



MILDRED ELLEY®

A career college in NYC

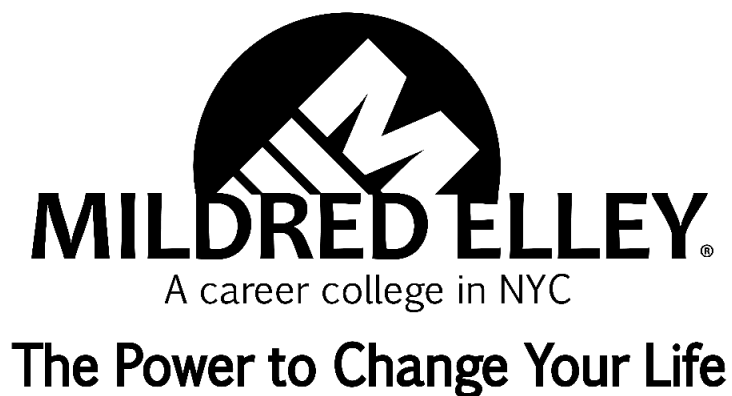
The Power to Change Your Life

2025-2026

VERSION IV

Academic Catalog

New York, NY Campus



2025-2026 Academic Catalog

Version IV

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www.mildred-elley.edu



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MESSAGE FROM THE CHAIRWOMAN OF THE BOARD OF DIRECTORS

Dear Prospective and Current Students, Faculty, Staff, and Friends of Mildred Elley:

For over a century, Mildred Elley has provided thousands of women and men with the education and training that are necessary to succeed in today's world.

The vast majority of students who enroll hold traditional high school diplomas. Many students come directly from high school while others have been in the workplace for several years.

Students enroll at Mildred Elley to obtain the education they need to learn marketable skills or improve existing job skills.

When you enroll at Mildred Elley you are making the decision for a successful future. Students are offered the most advanced job training available, as well as comprehensive placement and employment search services. The faculty and staff recognize how crucial up-to-date employment skills are in your professional development.

Whether you complete an associate's degree or a certificate program, the education you will receive from Mildred Elley offers an invaluable advantage as you enter the workplace.

The faculty and staff believe that the large number of graduates working throughout the area is testimony to a Mildred Elley education. Many graduates eventually decide to continue their education and go on to receive bachelor, and, in some cases, graduate degrees.

Whether your decision represents a first step or a second chance to obtain a quality education, you will emerge well prepared to meet the challenges of the workplace. You can be assured of a future that is both promising and rewarding.

Sincerely,



Laith Ann Tokes

Chairwoman of the Board of Directors

MESSAGE FROM THE PRESIDENT

Dear Mildred Elley Community,

I love to come to work every day to interact with students who are committed to intellectually and professionally enhancing their knowledge and have the spirit and determination to positively improve their lives.

At Mildred Elley, we are a community of faculty, administrators, and staff with a vision to provide excellent academic instruction and first-rate administrative services to all our students. Our curriculum is designed to provide the theoretical foundation and practical experience for graduates to effectively compete in the marketplace. Our faculty and administrators have a passion to really help students realize their potential toward achieving professional success.

We recognize the competing demands many of our students encounter in trying to balance work and family obligations with the challenge of securing a higher education. Mildred Elley has small average class sizes because our faculty want to personally reach out to help every student succeed.

Our academic advisors and tutors are very sensitive to the needs of our students. They directly work with students to help them understand and master course requirements. There is no better feeling than watching our graduates receive their Diploma or Certificate in front of family and friends at our graduation ceremonies.

Our mission is to provide quality career education and technical training to allow students of diverse educational, cultural, and personal backgrounds to become successful in an ever-changing global economy. We also have a highly dedicated Career Placement Office that assists students in preparing for further higher education and/or professional employment.

We at Mildred Elley are committed to providing excellent education and administrative resources to help our students secure their dreams.

Courage, passion, determination, and creativity are the true hallmarks of champions.



Very truly yours,

John J. McGrath, Ph.D.
President

MILDRED ELLEY MISSION AND INSTITUTIONAL GOALS

MISSION STATEMENT

The mission of Mildred Elley is to provide quality career education and technical training to allow students of diverse educational, cultural, and personal backgrounds to become successful in an ever-changing global economy. Mildred Elley strives to afford students quality placement opportunities and instill in all of our graduates a desire for lifelong education and learning.

