appeal.

4. The provost/VPAA notifies other parties in the case within seven calendar days of receipt of an appeal. Those parties normally provide any written response within 15 calendar days. The provost/VPAA normally provides a written decision and rationale within seven calendar days of receipt of responses to the appeal. The provost/VPAA’s decision is final.

5. If the student files a timely appeal, no sanction is imposed until the provost/VPAA renders a decision, except that an interim suspension imposed to maintain safety and order remains in effect.

Maintaining Records
The Office of Academic Affairs maintains judicial records for five years from the date of last enrollment or graduation date, whichever is later, except in cases resulting in suspension or expulsion, in which case the record is maintained indefinitely. If a student matriculates into another program at Empire State College, the record remains active.

REVIEW OF POLICIES AND PROCEDURES
Changes to this policy are subject to approval by the appropriate governance bodies, the college president and the College Council. The provost/vice president for academic affairs approves procedural changes.

IN VOLUNTARY WITHDRAWAL PROCEDURE
Whenever possible, the college uses the Student Conduct Policy and Procedures to address violations of college regulations. In rare cases, a student poses a significant risk to self or others and may not be competent to participate in student conduct proceedings. Significant risk constitutes a high probability of substantial harm and not just a slightly increased, speculative or remote risk. In these cases, the provost/vice president for academic affairs or designee may involuntarily withdraw the student from the college.

Procedure
A. If a student poses an immediate and significant risk of harm to others, the individual confronted with the situation calls local police. The dean makes a further assessment after the immediate safety issues are addressed.

B. The dean uses available evidence to determine if there is significant risk to others. The assessment may include a review of recommendations by emergency responders (police, EMTs, etc.) and medical professionals. Additionally, or in the absence of such information, the dean uses the best available information.

C. The dean of the student’s home center makes a request to the provost/vice president for academic affairs outlining the risk posed by the student and explaining why the student is not able to participate in conduct proceedings, if applicable.
D. The provost/vice president for academic affairs reviews the request and determines if the threat and the assessment of incompetence is sufficient to warrant the involuntary withdrawal of the student from the college. The provost/vice president for academic affairs may consult with others as needed and provides the student an opportunity to provide his or her own evaluation or other evidence.

a. If an involuntary withdrawal is warranted, the provost/vice president for academic affairs notifies the individual in writing, summarizes the basis for the decision, and copies the dean. The provost/vice president for academic affairs also may require as a precondition to a student’s return that the student provide documentation that the student has taken steps to reduce the previous threat. The college may require a release to speak with any treatment professional.

b. If the student poses a risk to safety and order and the provost/vice president for academic affairs determines that the student is competent to participate in conduct proceedings, involuntary withdrawal is not appropriate. The conduct policy and procedures provide for an interim suspension pending conduct proceedings.

c. If the provost/vice president for academic affairs determines that the student does not pose a significant risk, he or she refers the matter back to the dean for action in accordance with established policies and procedures.

E. The student may request reconsideration of the involuntary withdrawal in writing to the provost/vice president for academic affairs. The student provides a rationale and additional evidence that supports his or her request. This may include documentation that he or she has taken steps to reduce the previous threat. The provost/vice president for academic affairs reviews the request and any documentation, may consult with others, may require a release to speak with any treatment professionals, and informs the student in writing of the final decision.

2. Students may request to examine their education records by the following methods:

   - **Center/Unit or Program Files:** in person or written request to dean or designee.
   - **Coordinating Center Files:** in person or written request to college registrar.

   Proper identification required for in-person requests, e.g., Empire State College identification card.

   The college will comply with such requests in a reasonable time not to exceed 45 days from receipt of the request.

3. If the student wishes copies of the education records, the following fee schedule will apply: transcript $5, all other education record materials $.50/page.

   While the college may not deny access to the records, under certain circumstances it may have cause to deny a request for a copy of a student’s education records. The college will not issue an official transcript to a student who is in arrears.

   Types and locations of records maintained by the college, and the officials responsible for them are as follows:

   a. Admission Records: Admissions office – director of admissions; centers/units or programs – center dean/program director. Upon official enrollment of a student, admissions records are transferred to the Office of the Registrar.

   b. Academic Records: Office of the Registrar – the registrar; center/units or programs – center dean or program administrator.


   d. Financial Aid Records: Financial Aid and Student Accounts (Saratoga Springs) – directors of business services, financial aid and student accounts.

   e. Billing Records: Student Accounts (Saratoga Springs) – director for student accounts.


4. The college will not disclose personally identifiable information from a student’s education records without prior written consent of the student except as permitted by the act in paragraphs 99.31 and 99.37.

**99.31 – Prior Consent for Disclosure not Required**

Prior consent is not required for the following:

   a. School Officials: those persons (and their supporting staffs) whose official functions require access to student records (e.g., Office of Academic Affairs, Admissions, Office of the Registrar, Financial Aid, Student Accounts, Office of Collegewide Academic Review personnel, mentors, research personnel).

**ADHERENCE TO FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

The Family Educational Rights and Privacy Act of 1974 was designed to ensure that educational records would be open to inspection and correction when appropriate and that recorded information would not be made freely available to individuals outside the school without consent. Both current and former students have the right to inspect and review all records, files, documents and other material directly related to them which are maintained by the school or a person acting for the school.

To comply with the provisions of the act, Empire State College guarantees the following:

1. The college will inform students annually of their rights under the act.
b. Authorized representatives of the comptroller general of the United States; the secretary, the commissioner, the director of the United States Department of Education; the assistant secretary for education; state educational authorities.

c. Persons connected with financial aid (e.g., determining eligibility, amount, conditions and enforcement of conditions).

d. State and local officials when information is required to be disclosed by state statute.

e. Organizations conducting studies for the college for specific purposes when personal identification will not be possible outside the organization.

f. Accrediting organizations in carrying out their functions.

g. To comply with judicial orders.

h. In event of health or safety emergency.

i. To comply with the Patriot Act of 2001.


Directory information which can be released without prior consent of the student is limited to the following (as authorized by the act):

a. Name

b. Address

c. Phone number

d. Dates of attendance

e. Most recent previous educational institution attended

f. Major area of concentration

g. Degree and awards earned

h. Participation in officially recognized college activities

i. Date and place of birth

j. Country of citizenship

The student may restrict the release of all or part of the directory information by following the procedures specified in each annual notice.

All parts of the college will operate under the following procedures with regard to requests for information:

1. **Incoming Phone Requests**: only directory information items d, f, g will be released over the phone to persons outside the college.

2. **Written Requests**: directory information will be released by the college registrar in response to requests on official letterhead to persons having legitimate reason for requesting the information. If additional information is requested, the student will be notified and release requested.

3. **In-Person Requests**: directory information will be released to those who have proper identification and legitimate reason for requesting the information. It will not be released to other students.

4. Other than directory information will be released only by the college registrar and only with the prior consent of the student.

5. The Office of the Registrar will maintain a record in the student’s file of all requests for, and disclosure of, personally identifiable information (other than directory information) from a student’s education records as specified in the act. This record may be inspected by the student.

6. Students may request to amend their education records if they believe information contained therein is inaccurate or misleading or violates their privacy or other rights. If such a request is refused, the college will so inform the student and advise the student of the right to a hearing to be held within a reasonable time.

7. All parts of the college will maintain student records in lockable file cabinets, preferably in lockable rooms. Similarly, computer files will be maintained in such a way as to ensure maximum security and to provide access only to authorized personnel. Storage and destruction will be in accordance with State University policy and procedures.

8. Copies of this policy and of the act will be on file in all locations of the college and will be made available to eligible students upon request.

**Access to Lists of Empire State College Graduates**

The Family Educational Rights and Privacy Act of 1974 stipulates under what conditions information regarding graduates, as well as students, may be made public. It is the policy of this college not to make mailing lists of graduates available to other organizations or individuals. In no instance will lists of Empire State College graduates be released to organizations or individuals for commercial purposes. All requests for information on individual Empire State College graduates will be forwarded to the college registrar. If, in the view of the college registrar, a compelling case exists to grant exception to this policy, the college registrar will consult with the Office of the President and Alumni and Student Relations to determine if an exception is warranted. In those cases where an exception is granted, the release of information will still be governed by the Family Educational Rights and Privacy Act of 1974.


**AFFIRMATIVE ACTION/ NONDISCRIMINATION NOTICE**

Pursuant to Empire State College policy, the college is committed to fostering a diverse community of outstanding faculty, staff and students, as well as ensuring equal educational
opportunity, employment and access to services, programs and activities, without regard to an individual’s race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status or criminal conviction. Employees, students, applicants or other members of the college community (including but not limited to vendors, visitors and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The college’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans With Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Affirmative Action/Title IX Officer Mary Morton, Office of the President, 2 Union Ave., Saratoga Springs, NY 12866-4390; 518-587-2100, ext. 2265; email Mary.Morton@esc.edu. Inquiries also may be directed to the United States Department of Education’s Office for Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005-2500; 646-428-3800; email OCR.NewYork@ed.gov

SEXUAL HARASSMENT POLICY

Policy Statement

Empire State College is committed to creating and maintaining a community in which all persons who participate in college programs and activities can come together to learn and work in an atmosphere free from all forms of harassment, exploitation, and discrimination or intimidation, including sexual. It is the responsibility of the college to prevent sexual harassment if possible, to correct it when it occurs and to take appropriate disciplinary action, as necessary, against behavior that is a violation of the policy. Every member of the college community should be aware that the college strongly opposes sexual harassment and that such behavior is prohibited by law and college policy.

Scope

The scope of this policy applies to all employees, applicants for employment in all positions, students involved in academic programs, as well as applicants in the admission process and recipients of Empire State College’s programs and services. This includes students, staff and faculty in Empire State College’s international programs.

Definitions

In accordance with applicable federal and state laws and regulations and college policy, Empire State College defines sexual harassment as “unwelcome” sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in any other university activity (quid pro quo), or
- submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual (quid pro quo), or
- such conduct has the purpose or effect of unreasonably interfering with a person’s performance or creating an intimidating, hostile, or offensive work or academic environment.

Central to the definition are two elements: the behavior is unwelcome, and it is sexual in nature as perceived by the recipient.

In the college environment, conduct that may be considered sexually harassing for the same or opposite sex whether physical (including rape and sexual assaults), verbal, visual or written, include but are not limited to:

- lingering or intimate touches
- sexual jokes or innuendoes
- flirtations, e.g., repeated requests for dates
- sexual advances or propositions
- graphic comments about a person’s physique
- sexually suggestive objects or pictures displayed in areas of common viewing

Quid pro quo sexual harassment means “this for that,” and usually occurs by those in a position of authority over a subordinate.

Hostile environment is defined as a pattern of unwelcome behavior or a single egregious incident that creates an offensive learning or work environment. A hostile environment occurs when unwelcome conduct, sexual or sex-based, severe or pervasive, that offends, intimidates, ridicules and insults an individual sufficiently enough to alter his/her work or learning environment. There is no absolute example of a hostile environment, as each incident is given consideration to the record as a whole and to the totality of the circumstances, including the content in which the alleged incident(s) occurred. What you can do if you feel you are a victim of, or if you observe acts of, sexual harassment:

- Tell the person that his/her actions are personally offensive. While each individual must decide how to respond, confronting the individual can be very effective.
• Keep careful records. Document the facts in a journal or on a tape recorder. Record dates, times, places, witnesses (including their names and addresses), and the nature of the offense.

• Contact the college’s Title IX coordinator (Mary.Morton@esc.edu; 518-587-2100, ext. 2265), Office of Campus Safety (Thomas.Vumbaco@esc.edu, 518-587-2100, ext. 2899) or a local community agency that can help you. A friend, staff or faculty member may accompany or assist you.

• College incidents may lead to complaints or grievances (refer to the University Discrimination Complaint Procedures to file a complaint or to review procedures) or criminal investigation.

• Students may wish to talk with a confidential counseling service (Talk One-2-One, at 800-756-3124. Talk One-2-One is a free confidential resource, available 24/7 and can provide support for a number of problems that may be challenging your health or well-being. Students may contact one of the services identified above or they may contact their mentor, advisor or dean.

Confidentiality
In accordance with existing policies and laws, every effort will be made to protect the privacy of all individuals throughout all phases of the complaint investigation and resolution process. Information about complaints will be maintained in confidence to the fullest extent possible. Details on the college process are found in the University Discrimination Complaint Procedures at: www.suny.edu/sunypp/documents.cfm?doc_id=451

Retaliation
College policy and state law prohibit retaliation against any individual who opposes sexual harassment, files a complaint or assists or participates in any manner in an investigation or proceeding conducted by the college or an external agency. Violation of this policy is subject to disciplinary action, up to and including dismissal. Sexual harassment, in any form, will not be tolerated. If you have any questions about Empire State College’s policy against sexual harassment, or the procedure for filing a complaint, you may contact the Office of Affirmative Action at 518-587-2100, ext. 2265.

Reporting
The college’s affirmative action officer/Title IX coordinator is a resource person for informal consultation. Additionally, all harassment/sexual harassment complaints or claims must be filed with the affirmative action officer/Title IX coordinator.

Mary Morton
Affirmative Action Officer/Title IX Coordinator
Office of the President
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2265
Mary.Morton@esc.edu

Thomas Vumbaco
Director of Campus Safety and Security
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2899
Thomas.Vumbaco@esc.edu

Patricia Myers
Director of Collegewide Student Services
Office of Academic Affairs
1 Union Ave.
Saratoga Springs, NY 12866-4309
518-587-2100, ext. 2463

SEXUAL ASSAULT PREVENTION
10 Things Anyone Can Do To Help Prevent Sexual Assault

1. **Speak up.** You will probably never see a rape in progress, but you will see and hear attitudes and behaviors that degrade women and promote rape. Do anything but remain silent.

2. **Communicate.** Sexual violence often goes hand in hand with poor communication. Our discomfort with talking honestly and openly about sex dramatically raises the risk of rape. By learning effective sexual communication – stating your desires clearly, listening to your partner, and asking when the situation is unclear – you can make sex safer for yourself and others.

3. **Be aware of language.** Words are very powerful, especially when spoken by people with power over others.

4. **Support survivors of rape.** Rape will not be taken seriously until everyone knows how common it is. By learning to sensitively support survivors in their lives, we can help both women and men feel safer to speak out about being raped.

5. **Contribute Your Time and/or Money.** Donate time or money to organizations working to prevent violence against women in our community, such as rape crisis centers and woman shelters.

6. **Organize.** Join an organization dedicated to stopping violence against women.

7. **Talk with women ...** about how the risk of being raped affects their daily lives; about how they want to be supported if it has happened to them; about what they think men can do to prevent sexual violence. If you’re willing to listen, you can learn a lot from women about the impact of rape and how to stop it.

8. **Talk with men ...** about how it feels to be seen as a potential rapist; about the fact that 10 - 20 percent of all males will be sexually abused in their lifetimes; about
whether they know someone who has been raped. Learn about how sexual violence touches the lives of men and what we can do to stop it.

9. **Work to end all oppressions.** Rape feeds off many other forms of prejudice – including racism, homophobia and religious discrimination. By speaking out against any beliefs and behaviors, including rape, that promote one group of people as superior to another and deny other groups their full humanity, you support everyone’s equality.

10. **Always make sure it’s consensual.** If you’re going to have sex, make sure that it’s consensual. Consensual sex is when both partners are freely and willingly agreeing to whatever sexual activity is occurring. Consent is an active process, you cannot assume you have consent – you need to ask. Consent cannot be given legally when an individual is intoxicated.

**Sexual Assault and Assistance for Victims**

Victims of sexual assault should immediately report the incident to local police at 911, victims also may report to SUNY Empire State College Safety and Security emergency line at 518-587-2100, ext. 2899; or to the Title IX coordinator at ext. 2858.

Reporting a crime to the police or to a campus office does not obligate the victim to pursue criminal prosecution. In addition to criminal definitions, sexual assault and rape are prohibited conduct as specified in the SUNY Empire State College Code of Student Conduct.

**Hospital Emergency Room**

If the assault involved sexual penetration or other physical injuries, the victim should be treated as soon as possible by medical personnel. The victim should not wash, change clothing or otherwise “clean up.” Evidence can be collected several hours after an attack, but its value may be diminished. Victims should bring a full change of clothes because the clothes worn during the assault may be kept as evidence.

**Support and Referral Resources**

Victims should contact at least one of the reporting agents (listed previously) regardless of where the assault occurred.

**Follow up Medical Care**

Victims may need tests for sexually transmitted diseases and pregnancy. This care is critically important.

**Victims’ Rights**

Victims have the right to pursue criminal charges against their offender. If the offender is a student, victims also can pursue campus action through the Student Conduct Office (ref. Code of Student Conduct) regardless of where the offense occurred. Because of the sensitive nature of sex offenses, the case would likely be heard administratively rather than through a student conduct board.

- Victims have the right to choose counseling and medical treatment and to report and prosecute their case through the college’s student conduct system and/or the off-campus court system. They have the right to refuse these options without reproach from any college personnel.
- Victims have the right to be treated with dignity and seriousness by campus personnel.
- Victims of personal crimes have the right to reasonably free from intimidation and harm.
- College personnel should inform victims that:
  1) they are not responsible for crimes committed against them;
  2) they should not consider themselves negligent or in any way a contributor to the crime; and
  3) that adverse publicity for the college will not be a factor in deciding the best course of action.
- Victims will be made aware of appropriate support services, including counseling.
- Victims are entitled to the same support opportunities as are available to the respondent in a campus disciplinary proceeding including having an advisor or other support person present.
- Victims of sexual harassment, sexual assault and sexual violence will be afforded the same appeals rights as accused students.
- If the respondent is prohibited from contacting the victim or entering the victim’s residence, the victim will be notified of such.
- Any victim who does not wish to remain in his or her location class section may be granted a transfer to other housing or another class section if available.
- For campus student conduct proceedings, victims also have the following rights to information regarding the status of their case including the final determination and sanctions imposed and the right to provide an impact statement to the Student Conduct adjudicating body, to testify from another location as long as it does not infringe upon the rights of the accused student to have a fair hearing, to have any reports of past sexual behavior and/or other unrelated past behavior excluded from the hearing process.

**If Someone You Know Has Been Sexually Assaulted**

Believe Them. Listen, be there, support them and don’t be judgmental.
Inform them of the options (see information above), but remember it’s their decision.

Be patient. Remember, it takes time to process and time to heal. Let them know that professional help is available. Contact the 24 hour, Crime Victims Hotline at: 888-689-HELP or the Sexual Assault and Incest Hotline (NY City) at 212-227-3000. Or, students are encouraged to contact 24/7, free and confidential online counseling service at: Talk One-2-One, 800-756-3124.

If a friend has been sexually assaulted it is not uncommon for them to experience:

- shock
- disbelief
- anger
- irritability
- denial
- fear
- mood swings
- depression
- helplessness
- embarrassment
- inability to concentrate or relax
- disturbances in eating and/or sleeping

Although policy violations cannot be overlooked, the college will consider the positive impact of reporting an incident when determining the appropriate response for policy violations. In such cases, any possible negative consequences for the reporter of the problem should be evaluated against the possible negative consequences for the student who needed assistance in determining responsibility and/or potential sanctions.

At a minimum, students or employees should make an anonymous report by calling Office of Safety and Security at 518-587-2100, ext. 2899, or Title IX coordinator at 518-587-2100, ext. 2858.

If You Have Information Regarding a Sexual Assault

If you have information regarding a crime that took place in the past, you may still report it.

- Contact the Office of Safety and Security at 518-587-2100 ext. 2899; The College’s Title IX Coordinator ext. 2858; or dial 911.
- For additional information refer to college websites: http://www.esc.edu/safety-security/ or http://www.esc.edu/affirmative-action-office/

RIGHTS OF THE DISABLED AND PROCEDURES FOR ACCOMMODATING STUDENTS WITH DISABILITIES AT EMPIRE STATE COLLEGE

Policy

Empire State College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA) of 1990. These acts “… no otherwise qualified handicapped individual … shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (29 U.S.C Sect. 706).” Regulations implementing Section 504 and ADA establish standards for employment practice, accessibility of facilities, and education programs with which institutions receiving federal funds must comply (34 CFR Part 104).

In accordance with these regulations, a qualified person with a disability who meets the academic and technical standards required to enroll in and participate in the Empire State College program shall be provided an equal opportunity to obtain a degree in the most integrated setting appropriate to that person’s needs. Empire State College makes reasonable accommodation to meet the needs of students with disabling conditions. Reasonable accommodation does not include academic adjustments that would fundamentally alter the nature, essential requirements or academic standards of the program.

The college considers each student’s individual needs through consultation with the student’s center, unit or program and the director of the Office of Collegewide Disability Services.

The director of the Office of Collegewide Disability Services, coordinates the college’s compliance with Section 504, ADA and their implementing regulations with respect to students. Questions concerning the college’s policy should be directed to the director of the Office of Collegewide Disability Services, SUNY Empire State College, 1 Union Ave., Saratoga Springs, NY 12866-4309, 518-587-2100, ext. 2544.

Procedure for Students Requesting Reasonable Accommodation of Disabling Conditions

Empire State College provides educational services through regional centers throughout New York state, the Center for Distance Learning and the School of Nursing. Students with disabling conditions may work out informal accommodations with their mentors/tutors. To make a formal declaration of disability and request accommodation, a student must contact the center’s disability representative (see A below).

A. Requesting Accommodation Through the Center’s Disability Representative

1. The student first contacts the disability representative for his or her center. A list of the disability representatives and their contact information can be
found in the student services section of this catalog or online at www.esc.edu/DisabilityServices

2. The student completes the Disability Declaration and Request for Accommodation form (available from a disability representative or online at www.esc.edu/DisabilityServices) to provide information about his or her disability and request accommodations. The student does not need to provide documentation of the disability at this stage.

3. The disability representative reviews the request and determines appropriate accommodations, consulting with the dean, the student's mentor and Collegewide Disability Services' staff as needed. Most accommodation requests are implemented at the center level. If an accommodation request cannot be easily accommodated at the center level or if the student is requesting an accommodation that necessitates the provision of documentation, the disability representative refers the student to Collegewide Disability Services (see Section B).

4. The disability representative informs Collegewide Disability Services that a request has been received and an accommodation has been approved. The student contacts his or her mentor(s) or tutor(s) to discuss implementing the approved accommodations.

B. Referral to Collegewide Disability Services

1. The disability representative refers a student to Collegewide Disability Services when the disability representative feels that more information is necessary to process the request for accommodations, the requested accommodations cannot be easily implemented at the center level or when documentation is required by a third party involved in the accommodation. Third-party accommodations include:
   a. eligibility for TAP awards as a part-time student
   b. funds from the Reader's Aid Program
   c. electronic text copies of textbooks from the publisher
   d. audio books from Recordings for the Blind and Dyslexic

2. The disability representative sends the basic information about the student's request, what actions have been taken so far and the reasons for the referral to Collegewide Disability Services. Referrals from the Center for Distance Learning are reviewed by the collegewide disability specialist while referrals from the regional centers and other programs are reviewed by the director.

3. Upon receiving the referral, the collegewide disability specialist or the director contacts the student to request documentation. The student should forward supporting materials and requested documentation to Collegewide Disability Services as soon as possible. Review of the student's accommodation request begins when all documentation has been received. Documentation must be current, include a statement of diagnosis, illustrate the impact of the disability on the student's academic functioning and recommend accommodations.

   a. The collegewide disability specialist or the director reviews and evaluates the request for accommodation, consulting as needed with the assistant vice president for academic affairs, SUNY Office of Disabilities, etc.
   b. The collegewide disability specialist or the director makes evaluative judgments in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990.
   c. The director provides a written response to the student (with copies to mentors/tutors, the disability representative and the dean) within five business days from receipt of complete documentation and supporting materials. If the requested accommodation is denied, the director includes the reason for the denial.

C. Procedures for Requesting Textbooks in Alternative Formats

Students who have a documented print disability may request copies of their textbooks in alternative formats. The college uses a variety of sources to supply these materials, including files obtained from the publishers or Bookshare, audio formats from Recordings from the Blind and Dyslexic and electronic scanning of books to create electronic text.

While the college will make a reasonable effort to provide the textbook in the student's preferred file format, it will provide a reasonable and effective alternative when it cannot obtain the preferred format.

You must follow the procedures below to request textbooks in alternative formats:

1. Purchase the required textbooks. Whether you purchase your books online through the Empire State College Bookstore or privately, you must submit proof of purchase with your request for electronic texts. New York state law requires that students purchase a hard copy of the book requested in alternative format.

2. Download and complete the Application for Alternatively Formatted Textbooks, located on the disability services website (www.esc.edu/DisabilityServices, click on forms.) This form gives the college information regarding a student's preferred file format and the information about the textbooks required. Submit your request two months before you
need the books. While Collegewide Disability Services will accept late requests, late submission reduces the likelihood that you will receive the alternative formats when you need them. You must complete this form each term you need books in alternative formats.

3. Submit your completed application with documentation of your print disability. You need only provide documentation of print disability once. Note: You may submit this documentation at the same time you request texts in alternative formats.

Textbooks Not Available From External Sources

If the textbooks are not available from external sources within 10 days of the college’s request, the collegewide disability specialist will ask you to provide the college with hard copies of the textbooks for scanning. You should submit these textbooks to the college within 10 days of its request.

- To facilitate scanning (if needed), have the seller (Empire State College Bookstore or other retailer) ship your books directly to Collegewide Disability Services in Saratoga Springs when you purchase your books. The shipping address is set forth below.

- If you must ship the books to Collegewide Disability Services yourself (rather than having the seller ship them directly to the college), the college will reimburse you for shipping costs.

The college will obtain permission from the publishers for the college to scan your books and create the electronic text. The files can be provided to you in text format, digital audio format or DAISY digital text format. Please note: The binding of your textbooks will be cut off in order to scan the book. The books will be rebound prior to shipping them back to you. In many instances, paperback books can be rebound using the original binding. Hardcover textbooks may need to be bound using other materials and will not be restored to their original condition.

Send documentation, requests and books to:
Collegewide Disability Services
SUNY Empire State College
1 Union Ave.
Saratoga Springs NY 12866-4309

Processing and Handling of Requests

Upon receipt of a request, the collegewide disability specialist will:

- confirm that the following has been received: 1) print disability documentation; 2) completed alternative text application; 3) proof of purchase.

- search the Recordings for the Blind and Dyslexic’s online book catalog for the availability of texts.

- search Bookshare’s inventory of electronic text files for the requested texts.

- locate the contact information for each publisher through the American Association of Publisher’s look-up service and request the textbook in electronic format directly from the publisher.

After 10 business days, the collegewide disability specialist will provide an update to the student via email regarding:

- the availability of textbooks from the lending libraries, i.e., Recordings for the Blind and Dyslexic, Bookshare, etc.

- the response from the publishers regarding the availability of text files requested.

- textbooks received.

If the textbooks are not available from external sources within 10 days, the collegewide disability specialist will ask the student to provide the college with hard copies of the textbooks and the college will scan the student’s textbooks to produce an electronic text file. The files can be provided to the student in text format, digital audio format or DAISY digital text format.

When the textbooks have been converted or received, the collegewide disability specialist will ship the student’s files and any textbooks shipped directly to Collegewide Disability Services to the student’s home address.

When the alternative text becomes available, within one calendar week of the start of the academic term, or if the term already has begun by the time the alternative text becomes available, the college will ship the texts to the student via overnight mail.

D. Americans With Disabilities Act Grievance/Appeal Process

An ADA grievance is a complaint related to accommodation of a disability.

1. Informal resolution. The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of his or her disability representative and/or center dean in a timely fashion. This process must begin within 30 calendar days of the concern arising.

2. Written grievance. If the student is unsatisfied with the informal resolution, the student may make a formal, written complaint to the provost. The student should follow procedures for formal appeal found on page 93.

The college’s grievance/appeals procedure should be referenced and utilized for all non-ADA related concerns. The procedure can be found on MyESC (www.esc.edu/MyESC) under policies and procedures.