INSTITUTIONAL GOALS

Curricula

To offer a well-rounded academic experience that combines professional education and liberal arts and sciences to better prepare our students for careers in a variety of professions in the health and wellness fields, and for advancement to further higher education.

Faculty

To develop an outstanding faculty consisting of individuals who are highly qualified by experience and preparation and dedicated to individual student development.

Students

To provide a wide range of academic and student services, including academic advisement, financial aid, tutoring, career counseling, organized activities, and support services that are dedicated to individual student development and life-long learning.

Resources

To support the academic learning environment with facilities that are student-centric, to provide strong technology resources, and to ensure a safe, respectful, diverse, and collegial learning community for students, faculty, and staff.

INSTITUTIONAL LEARNING OUTCOMES (ILOS)

1. **Career and Technical Competence:** Graduates will demonstrate the technical knowledge, skills, and competencies necessary to enter and perform effectively in their chosen career field.
2. **Professional and Ethical Behavior:** Graduates will exhibit professional conduct, ethical responsibility, and workplace readiness consistent with the expectations of employers and industry standards.
3. **Communication Skills:** Graduates will communicate clearly and effectively in written and oral formats appropriate to professional and career contexts.
4. **Critical Thinking and Problem Solving:** Graduates will apply critical thinking and problem-solving strategies to workplace challenges, integrating theory and practice.
5. **Lifelong Learning and Adaptability:** Graduates will demonstrate a commitment to continuous learning, adaptability to change, and the ability to pursue further education and training beyond initial credential completion.
6. **Collaborative and Interpersonal Skills:** Graduates will work collaboratively with diverse individuals and teams, showing respect, professionalism, and cultural awareness.
7. **Use of Resources and Technology:** Graduates will effectively use appropriate technological tools and resources to complete tasks and support career success.

CURRICULUM

Mildred Elley - New York City Metro Campus offers two Associate in Occupational Studies (A.O.S.) degree programs, two credit-bearing undergraduate Certificate programs, and one non-credit bearing undergraduate Certificate program. Certificate credits may generally be applied to the A.O.S. degree program if a student chooses to continue his/her education.

Each program is designed so that the student learns important skills and acquires knowledge that becomes critical to a lifelong learning plan and employment success.

REGISTERED DEGREE PROGRAMS

Associate in Occupational Studies (A.O.S.) Degree Programs

SEMESTER			
TITLE	HEGIS CODE	CIP CODE	CREDIT HOURS
Medical Assistant	5214.00	51.0801	60
Massage Therapy	5299.00	51.3501	72

Credit-Bearing Certificate Programs

SEMESTER			
TITLE	HEGIS CODE	CIP CODE	CREDIT HOURS
Clinical Medical Assistant	5214.00	51.0801	45
Practical Nursing (NYS Licensure Qualifying)	5209.20	51.3901	53
Massage Therapy	5299.00	51.3501	61

THE HISTORY OF MILDRED ELLEY

For over a century, the Capital District of New York has been home to one of the nation's finest business schools. In 1917, when a shortage of office workers in the Capital District occurred because of World War I, many positions previously held by men opened up to women. Many young women became excited about the opportunity to obtain the skills needed to fill these well-paying office positions.

A group of young women turned to Mrs. Augusta Mildred Elley, known in the community as a woman of letters. Educated at a New York City private school, she held a four-year college degree. Mrs. Elley was a well-known suffragette and respected for her intellectual pursuits. She agreed to teach typing and shorthand in her home at 245 Quail Street in Albany, New York.

In 1919 fifty students graduated from Mildred Elley's school. The school soon outgrew the Elley home and, in 1927, the school moved to a "modern commercial building" at 227 Quail Street. For nearly seventy years this building was the home of educational and career opportunities for many women.

In 1985, Faith Ann Takes became President of Mildred Elley School. Under her leadership the school entered an era of change and growth. In ten years, the enrollment grew from thirty-seven to over five hundred students. In 1985, Mildred Elley became co-educational. In 1989, an evening program was created and has grown to nearly the size of the day division. In 2002, a weekend program was added.

Since January 1997, graduates have been able to earn the Associate in Occupational Studies (A.O.S.) degree.

The college currently has two divisions: the School of Business and Technology, and the School of Health and Wellness Professions. In addition, the Department of General and Interdisciplinary Studies supports the degree and certificate programs with coursework in written and oral communications, mathematics, natural sciences, humanities, social sciences, and college and career success skills.