The student may seek further redress by registering a complaint with the Office of Civil Rights or the New York State Division of Human Rights.
SMOKING POLICY
In accordance with New York state law, no smoking is allowed in any college facility or within 30 feet of any building.

OFFICE OF SAFETY AND SECURITY
The Office of Safety and Security at SUNY Empire State College oversees security operations for the college. The office serves as an administrative oversight for security operations at the Coordinating Center in Saratoga Springs and collegewide. The office works closely with law enforcement agencies and first responders throughout New York to ensure a safe, secure learning environment for our students and a professional work environment for our faculty and staff.

Safety is everyone's responsibility. The college community is a great place to work; however, it is not immune to the types of problems seen throughout society. Unfortunately, crime is a reality at every location of Empire State College.

The college’s goal is to provide a safe and secure environment for students, staff and visitors. However, it is only possible to maintain safety and security when every student and staff member takes an active part in the effort.

The purpose of this publication is to:
• provide an overview of the Office of Safety and Security;
• share crime statistics required by the Jeanne Clery, Disclosure of Campus Security Policy and Campus Crime Statistics Act;
• inform current and prospective students, staff and visitors about the policies and programs designed;
• provide information regarding emergency preparedness and planning;
• distribute public information regarding fire safety, fire statistics and fire-related information.

COLLEGE LAW ENFORCEMENT
SUNY Empire State College’s Office of Safety and Security is located in Saratoga Springs. In conjunction with local law enforcement and individual facility management at our various locations, the office works to ensure the overall safety of the college community as a whole. The office is staffed during business hours only, and does not provide 24 hour a day coverage or a patrol force. The office works cooperatively with law enforcement agencies having jurisdiction at each Empire State College location. All federal, state and local laws apply at Empire State College. Memorandums of understanding have been forged with local law enforcement for the investigation of crimes that may occur at Empire State College. Representatives of the Office of Safety and Security serve an administrative function and do not have law enforcement authority.

While we have developed policies and procedures to ensure that students and their possessions are protected as much as possible, it is primarily the responsibility of the student, faculty or staff member to provide for his or her own personal safety.

THE JEANNE CLERY ACT
Compliance Statement: The Crime Awareness and Campus Security Act of 1990
Clery Campus Crime Statistics
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the federal law, originally known as the Campus Security Act, that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The Clery Act also requires reporting crimes on public property not owned or controlled by the college. (SUNY Empire State College is a nonresidential college.)

Colleges and universities are required to publish an annual report every year that contains three years’ worth of campus crime statistics and certain security policy statements including sexual assault policies that assure basic victims’ rights, the law enforcement authority of campus police, Security/Public Safety and where students should report crimes. The report is to be made available to all current students and employees. Prospective students and employees are to be notified of its existence and given an opportunity to request a copy. It remains the responsibility of the Office of Safety and Security for the collection of crime reports and distribution of the annual crime statistics and report by Oct. 1 of each calendar year.

The SUNY Empire State College “Annual Safety and Security Report and Procedures” is available to all current and perspective Empire State College students and employees upon request.

The “Annual Safety and Security Report and Procedures” includes:
• statistics on the number of on-campus murders, rapes, robberies, aggravated assaults, burglaries, motor vehicle thefts, bias-related crimes and arrests for weapons possessions and liquor and drug abuse violations;
• policies regarding security, access to college and other facilities, and college law enforcement;
• procedures for reporting crimes and other emergencies;
• information on college sexual assault and rape awareness programs, procedures to follow when a sex offense occurs, disciplinary action procedures, counseling opportunities and notification to students that Empire State College will make reasonable changes of a victim’s academic situation if the victim so chooses;
• policies on the use, possession and sale of alcoholic beverages and illegal drugs; and

• a description of Empire State College programs informing the campus community about alcohol and drug abuse education, crime prevention and campus security practices.

• Sex offender registry information, New York State Sex Offender Registry and NYS Sex Offender Registry home page at www.criminaljustice.ny.gov. You also can call 800-262-3257.

• Procedures for emergency response, emergency communications and emergency evacuation procedures.

Geographic Locations Used Under the Clery Act

• On Campus: Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

• Noncampus Building or Property: Any building or property owned or controlled by a student organization that is officially recognized by the institution; or any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

• On Public Property: All public property, including thoroughfares, streets, sidewalks and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Safety and Security – Our Responsibility

The Office of Safety and Security is responsible for compiling and disseminating the Campus Safety Report annually as required by the Federal Student Right-to-Know Law and Campus Security Act, which was signed into law November 1990. The purpose of this report is to provide Empire State College faculty, staff, students and prospective students with campus safety information including crime statistics and procedures to follow in order to report a crime. Title II of this act was known as the Crime Awareness and Campus Security Act, which was amended and renamed in 1998 to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the Clery Act. The Clery Act mandates that institutions receiving Title IV federal funds disseminate crime statistics for certain serious offenses that occurred on campus and in adjacent areas for the current reporting year and the previous two calendar years.

Definitions

A) On an annual basis, the Office of Safety and Security solicits information from any and all law enforcement agencies with geographical jurisdiction over any and all Empire State College locations about criminal activity reported to those agencies. The information requested outlines crimes reported to the agencies that happened on or near an Empire State College location or involved members of the college community.

B) This report of crimes reflects but is not limited to crimes outlined under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

C) The Office of Safety and Security compiles data as outlined under the Clery Act and makes them available annually to the college community. Upon request, these data shall be provided to prospective students and employees.

D) Data obtained and reported to the Office of Safety and Security is held for seven years after an individual year report is published.

SUNY Empire State College, the New York State Campus Safety Act, Compliance Statement

• Empire State College acknowledges the importance of campus safety and investigating crime. By means of this statement Empire State College adheres to formal plans that provide for the investigation of missing students and violent felony offenses committed on campus. Memorandums of understanding throughout New York have been executed with various local law enforcement agencies to specifically address this issue.

What is the New York State Campus Safety Act?

This law was enacted in 1999. It was prompted by the unexplained disappearance of Suzanne Lyall from the State University of New York at Albany campus in 1998. The reforms made by this law acknowledge that improving campus safety must begin with swift and efficient investigative action and optimum access to missing person information by student’s families and the public. The act:

• requires all public, private, community colleges and universities in New York to have formal plans that provide for the investigation of missing students and violent felony offenses committed on campus;

• expands the responsibilities of the NYS Division of Criminal Justice Services (DCJS) Missing and Exploited Children Clearinghouse to provide assistance with the dissemination of information about missing college students.
Investigations of Missing Persons
SUNY Empire State College Missing
Person’s Compliance Statement

A “missing student” or “missing person,” means any student of Empire State College subject to provisions of section 355 (17) of the New York State Education Law. Empire State College does not operate or employ residence halls. Therefore, any and all persons reported missing to Empire State College, or the Office of Safety and Security will be reported to the Saratoga Springs Police Department or law enforcement having immediate jurisdiction. In 2003, President George W. Bush signed into law “Suzanne’s Law,” requiring police to notify the National Crime Information Center (NCIC) when someone between 18 and 21 is reported missing, as part of the national “Amber Alert” bill.

Memorandums of Understanding

Empire State College, in accordance with the provisions of Procedure #3650, dated July 1, 2004, set forth by the State University of New York, Campus Conduct and Other College Property Used for Educational Purposes, and The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 USC 1092 (f), Crime Awareness and Campus Security Act of 1990 otherwise known as the Campus Safety Act[] developed memorandums of understanding with local law enforcement to address enforcement of laws at the college, to assist in the reporting of missing persons and investigate and respond to violent felony crime under New York Penal Law §70.

CRIMINAL AND INCIDENT REPORTING

Criminal Offense

If a criminal offense occurs at any of the college’s locations, it must be reported immediately. Notification must be made to local police and to the center dean or program director. Individuals who are victims of a crime at or near a college facility have the responsibility to report such acts to local police, college officials/campus security authority or the Office of Safety and Security. In each case, the center dean or program director will discuss the situation with the director of college safety and security and vice president to determine the necessary actions to take. Victims or witnesses to crime also may report the incident to the Office of Safety and Security in Saratoga Springs. Emergency contact information for local police is located on the college safety and security website. During normal business hours, college officials will be available to assist victims and witnesses in reporting incidents to police. Criminal offenses occurring outside of normal business hours should be reported directly to local law enforcement. The college also has established an after-hours emergency contact number for Safety and Security; this number is 518-587-2100, ext. 2899.

Incident Reporting Procedure
SUNY Empire State College Incident
Reporting Procedural Statement

Purpose

Establish guidelines to assist Empire State College community members in reporting of incidents that may occur to students, faculty and staff. Empire State College is regulated by statute to report specific criminal incidents that have direct correlation to the college. The guidelines that follow will assist individuals in reporting of incidents and streamline the notification process.

Definitions

- **Incidents:** An incident may be defined as, an action or event that is, has or is going to occur that has an effect on someone or something. For the purposes of this procedure an “incident” is a crime, emergency or incident immediately dangerous to life, health or to the college as a whole.
- **Incident Report:** Official report taken by Empire State College with regards to an incident documenting information regarding said incident. A police agency report will serve as an official report under this definition.

Incident Reporting, Criminal or Violent Behavior

All college staff, faculty and students are asked to assist in making the college a safe place by being alert to suspicious situations or persons and reporting them as outlined below. If you witness, are the victim of, or are involved in any on-campus violation of the law such as assault, robbery, theft or overt sexual behavior, local emergency police services should be called at 911 as soon as possible and the following information should be given:

- nature of the incident
- location of the incident
- description of the person(s) involved, injured
- description of the property involved

In addition, the individual should immediately report the incident to the dean (or designee) or appropriate vice president. Crimes or incidents of a lesser nature including, but not limited to: property crimes, larceny and vandalism, are to be immediately reported to the dean (or designee) or appropriate vice president. If an individual notices a person(s) acting suspiciously at a Coordinating Center location, he or she should contact the Office of Safety and Security at 518-587-2100, ext. 2899. In all other locations, individuals should contact the dean (or designee) at the location who will determine if the police need to be contacted.

Incidents requiring medical attention should be reported to local emergency 911 officials. In addition, the individual should immediately report the incident to the dean (or designee) or appropriate vice president.
Reporting of all incidents to college officials is mandatory. Persons reporting must contact the dean (or designee), appropriate vice president or designated college campus security authority to report the incident that occurred. They in turn will contact the Office of Safety and Security (518-587-2100, ext. 2899) who will conduct an investigation with the police agency taking the initial report (if applicable). In addition, the dean (or designee) or appropriate vice president must file a written incident report with the Office of Safety and Security at www.esc.edu/Security

All Empire State College locations located on a SUNY college campus are required to adhere to that respective college’s emergency notification system when incidents occur.

In the event of a critical incident or violent criminal act, Empire State College in conjunction and communication with local law enforcement will, in accordance with the Jeanne Clery Act (34 CFR 668.46(e), issue a “timely warning” and/or “emergency notification” as directed by the Empire State College Emergency Notification and Timely Warning Policy.

**Identification of College Campus Security Authorities**

The college has designated certain administrators and staff as “campus security authorities” in recognition that many students, faculty and staff may be hesitant about reporting crimes to local police or Safety and Security, and may be more inclined to report incidents to nonlaw enforcement administrators and/or staff instead.

Campus security authorities are individuals designated at each Empire State College campus to aid in the safety of the college community. Contact your campus security authority if you see unsafe conditions at a college location; if you or someone else in the college community is the victim of a crime; or if you or someone else in the college community needs a referral for drug or alcohol abuse, or for rape counseling.

Campus security authorities are charged with reporting to the appropriate law enforcement personnel, either Safety and Security or local police, or to any official or office which should be informed of the crime or complaint due to the nature of the crime or complaint, those allegations of Clery Act crimes that the campus security authority concludes are made in good faith. A campus security authority is not responsible for determining whether a crime took place or that is the function of law enforcement and its investigatory process.

A campus security authority is required to report all allegations to law enforcement personnel, even if the campus security authority was told of a crime in the context of providing emotional support or health care support. The allegations will be reported whether or not the victim chooses to file a report with law enforcement or press charges. A campus security authority also may provide a victim or witness with assistance in reporting a crime to Safety and Security or local police, or to any official or office which should be informed of the crime or complaint.

Counselors at the college are not campus security authorities, and are therefore exempt from disclosing or reporting allegations of crimes and incidents. However, to be exempt from the Clery Act reporting requirements, the counselor must be acting in their professional role of mental health counselors at the college. For example, a dean who has Ph.D. in psychology is not acting in the counseling role, but rather as a dean; and a Ph.D. student in psychology working in the counseling center as part of his or her education and training is acting in the counseling role. The college encourages them to inform their clients of the procedures in accordance with their professional judgment, given the individual victim and circumstances before them.

In addition, as required under, (34 CFR 668.46a)

- The college must designate certain administrative personnel as “college security authorities”
- The following persons are recognized as college security authorities:
  - Office of Safety and Security, director/coordinator and assistants/designees
  - vice president and assistant vice president for administration, affiliate vice presidents
  - assistant vice president for human resources and labor relations, or designee
  - provost and vice provosts
  - director of collegewide student services, or designee
  - deans and associate deans
  - directors, unit coordinators
  - President’s Advisory Committee on Security, Threat Assessment team members
  - affirmative action officer
  - director of collegewide disability services

**Definitions of Offense**

Offenses in Campus Crime Reporting use the Federal Uniform Crime Reporting Part I Offenses and their related definitions. These offenses are:

- **Aggravated assault:** An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.
- **Arson:** Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.
• **Burglary:** The unlawful entry into a building or other structure with the intent to commit a felony or a theft.

• **Crime or a public offense:** An act committed or omitted in violation of a law forbidding or commanding it, and to which is annexed, upon conviction, either of the following punishments: death; imprisonment; fine; removal from office; or disqualification to hold and enjoy any office of honor, trust, or profit in this state.

• **Drug abuse:** Violations of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use.

• **Forcible fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

• **Forcible rape:** The carnal knowledge of a person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity (or because of his or her youth).

• **Forcible sodomy:** Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

• **Hate crime:** Any act of intimidation, harassment, physical force or the threat of physical force directed against any person or family, or their property or advocate, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, national origin, religious belief, sex, age, disability or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise of enjoyment of any rights or privileges secured by the Constitution or the laws of the United States or the State of New York whether or not performed under the color of law (Source: Definitions Used in Hate Crimes Reporting, P.O.S.T. Hate Crimes Student Workbook, January 1992 p. 2).

• **Incest:** Nonforcible sexual intercourse between persons related to each other within the degrees wherein marriage is prohibited by law.

• **Larceny – theft:** The unlawful taking, carrying, leading or riding away of property from the possession or constructive possession of another.

• **Liquor-law violation:** Violations of laws or ordinances prohibiting the manufacture, purchase, transportation, possession or use of alcoholic beverages.

• **Murder and non-negligent manslaughter:** The willful (non-negligent) killing of one human being by another.

• **Negligent manslaughter:** The killing of another person through gross negligence.

• **Robbery:** The taking or attempting to take anything of value from the care, custody or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

• **Sexual assault:** Any involuntary sexual act, in which a person is threatened, coerced or forced to comply against his or her will.

• **Statutory rape:** Nonforcible sexual intercourse with a person who is under the statutory age of consent.

• **Vehicle theft:** The theft or attempted theft of a motor vehicle.

• **Weapons:** Violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons.

**Incidents Requiring Medical Attention**

Incidents requiring medical attention should be reported to local emergency 911 officials. In addition, the individual should immediately report the incident to the dean (or designee) or appropriate vice president.

**Notification to SUNY Empire State College Administration**

Once the incident has been effectively handled by police, reporting of the incident to college officials is mandatory. Persons reporting are instructed to contact the dean or associate dean of a region or a college security authority to further report the incident that has occurred. Persons reporting also should contact the Office of Safety and Security in Saratoga Springs to report incidents. The Office of Safety and Security will conduct an investigation with the police agency taking the initial report. Once an incident has been reported to a regional center dean or the Coordinating Center, an incident report will be filed through the Office of Safety and Security at www.esc.edu/SafetyandSecurity

**Protection and Confidentiality**

Nothing in this report will be construed to permit the college, or an officer, employee or agent of the college, participating in any program under this title to retaliate, intimidate, threaten, coerce or otherwise discriminate against any individual with respect to the implementation of any provision of this document. At this time, there are no provisions for confidential reporting.
Empire State College encourages students, faculty and staff to report all criminal activity that has occurred at an Empire State College location. The report of the criminal activity may be anonymous and the person may request confidentiality. Empire State College does not have a policy or procedure that encourages its professional counselors; if and when the counselor deems it appropriate, to inform the person being counseled of any procedures to report crime on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.


The Office of Safety and Security, in conjunction with the Office of Academic Affairs, Office of Administration and local law enforcement agencies, prepares this report to comply fully with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. Statistics are compiled in accordance with the Uniform Crime Reporting System of the Department of Justice and the Federal Bureau of Investigation.

Campus crime, arrest and referral statistics include those reported to the Office of Safety and Security, and designated campus officials (including Office of Administration, Office of Academic Affairs, Office of the President, Office of Human Resource and academic deans), and local law enforcement entities. Crimes are reported that occur on campus, on locations that are contiguous to the campus, and buildings or properties that are either owned or controlled by a campus affiliated entity.

College policy encourages every member of the campus community to report a crime promptly. Information is available and is provided to individual’s in reference to, voluntary confidential reporting procedures in the event a person does not want to pursue action either within the federal or state criminal justice system or within the university’s discipline system. A procedure is in place to capture crimes statistics which are disclosed anonymously to Office of Safety and Security or the Counseling Center.

The data for the annual crime statistics is monitored daily. Every Empire State College campus has a designated campus security authority. The campus security authority, upon receiving notification of a crime incident on Empire State College property, will verify the circumstances and put the information into the appropriate database. These crime statistics will be published as part of the Empire State College Annual Security Report. Current data also can be disseminated upon request. The campus security authority will inform the Office of Safety and Security on an annual basis upon request the crime statistics reported to them for the previous calendar year. Data received from local law enforcement is compared to the college’s internal database to ensure accurate reporting.

Each year, an email notification is made to all enrolled students, faculty and staff that lists the website to access this report. Copies of the report also may be obtained at the Office of Safety and Security located at 2 Union Ave., Saratoga Springs NY 12866-4390. All prospective students may obtain a copy by calling the Office of Safety and Security, the undergraduate or graduate admissions office, or by visiting the website at www.esc.edu/SafetyandSecurityAnnualReport

All prospective employees may obtain a copy by calling the Office of Safety and Security or by visiting the above website.

Of note, the federal Clery Act may define a particular crime differently than that crime is defined under the New York State Penal Code. For the purposes of this report, the university uses the Clery Act definitions of crimes. Please see herein for the Clery Act definitions.

**Daily Crime Log**

In accordance with The Jeanne Clery Act, Campus Safety Act, Empire State College maintains a “daily crime log.” The information contained in this log identifies incidents and or crimes reported to the Office of Safety and Security, occurring on or near a college facility. The information contained in this log identifies, but not limited to, the nature of the crime reported to security or law enforcement, dates and times the incident was reported and occurred, the general location of the incident or crime and the disposition of the complaint if known. The crime log is available for public viewing during normal business hours at the Office of Safety and Security in Saratoga Springs. The log also may be viewed at one of our regional centers, upon request through the dean’s office. The most recent 60-day period is open to public inspection, upon request, during normal business hours. Anyone may ask to see the log, whether or not they are associated with the college.

**TIMELY WARNING PROCEDURES**

**Timely Warnings and Emergency Notifications to the College Community, Procedure**

**What constitutes an “Emergency” at SUNY Empire State College?**

Below is a list of emergency situations identifying the most common types of emergency notifications. Any emergency where the health and/or human safety at Empire State College are in question may constitute an “emergency.” The list is not inclusive:

- **Bomb threat** – based on credible intelligence that indicates a threat.
- **Civil disturbance** – disruption of normal college activities by a group of people.
- **Fire** – fire to building(s), wildfires, local community or industry that may endanger college students, faculty, staff or property.
• **Hazardous material** – dangerous material that is chemical, biological or nuclear spreading from a contained area.

• **Major road closing/incident** – unanticipated event that would disrupt safe passage to and from college.

• **Medical emergency** – pandemic or an event with mass casualties.

• **Personal safety** – situations that include use of weapons, violence, perpetrator(s) at large, active shooter and hostage situation or missing persons. Any situation, on or off college that, in the judgment of the local authorities, the college president or his designee, constitutes an on-going or continuing threat to person or property.

• **Suspicious package** – reasonable belief that a package may contain chemical, biological, explosive, radiological or nuclear substance that would cause harm to persons or property.

• **Utility failure** – a major disruption or damage to utilities including gas, electrical or water.

• **Weather** – severe weather conditions to include flooding, snow/ice/cold, thunderstorm, wind, tornado or hurricane.

• **Natural disasters** – such as earthquakes.

**Ways to communicate these issues:**

**For Safety Related Issues:**

Methods of communication will be chosen based on the nature of the incident. A decision will be made on notification methods by the vice president for administration and/or vice president for communications and government relations.

**For General Notification:**

• email to all students and/or faculty/staff affected.

• postings in college facilities, and on campus as applicable to the incident. Postings can be emailed as attachments to various offices as indicated below.

• delivery of hard copy notification to all college offices

• alert.esc.edu

• posting of notification on Office of Safety and Security, Public Safety website

• NYALERT or SUNY NY Alert in the case of a critical campus wide emergency

• text messaging, if applicable

• social media sites

• post to MyESC, MyESCNnet

**For Health Related Issues:**

• letters to students faculty and staff

• letters to faculty and staff, if appropriate

• posting of notification on the college website at www.esc.edu

• based on timing of the incident

**Procedure to follow:**

For information that is believed to be of interest or concern to the entire college population, the vice president of administration will typically notify the Office of the President in advance of sending a campuswide notification.

**What warrants a “timely warning” or “emergency notification?”**

SUNY Empire State College will issue Timely Warnings for a specific college location or collegewide whenever a crime is reported to the Office of Safety and Security, Public Safety or a local police agency that is considered to represent a serious or continuing threat to students and employees. Whenever a timely warning is sent, it will be sent to the entire affected community.

Emergency Notifications will be issued, when the college is made aware of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurs at a specific campus location. As appropriate, emergency notifications may be targeted at the segment or segments of the campus community that are at risk. Emergency notifications will be issued without delay unless doing so would compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The vice president for administration, or in their absence the assistant vice president for administration, in conjunction with the director of safety and security, Public Safety and/or other campus and noncampus officials as appropriate, will confirm the existence of a situation that may warrant a warning or notification and determine if a timely warning or emergency notification is warranted and the extent of the notification as appropriate. In addition to criminal incidents emergency notifications may be issued in situations such as, but not limited to:

**Safety Related Issues:**

• an incident that occurs in close proximity to any of the college campuses that may potentially affect the personal safety and security of our student, faculty and staff population.

• an incident that occurs on any of our college campuses that affects the personal safety and security of our population.

**Health Related Issues:**

• a member of our population is diagnosed with a serious or life threatening communicable/infectious disease.

• evidence of bio terrorism.
Emergency Preparedness, response and evacuation procedures

In the event that a situation arises, either on or off campus, that, in the judgment of the director of safety and security, in conjunction with the vice president for administration/designee, constitutes an ongoing or continuing threat to the campus population, a campuswide “timely warning” will be issued.

Emergency Response Plan Synopsis

This collegewide Comprehensive Emergency Management Plan is designed to outline a plan of action so that emergencies can be dealt with immediately in a logical and coherent manner. The intention of the Emergency Response Plan is not to establish policy, but to create a framework that will allow an immediate response to an emergency.

This plan is the result of the recognition by the college officials that there is a responsibility to manage emergency and disaster situation on campus and coordinate with all public safety and local government officials. The college recognized that a comprehensive plan is needed that is compliant with HSPD-5, including the National Incident Management Systems (NIMS). The plan also must be consistent with, and closely linked to, county and state plans.

The Comprehensive Emergency Management Plan designates College Security, Public Safety and local police as the initial contact for reporting all emergency situations and as the central point of communication during the response and resolution of all emergencies.

Comprehensive Emergency Management Plan is designed to maximize human survival and preservation of property, minimize danger, restore normal operations to Empire State College and assure responsive communications with the college campus community, surrounding regions and the cities in which we function within.

This plan is set in operation whenever a natural or induced emergency reaches proportions that cannot be handled by established measures.

A crisis may be sudden and unforeseen, or there may be varying periods of warning. This plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes and duration.

The Empire State College Comprehensive Emergency Management Plan is put into effect whenever a crisis, man-made or natural, disrupts operations, threatens life, creates major damage or occurs within the college community and its environments.

Emergency response and evacuation procedures:

Under the collegewide Comprehensive Emergency Management Plan (CEMP), the college practices regular emergency evacuation drills and fire safety drills.

An emergency or crisis situation can arise at SUNY Empire State College any time and from many causes. Emergencies range from chemical spills, fires and bomb threats to explosions, natural disasters and civil disturbances such as riots or labor unrest.

The SUNY Empire State College, collegewide Comprehensive Emergency Management Plan is a procedural document, which incorporates the Incident Command System for organizing, coordinating and directing available resources toward the control of an emergency. The plan includes a chain of command establishing the authority and responsibility of various individuals. In emergencies, procedures sometimes must be changed at an instant’s notice; therefore, responsible and knowledgeable persons who know the procedures have the authority to make necessary modifications.

Procedure to follow:

For information that is believed to be of interest or concern to the entire college population, the threat assessment team in conjunction with the vice president for administration will typically notify the Office of the President in advance of sending a campuswide notification.

The college will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency.

SUNY Empire State College Community Responsibility

All Empire State College community members including faculty, staff and current students are encouraged to sign up for New York State Alert and ALERT.esc.edu. Empire State College will use this as one of the methods to communicate emergencies.

Alert.esc.edu

The collegewide notification system that will allow single source notifications to all parties affected by an emergency will receive information in a timely manner as needed. This information will be posted on the Safety and Security website as the program is implemented.

Additional information may be found at, ALERT.esc.edu, all faculty, staff and students email addresses will be entered into the emergency notifications system to receive emergency notifications as they may develop. Accounts have been created for current faculty, staff and students. Once an account has been accessed by the intended receiver, you may modify passwords, user settings and groups in which you belong to. Users may opt into various groups of notification at any time. Users however will not be able to opt out of emergency notifications sent by the college.
Empire State College Locations on SUNY or Community College Campuses

- All Empire State College locations residing on a SUNY college campus are required to adhere to that respective college’s emergency notification system when incidents occur.

- When Empire State College employees are notified of an incident on a SUNY college campus that requires that they take action, the Office of Safety and Security at the Coordinating Center should be immediately notified by the dean or designee.

BUILDING SECURITY

Access to Facilities and Security of Building

Most college locations are open to the public during normal business hours. At night and during periods when classes are not in session, college buildings are generally locked. A security access card system is utilized at various locations. Faculty, staff and a limited number of students, with proper identification are issued keys/access cards to gain entry into buildings. Individuals assigned access cards or keys are responsible for reporting missing, lost and/or stolen access cards or keys.

Campus Facilities

The college’s goal is to provide a campus environment that is as safe and secure as possible. Generally, campus buildings and facilities are not only accessible to members of the campus community but also to the public during normal business hours 8 a.m. to 5 p.m. During non-business hours, 5 p.m. to 8 a.m., classrooms and office buildings not in use will remain locked. The college details additional access control and building operations under procedures for Security and Access to Campus facilities. Note: The college operates various locations after normal business hours for the purposes of the college mission; center deans have discretion to operate outside of normal business hours.

Security and Access to Campus Facilities Procedure Policy Statement

Empire State College establishes procedures to ensure the safety of its students and employees.

All procedures follow these basic principles:

- Normal business hours: 8 a.m. to 5 p.m., Monday through Friday. Main entrances to facilities will be open and auxiliary entrances shall remain secured unless otherwise accommodated for. Facilities that host after-hour events or provide student instructional services may opt to have entrance times vary. The office manager and dean of the center are responsible for variances in times. Additionally, at the discretion of the center dean, hours of operation, may vary.