In 2008, Mildred Elley moved into its current location at 855 Central Avenue in Albany, thus returning to its city roots.

The college established a branch campus in lower Manhattan in 2010, and added a new division to its academic structure, the School of Liberal Arts and Sciences.

Mildred Elley also began offering an A.A.S. degree in Paralegal Studies in 2012 on the Albany campus.

APPROVALS, ACCREDITATION, AND PROFESSIONAL AFFILIATIONS

APPROVALS

Mildred Elley is approved by the Board of Regents of the University of the State of New York to offer the Associate in Occupational Studies (A.O.S.) degree and undergraduate Certificate programs, and its programs are registered by the New York State Education Department (NYSED). As a degree-granting institution, Mildred Elley is a member of the University of the State of New York (USNY).

Inquiries to the New York State Education Department should be directed to:

New York State Education Department
Office of College & University Evaluation
5 North Mezzanine—Education Building
Albany, New York 12234
(518) 474-2593
www.nysed.gov

The institution is further approved by the Veterans of the Armed Forces and the Office of Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR).

Mildred Elley is approved to enroll non-immigrant international students by the Department of Homeland Security.

ACCREDITATION

Middle States Commission on Higher Education (MSCHE)

Mildred Elley is accredited by the Middle States Commission on Higher Education (MSCHE).

Address: 1007 North Orange Street, 4th Floor, Wilmington, DE 19801
Phone: (267) 284-5011
Website: www.msche.org

The Middle States Commission on Higher Education (MSCHE) is an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).

MSCHE accreditation applies to all academic programs and institutional operations at the following approved Mildred Elley locations:

- Albany, NY Campus
- New York City, NY Campus
- Amsterdam, NY Extension Site
- Brooklyn, NY, Extension Site
- Approved distance-education programs and online offerings

Questions regarding the accreditation status of Mildred Elley may be directed to MSCHE or to the Central Office of Academic Affairs at Mildred Elley.

AFFILIATION WITH THE MAIN CAMPUS

Mildred Elley—New York City Metro Campus is a branch campus of Mildred Elley—Albany, New York Campus. The main campus is located at 855 Central Avenue, Albany, NY 12206, (518) 786-0855.

PROFESSIONAL AFFILIATIONS

Mildred Elley, its Schools/Departments, and/or its faculty maintain memberships in the following organizations:

American Association of Allied Health
Professionals (AAAHP)

American Association of Collegiate Registrars and
Admissions Officers (AACRAO)

American College of Medical Genetics and
Genomics

American Association for the Advancement of
Science

Associated Bodywork & Massage Professionals

Association for Computing Machinery's Special
Interest Group on Graphics and Interactive
Techniques (ACM SIGGRAPH)

Association of Private Sector Colleges and
Universities (APSCU)

Association of North American Higher Education
International

Business and Marketing Educators Association of
the Capital District

Business Teachers Association of New York State

Council of Practical Nurses Programs of New York
State (CPNPYS)

Human Anatomy and Physiology Society

International Game Developers Association (IGDA)

International Nursing Association for Clinical
Simulation and Learning (INACSL)

Manhattan Chamber of Commerce (MCC)

Metropolitan Music Community

Metropolitan New York College Career Planning
Officers Association

National Association for Media Literacy Education

New York City Employment and Training Coalition

Society for Human Resources Management

Metropolitan New York Library Council

National Association for Practical Nurse Education
and Service (NAPNES)

National Association of Student Financial Aid
Administrators (NASFAA)

National Business Education Association (NBEA)

National College Learning Center Association

New York City Employment and Training Coalition

New York Road Runners (NYRR)

New York State College Learning Skills Association

New York State Disability Services Council

Phi Theta Kappa

Professional Secretaries International

Screen Actors Guild-American Federation of
Television & Radio Artists (SAG-AFTRA)

ACADEMIC POLICIES AND PROCEDURES

ADMISSION TO FULL-TIME STUDY

Mildred Elley accepts applications for admission principally from candidates who are high school graduates or recipients of a High School Equivalency Diploma.

Mildred Elley accepts applications throughout the year for all future enrollment dates. Students may obtain an application directly from the Admissions Office. Students may also request an application and a callback, or even chat with one of our Admissions Representatives online, at www.mildred-elley.edu. Students may apply well in advance of their enrollment date to ensure that all admissions requirements are completed, and choice of program is still available.