- Holidays and other college closings: All facilities will be closed and secured during state recognized holidays. Alarm systems will be armed for 24 hours during these dates. Only college personnel with authorization privileges shall be permitted access to the building.

- Special considerations: Empire State College hosts various functions and has liberal leave days. During these times facilities operate on limited staffing. When a facility remains open the receptionist area of the main entrance will be staffed when possible. Main entrance areas may remain open. In buildings with card access, personnel will utilize this option for access to the facilities. Example: in Saratoga Springs during an event such as the All College Conference, the shipping and receiving area will be the primary point of delivery for all college deliveries during times of reduced staffing.

Other General Information

Visitors and Vendors

All visitors are required to utilize main entrances to facilities. They are then required to sign in at the receptionist desk and obtain a visitor vendor pass for the day. A phone is located at the desk for the receptionist to contact the individual being sought to therefore come to meet the party.

Employees who organize meetings and events after normal working hours are responsible for the facility while the meeting is in session and also are responsible for ensuring that the building is secured when they leave. The dean and/or office manager of remote locations will oversee access and grant privileges. Please also refer to the Building Use Policy.

The employee identification card should be visibly displayed at all times while in college-controlled facilities or while at functions organized by Empire State College.

Access Control and Security System

The purpose of the Access Control and Security System is:

- to improve the security of facilities with an effective policy;
- to comply with campuswide crime prevention and control objectives;
- to enable Empire State College to safeguard the work facilities;
- to simplify locking policies;
- to eliminate key duplication;
- to eliminate unauthorized access;
- to eliminate the necessity of emergency re-keying and re-coring;
- to satisfy security concerns of students, faculty and staff.
SUNY Empire State College Student ID Number
At SUNY Empire State College your social security number will not be used as your student identifier. You will be assigned a registration number for Empire State College, this ID number will be used to identify your records at the college.

Physical Maintenance of Facilities
The overall maintenance of facilities in Saratoga Springs is conducted through the Office of Administration and Physical Facilities. Deficiencies found at Saratoga Springs facilities are to be reported to Physical Facilities at 518-587-2100, ext. 2925. Periodic safety inspections are conducted by the Office of Safety and Security in conjunction with Physical Facilities. Overall hazards are identified and corrected. Physical security, lighting and general safety items are identified and addressed in a timely manner.

Physical deficiencies or hazards found or identified at other Empire State College locations must be reported directly to the center dean or program director. The deficiencies are corrected by the individual maintenance companies or property owners of that respective site. However, any emerging hazard or deficiency that is of a critical nature also should be reported to the Office of Safety and Security in Saratoga Springs at 518-587-2100, ext. 2800.

Off-Campus Student Organizations
The college does not have off-campus student organizations or housing facilities.

SECURITY PROGRAMS
Crime Prevention Programs
The college provides specialized trainings and crime prevention programs primarily for faculty and staff on an ongoing basis. No formal crime prevention programs for students exists at this time, however, security prevention links are listed on the website (www.esc.edu).

Empire State College, is a nonresidential college campus. Students are mature adults who live and work in their own communities; many of these communities publicize safety measures and crime prevention information. The Office of Safety and Security website (www.esc.edu/SafetyandSecurity) has direct links to local police agencies across New York, some may list information on personal safety and security initiatives.

All employees, are advised of building security procedures, personal safety awareness and work place/domestic violence programs when they begin employment with the college during “new employee orientation” sessions.

Annual notification regarding specific policies and procedures can be found within this document. Specific policy information regarding “Work Place Violence and Domestic Violence” may be located at www.esc.edu/SafetyandSecurity

Off-campus Criminal Activity
Empire State College is a nonresidential college with no dorms or off-campus housing. Off-campus groups or associations in a living environment associated with the college do not exist. The Office of Safety and Security works regularly with local law enforcement to identify crimes or incidents that occur on or near college facilities. All events conducted in conjunction with Empire State College off college property are considered college events and must follow procedures and codes of conduct in adherence with college policy.

CAMPUS SEX CRIMES PREVENTION ACT OF 2000
The act sets requirements for sexual offender registration and community notification. The Campus Sex Crimes Prevention Act of 2000 provides for the tracking of convicted sex offenders enrolled at, or employed by, institutions of higher education. It requires sex offenders, already required to register in a state, to provide notice of each institution of higher education in that state in which that person is employed, carries on a vocation or is a student. The act amends the Family Educational Rights and Privacy Act of 1974 (FERPA) to clarify that nothing in the act can prohibit an educational institution from disclosing information provided to the institution concerning registered sex offenders.

Information is listed at New York Division of Criminal Justice Services’ Sex Offender Registry or at www.criminaljustice.state.ny.us/nsor. You also may contact the NYS DCJS Sex Offender Registry at 518-457-3167 or 800-262-3257.

SEXUAL OFFENDER REGISTRY
The Sex Offender Registration Act requires the Division of Criminal Justice Services (DCJS) to maintain a Sex Offender Registry. The registry contains information on classified sex offenders according to their risk of re-offending: low risk (level 1), moderate risk (level 2) and high risk (level 3). The act requires that the division also maintain a subdirectory of level 3 sex offenders. The DCJS Sex Offender Registry site may be found on the Web (www.criminaljustice.state.ny.us/nsor) and contains their subdirectory of level 3 sex offenders as well as other information regarding the New York State Sex Offender Registry (referred to as “the registry”).

Sex offenders registered in New York are now required to notify the registry of any institution of higher education at which he or she is, or expects to be, whether for compensation or not, enrolled, attending or employed, and whether such sex offender resides or expects to reside in a facility operated by the institution. Changes in status at the institution of higher education also must be reported to the registry no later than 10 days after such change.
Empire State College will maintain a website link to the New York State Sex Offender Registry and local law enforcement that maintain listings of registered sex offenders. Correction Law §168-b requires that Division of Criminal Justice Services (DCJS) include this information regarding an institution of higher education on its registry.

BIAS RELATED CRIME AND HATE CRIME
Empire State College takes bias crimes seriously. The college provides the following information to students and employees to assist in the prevention of and response to bias crimes. This statement meets the requirements of the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the New York law are available on the college’s website (www.esc.edu).

Bias Crimes, Definitions
Hate crimes, also called bias crimes or bias-related crimes, are criminal activities motivated by the perpetrator’s bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as race, religion, ethnicity, gender, sexual orientation or disability.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender.

If you are the victim of, or witness to, a hate/bias crime at a college location or event, report it to the appropriate local police agency. Since college services are delivered through locations across the state and the college does not have its own police force, we rely on local law enforcement to respond to reported crimes at our locations.

Bias Related Incidents or Crimes
Bias incidents directed at a member of a group within Empire State College that does not rise to the level of a crime include bigotry, harassment or intimidation based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, veteran status, color, creed or marital status. Such incidents may be addressed through the State University’s Discrimination Complaint Procedure or the college’s Student Conduct Policy and Procedures. Bias incidents can be reported to the following individual:

Mary Morton
Affirmative Action Officer
Office of the President
SUNY Empire State College
2 Union Ave.
Saratoga Springs, NY 12866-4390
518-587-2100, ext. 2265

Reporting a Bias Crime to the College
After you have seen to your own and the victim’s safety and well-being, you may need to report the incident to a college official. The college has procedures in place to facilitate reporting:

You may report the crime to the dean of your center or program (see pages 11 - 13 for a listing). He or she will ensure that the proper individuals in the college are notified.

You also may report the incident to the Office of Safety and Security at the college’s Coordinating Center in Saratoga Springs and:

• if the accused is a member of the college faculty or staff, in addition to filing a police report, report the crime to the Office of Human Resources, at 518-587-2100, ext. 2240.
• if the accused is a student at the college, in addition to filing a police report, report the crime to the director of collegewide student services who can be reached at 518-587-2100, ext. 2463.

EMPIRE STATE COLLEGE SECURITY POLICY AND PROCEDURES
As a nonresidential college, SUNY Empire State College’s facilities consist of office space where faculty meet with students and administrative work is conducted. Each location has its own procedures for maintaining the security of that particular facility.

This policy complies with Title II of Public Law 101-542, the Crime Awareness and Campus Security Act of 1990. The cooperation and involvement of all members of the college community is essential to a successful safety and security program. All persons must assume responsibility for their own personal safety and the security of their personal belongings by taking common sense precautions. The college is not responsible for lost or stolen personal items. Students, faculty and staff should report suspicious persons, questionable circumstances, activities or unusual incidents they may observe to the Office of Safety and Security.

DRUG AND ALCOHOL PREVENTION PROGRAM
Standards of Conduct
Empire State College policy prohibits the unlawful possession, use or distribution of illicit drugs and the abuse of alcohol by students and employees on college property or as part of the college’s activities. No formal prevention programs are offered to students at this time.

Employees may seek additional information on the Office of Human Resources website (www.esc.edu/HR).
Health Risks
There are significant psychological and physiological health risks associated with the use of illicit drugs and alcohol. Physical addiction, loss of control and withdrawal syndrome as well as serious damage to vital organs of the body can result from drug and alcohol abuse. Further information is available from centers or the Office of Academic Affairs.

Federal, State and Local Legal Sanctions
Conviction for possession and sale of controlled substances carries a number of fines and prison terms of 15 years to life, depending upon the nature of the substance, the criminal act and the character of the crime. Federal Trafficking Law convictions also carry a variety of penalties which range from five to 30 years in prison and substantial fines. These sanctions are described in materials which are available at the centers or the Office of Academic Affairs. NYS Penal Law http://public.leginfo.state.ny.us/menugetf.cgi?COMMONQUERY=LAW.

Disciplinary Sanctions – Students
A student accused of possession/use of or distribution of alcohol or drugs will be subject to the college’s Student Conduct Policy and Procedures in the college catalog. Sanctions for those found responsible may include written warning, suspension or expulsion.

ALCOHOL POLICY
Alcohol and Drug Use in the Workplace
In compliance with the Federal Drug Free Schools and Communities Act of 1988 and the New York State Policy on Alcohol and Controlled Substances in the Workplace, the Empire State College policy prohibits the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance and the abuse of alcohol by students and employees on college property or as part of the college’s activities.

New York state prohibits on-the-job use of, or impairment from, alcohol and controlled substances.

Campus Drug Policy
Empire State College is committed to promoting a drug-free campus environment.

Consistent with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226), all students and employees are advised that individuals who violate federal, state or local laws and campus policies are subject to college disciplinary action and criminal prosecution. Local police have full authority to enforce all federal and state drug laws.

New York State Law
Articles 220 and 221 of the New York State Penal Law set criminal penalties for possession or sale of drugs considered harmful or subject to abuse. The seriousness of the offense and penalty imposed upon conviction depend upon the individual drug and amount held or sold. The Student Code of conduct may also apply.

FIRE SAFETY, ANNUAL FIRE SAFETY REPORT
Empire State College fully recognizes its responsibility to provide both awareness and safety training for faculty, staff and students and undertakes an ambitious program each year. Fire safety and emergency training for faculty and staff begins with discussions about fire prevention and safety during orientation programs. Annual fire inspections are conducted by the Office of Fire Prevention and Control.

Smoking is prohibited inside all college facilities.

Fires, Emergency Building Evacuations, Evacuation for People With Physical Disabilities
In the event of fire, a smoke condition or odor of gas:

• notify fire departments by dialing 911 from any phone or cell phone
• activate the nearest alarm pull station as you leave the building
• follow evacuation instructions
• quickly and calmly evacuate the building from the nearest exit. Do not use the elevators.
• do not re-enter a building that is in alarm
• proceed to the previously designated area of refuge and remain there.

Emergency evacuation plans are identified for each college location and posted.

• It is best to have arrangements preplanned for evacuation assistance. Arrangements can be made to reasonably assure that assistance is provided to anyone who requires it. Contact the Office of Safety and Security at 518-587-2100, ext. 2800 for preplan arrangements or questions.

• IF you are unable to evacuate call 911.
• Remember to never use the elevators.

MEDICAL EMERGENCIES
Dial 911 or from a college phone 9, 911
Medical Incidents
Emergencies can happen any place and at any moment. When an emergency arises at Empire State College, it is important to know who to notify to expedite an emergency service response to the incident. Everyone at Empire State College remains a vital link in the network of college and community resources prepared to respond to medical emergencies. Dial 911.
GENERAL SAFETY

Faculty and Staff Members’ Roles

Everyone at Empire State College has a basic responsibility for his or her own personal safety; faculty and staff have an increased level of responsibility.

Personal Safety

• Stairwells and out-of-the way corridors: utilize common stairwells and corridors that are traveled most frequently by others.
• Elevators: if in an elevator with someone who creates an uneasy feeling, get off as soon as possible.
• Restrooms: be extra cautious when using restrooms that are isolated or poorly lit.
• After hours: don’t walk alone late at night. Create a buddy system for walking to parking lots or public transportation.
• Parking lots or garages: always lock the car and roll the windows up all the way. Park in a well-lit area. Carry keys in hand while approaching the vehicle.

Prevention of Crime in the Office

Use your keys, access card/codes properly:

• Never share them with anyone.
• Don’t place personal identification on your key rings.
• Keep your personal keys and your office keys on separate rings.
• Report lost key rings and access card immediately.
• Keep purses or wallets on your person or lock them in a drawer or closet.
• Keep track of serial numbers of any personal items and mark them with your name or initial (i.e., radio).
• Keep coat racks away from entrances/exits to minimize temptation.
• Don’t leave your office unattended. Lock it.
• Have your phone forwarded to another person’s office or to voice mail.
• Report any lighting deficiencies, broken windows or broken door locks to the facilities maintenance.
• Don’t allow repairs to security or communication equipment without verifying a written order from the appropriate supervising office.

Computer Security

The Office of Integrated Technologies has outlined issues pertaining to computer security – Computer Use Statement, Policies and Procedures – which can be found on the college website (www.esc.edu).

WEAPONS POSSESSION

College policy prohibits, unauthorized possession or use of firearms, explosive devices, fireworks, dangerous or illegal weapons, or hazardous materials.

Safety Guidelines for Armed Subjects,
Active Shooter Situations.

An active shooter is a person who appears to be actively engaged in killing or attempting to kill people in a populated area. In most cases active shooters use firearm(s) and there is no pattern or method to their selection of victims. These situations are dynamic and evolve rapidly, demanding immediately deployment of law enforcement resources to stop the shooting and mitigate harm to innocent victims. This section provides guidance to persons who may be caught in an active shooter situation, and describes what to expect from responding police officers.

What should you do:

In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you find yourself involved in an active shooter situation, try to remain calm and use these guidelines to help you plan a strategy for survival.

• If an active shooter is outside your building, proceed to a room that can be locked, close and lock all the windows and doors, and turn off all the lights; if possible, get everyone down on the floor and ensure that no one is visible from outside the room. One person in the room should call 911, advise the dispatcher of what is taking place, and inform him/her of your location; remain in place until the police or a campus administrator known to you, gives the “all clear.” Unfamiliar voices may be the shooter attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.

• If an active shooter is in the same building you are, determine if the room you are in can be locked. If so, follow the same procedure described in the previous paragraph. If your room can’t be locked, determine if there is a nearby location that can be reached safely and secured, or if you can safely exit the building. If you decide to move from your current location, be sure to follow the instructions outlined below.

• If an active shooter enters your office or classroom, try to remain calm, dial 911, if possible, and alert police to the shooter’s location; if you can’t speak, leave the line open so the dispatcher can listen to what’s taking place. Normally the location of a 911 call can be determined without speaking. If there is absolutely no opportunity to escape or hide, it might be possible to negotiate with the shooter; attempting to overpower the shooter with force should
be considered a last resort, after all other options have been exhausted. If the shooter leaves the area, proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter.

- **No matter what the circumstances,** if you decide to flee during an active shooting situation, make sure you have an escape route and plan in mind. Do not carry anything while fleeing, move quickly, keep your hands visible, and follow the instructions of any police officers you may encounter. Do not attempt to remove injured people; instead, leave wounded victims where they are and notify authorities of their location as soon as possible. Do not try to drive off campus until advised it is safe to do so by police or campus administrators.

**What to expect from responding police officers:**

Police officers responding to an active shooter are trained to proceed immediately to the area in which shots were last heard; their purpose is to stop the shooting as quickly as possible. The first responding officers may be dressed in regular patrol uniforms, or they may be wearing external bulletproof vests, Kevlar helmets and other tactical equipment. The officers may be armed with rifles, shotguns or handguns, and might be using tasers, pepper spray or tear gas to control the situation. Regardless of how they appear, remain calm, do as the officers tell you, and do not be afraid of them. Put down any bags or packages you may be carrying and keep your hands visible at all times. If you know where the shooter is, tell the officers. The first officers to arrive will not stop to aid injured people; rescue teams composed of other officers and emergency medical personnel will follow the first officers into secured areas to treat and remove injured persons. Keep in mind that even once you have escaped to a safe location, the entire area is still a crime scene; police will usually not let anyone leave until the situation is fully under control and all witnesses have been identified and questioned. Until you are released, remain at whatever assembly point authorities designate.

**FIRIEMARMS POLICY**

Empire State College (in accordance with the SUNY policies and regulations*) prohibits any person from possessing firearms at any college facility or college sponsored event without the written authorization of the college’s chief administrative officer. This policy specifically applies to law enforcement officials who may otherwise be authorized to carry firearms while off duty and to other individuals who may be licensed to carry firearms.

This policy prohibiting the possession of firearms does not apply to law enforcement officials in *pursuit of official duty* when authorized by federal or state law. For purposes of this policy, law enforcement officers who are required to carry firearms while taking on-duty breaks shall be considered to be in “pursuit of official duty” when on such breaks.

* The following SUNY policies and regulations apply:
  8 NYCRR Part 590 – SUNY’s regulations relating to firearms; SUNY’s Policy for Firearms on State Operated Campuses; 8 NYCRR Part 535 SUNY’s regulations for the maintenance of public order

**STUDENT CONDUCT POLICY**

**Policy Statement**

The Student Conduct Policy sets behavioral standards for Empire State College students and defines the relationship between the college and its students. It affirms values essential to promoting individual intellectual and personal development and for creating an effective learning community. Empire State College expects students to conduct themselves in a responsible manner that is respectful of the rights, well being and property of all members of the college community and that supports the college’s educational mission. This policy complies with section 6450 of the Educational Law and section 535 of the Rules of the Board of Trustees of the State University of New York.

Students are expected to:

- treat students, faculty and staff of the college with civility and respect;
- represent themselves and any documentation that they may present to the college in an honest manner;
- respect college property and the activities conducted at college facilities or college-sponsored events;
- uphold college policies, SUNY policies and all applicable laws.

Empire State College students should expect the same degree of civility and respect from other students, faculty and staff.

**Scope**

A student is a person who is admitted or enrolled at Empire State College. The college has an interest in student conduct which occurs during a student’s matriculation or enrollment at the college, including any breaks in enrollment permitted by college policy. Students are responsible for their own behavior and the behavior of their guests.

The college does not normally pursue alleged conduct violations that occur away from Empire State College facilities or events, or that are not associated with the student’s relationship with Empire State College. However, in situations when the safety of members of the college community may be endangered, the college may review such violations pursuant to the policy on student conduct.

**College Regulations**

The following behaviors by a student, or any guest of a student, whether acting alone or with any other persons, violate the policy on student conduct:
1. Conduct that threatens or endangers the mental health, physical health or safety of any person or persons, or causes actual harm, including: physical harm or threat of physical harm such as physical abuse, sexual assault or coercion; harassment and intimidation, whether physical, verbal (oral or written) or nonverbal.

2. Dishonest conduct not covered by the SUNY Empire State College Academic Honesty Policy and Procedures, including forgery; alteration, fabrication or misuse of identification cards, records, grades, diplomas, college documents; or misrepresentation of any kind to a college office or official.

3. Disorderly conduct that interferes with the rights of others.

4. Intentional or reckless disruption or interference with the activities of the college or its members.

5. Theft of personal or college property or services, or illegal possession or use of stolen property.

6. Vandalism or intentional or reckless damage to personal or college property.

7. Unauthorized entry, use, or occupation of college facilities or the unauthorized use or possession of college equipment.

8. Illegal purchase, use, possession or distribution of alcohol, drugs, or other controlled substances.

9. Failure/refusal to comply with the directions of college officials who are performing the duties of their office in relation to the maintenance of safety or security.

10. Unauthorized possession or use of firearms, explosive devices, fireworks, dangerous or illegal weapons, or hazardous materials.

11. Interference with or misuse of fire alarms, elevators, or other safety and security equipment or programs, including but not limited to initiating, or causing to be initiated, any false report, warning or threat of fire, explosion or other emergency.

12. Violation of a condition or sanction imposed (or agreed upon) due to a violation of the policy on student conduct.

13. Violation of any federal, state or local law that poses a threat to the health, safety or well being of the college or its individual members.

Additional information can be found at www.esc.edu/SafetyandSecurity

SAFETY PROGRAMS AND SERVICES

The Office of Safety and Security offers safety programs and services throughout the year and/or upon request. The focus of these programs and services changes depending on the need. Currently, the following are offered:

- **Workplace Violence Awareness and Prevention Training.** Offered by the Office of Safety and Security and the Office of the President, the training session provides participants with information related to workplace violence, including risk factors, key elements, definition and types of workplace violence, and more.

- **Publications.** Local police departments have various publications available that address problems such as date rape, alcohol abuse and theft. Listed on the Safety and Security website are various links to police agencies across New York that our centers and units operate within.

- **Lighting.** The college locations are routinely surveyed to ensure that exterior areas are adequately illuminated at night. Trees and shrubs that impair lighting along walks are trimmed as needed.

- **Building Security.** Each individual location operated by Empire State College utilizes various methods of building security. Personnel at college locations are instructed to report any suspicious situations to the police immediately.

- **Campus Safety Committee.** Empire State College takes part in the activities of the Campus Safety Task Force along with students and representatives of the Office of the President. This group undertakes various programs to promote safety and security at the college.

DRUG PREVENTION PROGRAMS

Standards of Conduct

Empire State College policy prohibits the unlawful possession, use or distribution of illicit drugs and the abuse of alcohol by students and employees on college property or as part of the college’s activities.

Health Risks

There are significant psychological and physiological health risks associated with the use of illicit drugs and alcohol. Physical addiction, loss of control and withdrawal syndrome as well as serious damage to vital organs of the body can result from drug and alcohol abuse. Further information is available from centers or the Office of Academic Affairs.

Federal, State and Local Legal Sanctions

Conviction for possession and sale of controlled substances carries a number and variety of penalties under New York state law. These range from fines to prison terms of 15 years to life, depending upon the nature of the substance, the criminal act and the character of the crime. Federal Trafficking Law convictions also carry a variety of penalties which range from five to 30 years in prison and substantial fines. These sanctions are described in materials which are available at the centers or the Office of Academic Affairs.
**Counseling Services**

All students have free access to a counselor by phone, 24 hours a day, 7 days a week. No issue is too big or small to call a counselor and discuss. If face-to-face counseling is needed or requested, the phone counselor will help the student locate a provider within the student’s health insurance network. The number to call to access the free Talk One-2-One service that is available to all students for counseling is 800-756-3124.

**Disciplinary Sanctions – Students**

A student accused of possession/use of or distribution of drugs will be subject to the college’s Student Conduct Policy and Procedures (see page 91). Sanctions for those found responsible may include written warning, suspension or expulsion.

**COMPUTER USE STATEMENT FOR STUDENTS**

Empire State College promotes student use of its online academic resources, online student support services and computing facilities located at centers and units, and seeks to improve the computer literacy of its students, faculty and staff. Every user is expected to adhere to the guidelines that follow to further these goals.

1. Receiving an account is a privilege extended only to the person who was assigned the account. Under no circumstances should anyone else be allowed to use the account. Take all reasonable precautions to prevent unauthorized use of your account.

2. Unauthorized use of the Empire State College computer network will lead to the termination of your account. Unauthorized use of Empire State College computers and computer accounts includes (but is not limited to):
   - using any Empire State College computer or account for personal profit.
   - using any Empire State College computer resources, online resources or accounts for other than academic or college purposes.
   - attempting to interfere with the performance of any Empire State College computer or computer system.
   - damaging any Empire State College computer hardware or software.
   - accessing, or attempting to access, computer files or information belonging to another user without permission.
   - interfering with, or attempting to interfere with, the legitimate work of another user on the Empire State College computer network.
   - allowing someone else to use your Empire State College computer account.
   - the unauthorized copying of any Empire State College software or Web page that is protected by copyright, patent or trade secret law.
   - abusing specific computer resources, such as the Empire State College network or the Internet.
   - circumventing or attempting to circumvent Empire State College’s computer system security.
   - using any Empire State College computer or account for any activities which violate local, state or federal laws.

3. The college reserves the right to monitor or restrict computing activity on this system. The college is not responsible for loss of data or service interference resulting from efforts to maintain the college’s computing facilities.

4. Students creating individual Web pages on the college’s servers must abide by the college’s Web policy (www.esc.edu/WebPolicy).

**WORLD WIDE WEB PAGES**

Empire State College has created a World Wide Web presence to support and promote the mission of the college: learning, research and community service. It is expected that individuals’ publishing information on the Empire State College Web presence will abide by all applicable policies and all laws governing the use of the Internet. The college recognizes that its World Wide Web presence serves a variety of needs and includes various types of websites.

- **College Web Pages** are Web pages under the direct control of SUNY Empire State College that represent the official voice of the college to all internal and external audiences including prospective students, current students, alumni, faculty, staff, friends of the college and the general public. Examples include the main college Web pages, learning resource sites such as the online library, Web-based applications such as Web Advisor and DP Planner, and other online sites and tools used to conduct official college business or convey official college information.

- **College-affiliated Web Pages** are Web pages developed, maintained or hosted by entities other than SUNY Empire State College but referenced or used by the college to conduct official business or represent the official voice of the college in accordance with the college’s mission. Examples may include but are not limited to: www.esclibrary.blogspot.com, www.ed2go.com/escwa, www.esc.edu/SubjectGuides, www.esc.edu/CML, www.esc.edu/Alumni and www.esc.edu/Bookstore

- **Individual Web Pages** are Web pages developed and maintained by SUNY Empire State College students, faculty and staff for the purpose of self-expression, communication or other individual uses related to the individual’s affiliation with the college and the college’s mission.
• Personal Web Pages are Web pages developed and maintained by individuals for the purpose of personal self-expression, communication or other personal uses. SUNY Empire State College does not host, maintain or provide support for personal Web pages.

College, and college-affiliated, Web pages are governed by the Web Presence and Publishing Policy (www.esc.edu/Web-Presence-Policy). Individual and personal Web pages are governed by the Use of the Commons and Individual Web Spaces Policy (www.esc.edu/commons-policy).

Agreements and Guidelines for Individual Web Pages

Empire State College promotes the use of its computing facilities and seeks to improve the computer literacy of its students, faculty and staff by providing space to house individual Web pages. To further these goals, every member of the college community who creates an individual Web page on the college Web presence is expected to adhere to the applicable college policies on computer use and individual Web pages. A summary of the agreements and guidelines is below.

Your individual Web pages will not be screened. However, the college reserves the right to monitor your work on college servers and remove your files if it believes that you have violated one of the agreements or guidelines. In addition, failure to follow the agreements or guidelines could, in some cases, lead to criminal prosecution.

Faculty and staff will have the option of linking to your individual Web page from the page on the college’s Web presence which is designated for faculty and staff Web pages. This page contains a disclaimer absolving the college of all responsibility for the content of your home page(s). You will not, however, be required to list your page here. With your permission, the college may create additional links to your work. However, any additional link created from any official college home page to your individual page will also contain the disclaimer.

At some point, the college and you may decide to make your work part of the college's official Web presence. At this time your page(s) may require revision to meet the guidelines of official college home pages.

Agreements

1. You alone are responsible for meeting all of the following guidelines. Failure to meet these guidelines could result in the removal of your pages from the Empire State College World Wide Web servers, or removal of links to your pages housed on other servers.

2. The Empire State College World Wide Web presence is a college resource to be used in conjunction with academic learning, teaching, scholarship and professional development in accordance with the college’s mission.

3. Individual Web pages hosted in the college Web presence shall not be used for commercial purposes, personal benefit or to duplicate content or functionality already provided by official college, and college-affiliated, Web pages and publications. Links from individual Web pages to official college, and college-affiliated, Web pages and electronic publications are permitted.

4. Individual Web pages will be hosted in the college Web presence for faculty, students and staff for the term of employment or as long as there is an official academic or professional relationship with the college. Once employment, or the relationship with the college, is terminated, responsibility for providing Web services will end.

5. Your space on the Empire State College Web presence is for you alone. You are responsible for the content of materials in your space. You should take all reasonable precautions to prevent unauthorized use of your space and/or files.

6. The college reserves the right to monitor or restrict your activity on the college Web presence. The college is not responsible for loss of data or service interference resulting from efforts to maintain individual Web pages.

7. You will not attempt to interfere with the performance of any college server or Web-based service.

8. You will not damage any Empire State College computer hardware or software.

9. You will not attempt to manipulate or delete computer files belonging to another user.

10. You will not attempt to circumvent system security.

Use of College Name and Wordmark

The Empire State College name, symbols, logo and wordmark are protected trademarks of Empire State College. It is the policy of the college to permit the use of these trademarks by centers, Coordinating Center offices and alumni student associations for purposes of public relations and fundraising, where the proceeds benefit the college and its students. Notwithstanding such policy, the college reserves its right, at its sole discretion, to revoke or restrict use of its trademarks for commercial purposes and in any other circumstances.

Any group wishing to use the trademark(s) must receive written permission from the Office of Communications and Government Relations. Such permission will set forth the name of the group, the nature of the use, and restrictions regarding the standards and quality of the goods and services in connection with which the trademark(s) are used. The college reserves the right to approve samples showing the proposed use of the trademarked product or service prior to production and distribution.
The Empire State College trademarks should not be used in any manner suggesting advocacy or official position of the college regarding any issues including, but not limited to, political issues.

For further information on how to use the Empire State College trademarks, contact the Office of Communications and Government Relations at 518-587-2100, ext. 2494.

Approved: Jan. 29, 2013.

COPYRIGHTED MATERIALS:
THEIR REPRODUCTION AND USE

Use of Copyrighted Materials
Empire State College complies with the U.S. Copyright Act of 1976 and the Digital Millennium Copyright Act of 1998.

The college respects the intellectual property rights of those who create and/or publish original works of authorship in any tangible medium of expression, whether physical or digital media, and regardless of format or genre. The college, therefore, authorizes use of copyrighted materials only under the following conditions:

• when permission is obtained from the copyright owner, or
• when reproduction, dissemination, creation of derivative works, performance or display of copyrighted materials falls within Fair Use guidelines, which are explained on the library’s copyright website at this url: www.esc.edu/library/services/copyright/fair-use/, or
• when performance or display of copyrighted materials in a face-to-face classroom environment falls within Educational Use guidelines.

The library has answers to questions about Fair Use, Educational Use, the Digital Millennium Copyright Act and when it is necessary to get permission to use a copyrighted work. The librarians cannot obtain copyright permission on behalf of faculty, staff or students, and are not qualified to give legal advice. The bookstore manager can provide information on how to obtain permission.

Using Copyrighted Works Online
Reproduction, dissemination, performance, display and creation of derivative works from copyrighted works may be permitted under the Fair Use Exemption of the Copyright Act of 1976, if it passes the Four Factor Test.

It should be noted that the online environment reduces or eliminates barriers to unauthorized copying and redistribution of copyrighted works, which means that an online use is less likely to be a Fair Use than the same kind of use in a physical environment. The presence of password protection and/or digital rights management technologies, may not be sufficient to consider the use a Fair Use.

In order to decide if a use is Fair Use, the library provides a downloadable worksheet at this url: www.esc.edu/library/services/copyright/fair-use/helper/. You should fill it out in order to help make your decision, and then save the completed worksheet as proof of your good-faith effort to comply with the law.

Making Copies in a Face-to-Face Classroom Setting
Making photocopies or other reproductions of copyrighted works to be distributed to students in a face-to-face classroom may be permitted under the Fair Use Exemption of the Copyright Act of 1976, if it passes the Four Factor Test.

Neither the nonprofit status of the college nor the educational nature of the endeavor are sufficient to automatically judge something Fair Use. There is no set guideline for number of words, number of pages or percentage of a total work that can be used.

In order to decide if a use is Fair Use, the library provides a downloadable worksheet at this url: www.esc.edu/library/services/copyright/fair-use/helper/. You should fill it out in order to help make your decision, and then save the completed worksheet as proof of your good-faith effort to comply with the law.

Performance and Display in a Face-to-Face Classroom Setting
Performance and/or display of copyrighted works in a face-to-face classroom is permitted by the Educational Use Exemption of the Copyright Act of 1976.

There are certain restrictions: The college must be accredited and not for profit; the use must be part of teaching and learning, not for entertainment, extracurricular activities or other college business.

As long as those requirements are met, the Educational Use Exemption allows the instructor and/or students to perform musical works, poems, plays or speeches; others to come into the classroom to perform musical works, poems, plays or speeches; display of images, whether in physical or digital media; and playback of audio or video recordings of any kind.
Posting Multimedia in Online Courses
Under the TEACH Act

As of January 2014, Empire State College is TEACH (Technology, Education and Copyright Harmonization) Act compliant. The TEACH Act allows educators to use some copyright protected multimedia materials in online courses without gaining prior permission and/or paying royalties. The content can be an image or audiovisual, but it must not be textual (the written word.) It also cannot be intended for the educational market (such as a video on a CD that accompanies a textbook.) The content can only be posted inside a course in the Learning Management System (Moodle), and only for as long as the students of that course need to have access to it. It must be captioned with the copyright and citation information. If it is nonfictional and nondramatic, there is no limit to the amount that can be posted; however fictional or dramatic content is limited to brief clips. TEACH Act applies only to materials that are posted for learning activities that are analogous to mediated instruction during class time in a face-to-face classroom setting. The TEACH Act must not be used to post materials that are used for research, reading assignments, homework or extra-curricular activities.

For Copyright Information and Help,
Consult the Library

Information on copyright can be found at www.esc.edu/ Copyright. Copyright questions can be directed to Librarian@esc.edu

RELIGIOUS OBSERVANCE

In compliance with Section 224-a of the Education Law, students unable, because of religious beliefs, to engage in learning activities – classes, examinations, study or work requirements – on a particular day or days will not be penalized and will be provided with means to make up for any study opportunities that may have been missed because of absence for religious reasons. Since most study arrangements at Empire State College are individually made between student and faculty, students may schedule meetings and other academic activities so they do not conflict with their religious observances. In cases where group meetings are arranged (e.g., classes, seminars, special examinations such as College Level Examination Program or College Proficiency Examination Program), students who wish to avail themselves of these opportunities but are unable to participate at certain times because of religious beliefs should consult with their mentors to make alternate arrangements. No adverse or prejudicial effects shall result to any student because of his or her religious beliefs.
Learning Opportunities

SUNY Empire State College offers a rich array of learning opportunities from which to create your study plan each term. Students choose from guided independent study, online courses, study groups and residency-based studies. Students also may review offerings from other colleges and universities and include those in their study plan for the term. Students in special programs may have study or course offerings specifically for their program.

The college strongly encourages student initiative and collaboration between student and mentor in designing studies that meet individual student goals. Students work with their primary mentor to identify and define the purpose of customized studies and then with the study mentor to fully develop the learning contract. The primary mentor can add a uniquely titled study to a student’s worksheet.

Empire State College integrates online learning into many aspects of its instruction. Our Center for Distance Learning is a leader in the development of online courses. For the undergraduate student who wishes to study entirely online, the Center for Distance Learning is the best option. Our undergraduate centers located throughout New York state offer a rich blend of learning opportunities including guided independent study, study groups and internships, as well as online courses from the Center for Distance Learning. Faculty across the college may use the online course templates and other online resources to enhance and support student learning. Some of our special programs and thematic residencies include both face-to-face and online studies. All of our graduate programs include online study along with face-to-face meetings.

As the registration advising and study preparation periods begin for each term, the college presents the relevant term guide online. Students and mentors are able to review the many possible study opportunities, discuss how they fit with the student’s goals and create a study plan for that term. You can search the term guide by center, area of study, subject or mentor. You can view the term guide for the upcoming term through MyESC. In MyESC, click on the registration tab to get to the term guide.

Guided Independent Study

In guided independent study you work one-to-one with a faculty member on a study. You may periodically meet face to face with a faculty tutor at one of our many locations across the state or work with a faculty tutor at a distance – by mail, phone, email or online.

Depending on your goals, you may work with your mentor to create and define an individualized study or you may select a study from the term guide. Some learning opportunity listings provide a general subject area, and you work with the mentor to develop a learning contract that meets your needs. Students are strongly encouraged to individualize their studies when appropriate. It allows you to take a major role in designing a study and to take charge of your own learning. To do so, you work with your mentor to determine the learning goals, outcomes and learning activities you will undertake to achieve those goals and how your mentor will evaluate your learning. Your mentor formalizes your goals, learning outcomes, and activities and evaluation criteria in a learning contract.

Internships

Students often incorporate internships and/or field study into their degree programs. You may apply for formal internship programs established by state, local and national governments, as well as by corporations, nonprofit institutions, and colleges or universities. Alternatively, with the help of your mentor, you may arrange for a special internship designed around your learning goals. You and your mentor create a learning contract for the internship just as you would for other individualized studies.

Online Courses

Our online courses offer you the opportunity to interact with other students as well as the instructor, in discussions of the course material and group projects. Online courses are generally small groups (15 - 20) of students and a mentor. Courses leading to degrees in all of the college’s 12 areas of study are available online. Online courses allow you to communicate with your instructor and other members of the course at times that are convenient to you.

Online courses are prestructured and designed for groups. Your course website guides you through the goals and learning outcomes of the course, the learning activities and defines evaluation criteria. You will not receive a learning contract for online courses.

Study Groups

Study groups are small group seminars offered at the college’s many locations. They generally meet face to face several times during the term and some meet on weekends. Study groups allow students to explore diverse perspectives on topics of common interest and present the results of their studies to others. During your meetings, you discuss common learning activities and share independent reading and research. Between group meetings, you will continue to engage in a good deal of independent study.

Study groups provide an opportunity to learn from other students, as well as the instructor. Frequently, mentors and students use new and interdisciplinary approaches to learning. This may entail field study, skills practice, problem solving, reading, and library or Internet research. You may work on
group or joint projects. Students find that study groups provide the support and stimulation of working with other students while maintaining the intimacy of student-centered learning.

Students in study groups may have a common learning contract or each student may have his or her own individualized learning contract.

**Residency-Based Studies**

You may choose to participate in a residency-based study, which typically lasts two or three days. The college’s thematic residencies draw students from around the state and from around the world. Each year, the college sponsors a women’s studies residency and an environmental studies residency. Depending on the needs of our students and the availability of faculty, the college designs and offers other residencies. Before and after the residency, students study independently.

**Taking Courses at Other Institutions (Cross Registration)**

You may find it advantageous to take a course at another college or university from time to time to complete your degree requirements at Empire State College. You may enroll in a course for academic credit at a college or university that is accredited or a candidate for accreditation, by a recognized regional accrediting agency. By doing so, you expand the variety of learning resources available. Please review the policy on cross registration on page 84.

**Other Courses**

Some programs, such as the International Brotherhood of Electrical Workers Apprentice Program at The Harry Van Arsdale Jr. Center for Labor Studies, have established classroom-based courses. These listings will be available to students within those programs.

**ACADEMIC RESIDENCIES**

Students from across the state participate in intensive face-to-face meetings over a weekend or several days on a wide range of topics. Before and after the residency, students study independently.

**Adirondack Environmental Studies Residency**

Begun in 1997, the Adirondack Environmental Studies Residency is an annual academic program of Empire State College. Held each October, the program features a three- (or four-) day interdisciplinary residency at Camp Huntington in the Central Adirondacks, with students and faculty from all over New York state. At the residency, students divide into small group seminars based on their selection of one of eight interdisciplinary courses, each focused on a different environmental approach, concept or issue. All of the studies help satisfy SUNY General Education Requirements, and any of them would contribute significantly to student degree programs in a wide variety of fields. Examples of studies from previous years’ offerings include Adirondack Oral Tradition, American Environmental History, Digital Nature Photography, Ecological Economics, Ecopsychology, Iroquois Cultural Botany and The Science of Global Environmental Change.

The first of the Adirondack “Great Camps,” Camp Huntington is a National Historic Landmark, and students receive a historical tour. In addition, there are guest speakers, a basic session on ecology and time for reflection, socializing and exploration of the natural areas surrounding the facility. There is an optional post-residency for students wishing to stay an extra day to complete 2-credit courses and take part in field experience and observation. Before and after the residency, students complete the other learning activities for their studies via independent, online learning.

Matriculated Empire State College students receive preference in registering for the residency, for which there is a modest fee to cover room and board at the camp (beyond tuition and academic fees). Transportation is the student’s responsibility, though program facilitators help initiate informal car pooling.

Additional information is available through the residency’s website, www.esc.edu/AdirondackRes, where details for the upcoming program are posted each April.

**American Revolutionary War Era Residency**

The American Revolutionary War Era Residency is offered to students each fall, under the direction of Gregory Edwards of the Niagara Frontier Center’s Jamestown Unit, in collaboration with Paul Miller and Karen Garner. The residency is open to all students collegewide. The purpose of this study is to give students the opportunity to survey the history of the American Revolutionary Era from the end of the Seven Years War until the end of the War of 1812, and introduce them to the major historical issues of this era such as the causes of the war, the relationship between the First Great Awakening, the Enlightenment, the Renaissance and the Revolution; the factors behind America’s triumph in the war; Revolutionary ideology and the institution of slavery; The Critical Period in American History; the creation and ratification of the U.S. constitution, the origins and character of the first national party system in America; the causes and course of the War of 1812.

The students will participate in a three-day residency in Saratoga Springs, N.Y. A one-day field trip to the Saratoga National Historical Park is planned as part of the residency. During the rest of the residency, the students will participate in a variety of mini-seminars addressing some of the major issues of the Revolutionary Era in America. All students will be responsible for giving an oral presentation during one of the mini-seminars or at the Saratoga National Historical Park, based on a research paper that he or she has completed for their particular course.
Students who intend to participate in the residency should register for one of the following courses:

- America in the Age of Revolutions and Constitutions: Biographies of the Founding Father (Miller)
- America in the Age of Revolutions and Constitutions: Religion in the Revolutionary Era (Miller)
- America in the Age of Revolutions and Constitutions: Slavery and the Founding (Edwards)
- America in the Age of Revolutions and Constitutions: Women and the Revolution (Garner)
- America in the Age of Revolutions and Constitutions: Constitutional History (Miller or Edwards)
- America in the Age of Revolutions and Constitutions: Federalists and Jeffersonians (Edwards)
- America in the Age of Revolutions and Constitutions: Military History (Edwards)

When students enroll for one of the American Revolutionary Era Residency courses, a residency fee will automatically be attached to each student’s tuition bill to cover the following costs during the residency: lodging, meals and group bus transportation to/from the hotel to the Saratoga National Historical Park.

Students: More information can be obtained through your primary mentor or by contacting Gregory Edwards at the Niagara Frontier Center’s Jamestown Unit at Gregory.Edwards@esc.edu or 716-338-1370.

Note: A limited number of spaces for guests and/or alumni may be available. Please contact Paula Barber at the Niagara Frontier Center’s Jamestown Unit for more information at Paula.Barber@esc.edu or 716-338-1370.

Business Residency

Each year in the Spring 2 and Summer 1 terms, the Hudson Valley Center offers a business residency. The business residency focuses on current issues facing managers and leaders and is targeted to students who work in corporations, nonprofit organizations and government agencies. Past residencies have covered topics such as entrepreneurship, women in the workplace, corporate social responsibility, leadership, money and financial management and creative branding. For more information, please contact business mentor, Linda Treinish, at 914-948-6206, ext. 3572, Linda.Treinish@esc.edu.

Central New York Learning Communities
(Arts, Business and Human Services)

Join Us for an Enriching Academic Experience
www.esc.edu/cnyLearnComm

Learning Communities are:

- a unique opportunity to study face to face and network with other students and faculty
- a blend of online learning and residencies (three Saturdays during the Spring 1 and Fall 1 terms; once or twice during the Summer 1 and 2 term), enabling busy students to manage the demands of college study, work and other responsibilities
- an energizing opportunity to learn about careers in the arts, business and human services, internships and other areas of interest
- an innovative environment created to facilitate and enhance the learning experience for adult learners with noncredit workshops and stimulating guest speakers
- study with faculty mentors who draw on academic expertise to provide the comprehensive learning that today’s students need.

Learning Communities bring together students, professors and expert speakers for a day of studies, workshops and luncheon presentations. Studies are 4 credits, unless otherwise noted. There is a $45 residency fee per term, no matter how many studies you take. Students may use financial aid to cover the residency fee.

Civil War History Residency

The Civil War History Residency is offered each spring, under the direction of Gregory Edwards of the Niagara Frontier Center’s Jamestown Unit. The residency is open to all students collegewide. The purpose of this study is to give students the opportunity to survey the history of Ante-Bellum slavery, the Civil War and the Reconstruction Era, and introduce him or her to the major historical problems of the American Civil War and Reconstruction Era such as the causes of the war, the character of Ante-Bellum American Slavery, the causes behind the Confederacy’s defeat, the Lincoln Enigma, and the character and legacy of Reconstruction, within the context of the broad sweep of American history from the Colonial period through the Reconstruction Era.

Courses being offered by Edwards that incorporate this Civil War Residency learning activity include: Civil War, Slavery and Reconstruction; American Religious History II; American Military History; The American Presidency; and Generals of the Civil War. Each of these courses will fulfill the American History SUNY General Education Requirement. The History of Warfare in the Western World course meets the Western Civilization SUNY General Education Requirement. Students enroll in one of the above courses and will participate in the residency – a three-day field trip (via group-chartered bus) to Antietam (Md.) and Gettysburg (Pa.).

Students: More information can be obtained through your primary mentor or by contacting Gregory Edwards at the Niagara Frontier Center’s Jamestown Unit at Gregory.Edwards@esc.edu or 716-338-1370.
Note: A limited number of spaces for guests and/or alumni may be available. Please contact Paula Barber at the Niagara Frontier Center’s Jamestown Unit for more information at Paula.Barber@esc.edu or 716-338-1370.

Emergency Management Residency
Fall and Spring Terms
Metropolitan Center/Staten Island Unit
500 Seaview Ave., Suite 230
Staten Island, NY 10305-3402
William.McDonald@esc.edu
EM.Residency@esc.edu
718-667-7524, ext. 1793

The goal of this residency is to explore emergency management from a theoretical perspective, to better understand how to plan for, and ensure the health and well-being of, a vibrant, open, civil society. We will explore the growth of this area in the public sector. What drives it? How has it developed in recent years? We will move beyond the simple concept of protecting society and define what it means to commit to serving society. What does it entail? Why is it worthwhile? Participants will gain perspective, insight and planning skills to strengthen their role as future leaders in emergency management.

Studies that have been offered in the past include: Incident Command and Leadership, Spanish for First Responders; Government Responses to Emergency; Security and Mass Transit: Readiness, Disaster Response and Recovery; Psycho-Social Impacts of Mass Disasters; Managerial Issues in Hazmat; The Environment: Threats and Realities.

Students can choose from a variety of studies tailored to the requirements of their concentration and degree program. Students may enroll in any or all of the studies listed above. Students throughout the state and from any content area are invited to enroll.

Entertainment and Music Industry Residency
Spring Term
Metropolitan Center
325 Hudson St., 5th Floor
New York, NY 10013
Justin Giordano
Justin.Giordano@esc.edu
646-230-1246
fax 212-647-7829

The Entertainment and Music Industry Residency explores the various challenges faced by artists, practitioners and professionals – including those involved with artist management, production, and/or other supporting and behind the scenes activities – affiliated with the entertainment industry with a special focus on the music industry.

This residency will examine a broad array of topics and subjects pertinent to the field including the legal, business and artistic aspects. The music industry component, for example, will comprehensively look at the process involved in developing and completing a musical project from song selection, production (i.e., choosing appropriate recording studio or equipment, production costs, identifying the most suitable session musicians, etc.), and marketing including distribution. As it particularly pertains to the key aspect of distribution, this residency also will explore and analyze the new landscape in the field, namely the prominent role that the Internet and related venues have acquired versus the more traditional modes of distribution.

Students will be expected to attend and participate in the two Saturday meetings scheduled for two consecutive weeks. Every student also is required to schedule an individual meeting with the residency leader, Professor Justin Giordano, prior to the first residency meeting, as well as at least one meeting following the second full-day residency meeting. In addition, students will be expected to commence their assigned readings prior to the two, full-day meetings and be prepared to fully participate and engage in these meetings.

Hudson River Valley Residency
In keeping with what has become a Hudson Valley Center spring tradition, students have the opportunity to sample a wide range of studies focused on Hudson River Valley art, music, history, ecology and people. Subjects for the six - eight workshops include the valley’s economic and industrial heritage, history, ecology, education, art and architecture including the Hudson River School of Painters, and the literature of important American writers. To round out the residency, students have an opportunity to stroll the grounds of the estate and visit the FDR Museum in Hyde Park, N.Y. Options for additional study also will be available after the residency. The Hudson River Valley Residency is offered in the spring every other year. For information please contact: Jamie Decker at the Hudson Valley Center, 914-948-6206, ext. 3590, Jamie.Decker@esc.edu

Latin American Film Festival Residency
Spring Term
Metropolitan Center
325 Hudson St., 5th Floor
New York, NY 10013
Ruth Goldberg
Ruth.Goldberg@esc.edu
646-230-1247
fax 212-647-7829

Students in this residency will attend the annual Havana Film Festival in New York City. This is a rare opportunity to see the most current offerings in Latin American cinema, meet filmmakers and hear them talk about their work, and attend panels and discussions organized around themes of interest.
Students will begin by contacting the mentor and ordering festival passes. They will receive a packet of readings and assignments and will begin the semester by reading, watching films independently and writing a series of brief analytic papers which will be submitted to the mentor at intervals. The group will meet for two, four-hour, face-to-face sessions to discuss the work of the residency, screen a series of films together and discuss the requirements for credit. Immediately following the second session, students in the residency will be free to attend all of the weekend screenings, panels, workshops and events associated with the festival.

**Theatre and Community Health Residency**

Metropolitan Center  
325 Hudson St., 5th Floor  
New York, NY 10013  
Lucy Winner  
Lucy.Winner@esc.edu  
646-230-1272  
Fax 212-647-7829

In this interactive, hands-on residency, students will explore the theory and practice of applied theatre, with a specific focus on the work of the Winter/Summer Institute (WSI) and its work in Lesotho, Southern Africa. Participants will explore such issues as the interrelationship of gender inequity, stigma and denial in the rural communities of sub-Saharan Africa, and learn the WSI model of collaborative theatre making. We will look at the ways theatre can be used to help people grapple with complex questions about the health of our communities.

This residency has featured guest speakers and performers and film screenings of WSI’s work in Lesotho and culminates in a collaborative performance.

**Urban Environmental Studies Residency**

Urban areas encompass half of the population in the United States and are among the fastest growing areas in the world. As the density increases in urban environments, so do the interactions that organisms and people experience in the surrounding system. To that extent, the urban environment creates cultural, social and environmental situations that are unique. In this interdisciplinary residency, students will learn about common themes across sustainability and conservation, as they pertain to the urban environment and explore issues that are important to urban areas and the people who live in them.

During the Spring 1 term, students choose from nine environmentally related studies that use a blended model that combines an online or independent study component with a three-day onsite meeting at the Metropolitan Center in New York City. Students will enjoy guest speakers, workshops, field trips around New York City and face-to-face study group meetings with students and faculty from across the state.

More information can be obtained through your primary mentor or at the residency website: www.esc.edu/UrbanRes

**Women in Management Residency**

Spring Term  
Metropolitan Center/Brooklyn Unit  
177 Livingston St.  
Brooklyn, NY 11201  
Deborah A. Noble, DBA  
Deborah.Noble@esc.edu  
718-907-5754  
Fax 718-858-0943

In this study, students will explore a wide range of issues that women managers face in the workplace. Such topics as strengths that women bring, gender biases, stress management, work versus life conflicts, and the state of the proverbial “glass ceiling” will be explored and discussed in a residency setting. Students will be encouraged to utilize periodicals, texts and interviews as well as to participate in discussions with a group of guest women managers and leaders.

The two, face-to-face residency Saturdays will feature guest speakers from various professions and industries speaking to the experience of women in management. They will engage with students.

**Women’s and Gender Studies Residency**

The Women’s and Gender Studies Residency (WGSR) courses and activities address socially-relevant topics that infuse the everyday lives of students. The residency includes women’s studies courses that examine women’s experiences, histories, cultures and concerns and introduce feminist perspectives promoting gender equality. The residency also includes gender studies courses that investigate socially-constructed and relational feminine, masculine, LGBTQ gender identities and representations in history, literature, the arts, politics, social sciences, the natural sciences, etc. The Women’s and Gender Studies Residency was created and adapted from the previous Women’s Studies Residency held since the mid-1970s. The legacy of the residency is continued today as students, faculty and guests gather for two days of face-to-face study group meetings, provocative presentations, interactive activities, revelations and free-form ‘happenings’.

The Women’s and Gender Studies Residency will be offered in the Fall 1 2014 term with a required two-day in person residency Sept. 19 - 20 in Saratoga Springs, N.Y. Students also will be required to attend a virtual meeting via a streaming video broadcast from local Empire State College regional centers Friday, Nov. 14. All residency courses blend distance learning utilizing the Moodle learning management system throughout the term along with the face-to-face residency.

More information can be obtained through your primary mentor or at the residency website: www.esc.edu/WomenStudies
ONLINE COURSES OFFERED THROUGH THE CENTER FOR DISTANCE LEARNING

Information Technology in Online Education

Students enrolled in the Center for Distance Learning are expected to develop competence with personal computers and the Internet. Use of this technology will enable the development of academic work as well as place students in direct contact with their instructors, their mentors, other students and administrators. Information technology has transformed the world of work and education in the past several decades. The information superhighway is being constructed at a breakneck pace and all predictions show increased need for information access and processing skills for tomorrow’s citizens. As the developed world moves toward a knowledge-based economy, there are few fields of endeavor that are not impacted, if not being revolutionized, by technological advances. Since an undergraduate education needs to prepare students for work, leisure, social and political involvement in the 21st century, these skills are an essential part of today’s academic experience.

As part of the educational process, students may have the opportunity to:

- prepare documents using word processing software.
- manipulate information using database management tools.
- reason quantitatively using spreadsheets, statistical and numerical software and calculators.
- obtain professional and academic information from computer networks using Internet search tools.
- communicate in one’s field through online discussion groups.

Online Course Information

Our online courses offer you the opportunity to interact with other students, as well as your instructor, in discussions of the course material and group projects. We have found that the discussions deepen students’ understanding of the subject and provide a forum for students to share their knowledge with one another. Discussions are a hallmark of our Web courses and all students enrolled in a Web course are expected to participate. The discussions are asynchronous; you do not need to be online on specific days or times. However, you are expected to log on three to four times per week – at appropriate intervals – to participate fully in the discussions. Some courses (such as foreign languages) require the use of synchronous (at the same time) chat and text software. These course descriptions will include this information at the time of registration. Other courses use optional chat to support extra study time with instructors or ease of communication with other students. The course instructor will provide more detailed information regarding the discussion or group requirements at the beginning of the term.

For a full listing of course descriptions and degree programs offered by the Center for Distance Learning, go to: www.esc.edu/distance-learning/catalog/
College Personnel

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