Application Procedure

Applicants must submit a completed application, including a non-refundable application fee. Each applicant is required to have a personal interview with an Admissions Representative. An applicant's notarized attestation of high school graduation is acceptable; however, the institution reserves the right to request proof of a High School Diploma or an equivalency certificate, such as a Certificate of High School Equivalency (GED), issued by a recognized State Department of Education. Additionally, in New York State, applicants must submit proof of immunizations.

For programs that follow open enrollment practices, the college will notify the applicant of the admissions decision within two weeks of receiving all required information and completing all admissions/application procedures. Admissions and/or wait-list decisions for other programs may take longer. A high school senior will receive tentative acceptance pending an official graduation notice.

Admissions of International Students

Mildred Elley is approved by the Department of Homeland Security to enroll non-immigrant students in its programs. Applicants to Mildred Elley who will require an F-1 visa from the college must inform their Admissions Representative so a referral can be made to the Designated School Official for International Students for further processing.

International Applicants will be required to take the TOEFL Test. International Applicants who achieve a TOEFL Test score of 79 (IBT) or above qualify for admission to the institution. International Applicants who achieve a TOEFL Test score between 69 and 78 (IBT) may be admitted to the institution upon the successful completion of a structured interview conducted by a designated academic dean or department chair.

Some programs have specific admissions requirements, as noted below.

Requirements for Admission to the Massage Therapy Programs

Acceptance to the program(s) in Massage Therapy is competitive. Additionally, candidates for admission to the Massage Therapy program(s) must meet the following requirements:

- Be a high school graduate or its equivalent, **and**
- Be at least 18 years of age as of the first day of scheduled classes, **and**
- Be a United States citizen or an alien lawfully admitted for permanent residence in the United States, **and**
- Demonstrate proficiency in mathematics **and** natural (biological) sciences, as demonstrated by:
 - o Earning a passing grade in Math A (or Algebra) and/or Biology (or comparable natural science course) in high school. Science must be earned at the Biology or comparable natural science course level or higher. Math credits must be earned at Algebra or higher; **or**
 - o receiving passing scores in Mathematics and Science on the HSE examination, or an equivalent proficiency examination; **or**
 - o earning a passing grade in college-level Mathematics and Biology coursework; **or**

- o A combination of these or alternative methods of demonstrating proficiency in mathematics and biological/natural sciences as judged appropriate by the institution.

Students who wish to enter the MT program under a NYS deficiency letter must obtain permission of the Department Chair and may enter as a non-matriculated student.

Requirements for Admission to the Practical Nursing Programs

Acceptance to the program(s) in *Practical Nursing* is competitive, and candidates are strongly encouraged to initiate the admissions procedure well before the intended start date.

Direct Entry Options

Candidates for direct admission to the Practical Nursing program(s) must meet the following requirements:

Direct Entry Option 1

- Be a high school graduate or hold a High School Equivalency Diploma (HSE). For Applicants with a foreign high school diploma, the applicant must submit a course level evaluation of their foreign high school diploma from an Association of International Credential Evaluators (AICE) recognized member, or the National Association of Credential Evaluation Services (NACES), **and**
- Be at least 17 years of age as of the first day of scheduled classes, **and**
- Achieve a minimum composite score of 60 on the TEAS VII exam, **and**
- Demonstrate proficiency in mathematics and natural (biological) sciences, as demonstrated by:
 - o Earning a passing grade in Math A (or Algebra) and Biology (or comparable natural science course) in high school. Science must be earned at the Biology or comparable natural science course level or higher. Math credits must be earned at Algebra or higher; **or**
 - o receiving passing scores in Mathematics and Science on a High School Equivalency examination, or an equivalent proficiency examination; **or**
 - o earning a passing grade in college-level Mathematics and/or Biology coursework; **or**
 - o A combination of these or alternative methods of demonstrating proficiency in mathematics and biological/natural sciences as judged appropriate by the institution.

Direct Entry Option 2

- Be a high school graduate or hold a High School Equivalency Diploma (HSE). For Applicants with a foreign high school diploma, the applicant must submit a course level evaluation of their foreign high school diploma from an Association of International Credential Evaluators (AICE) recognized member, **and**
- Be at least 17 years of age as of the first day of scheduled classes, **and**
- Successfully complete and graduate from the Mildred Elley Medical Assistant, AOS program with a cumulative grade point average of 3.5 or higher or achieve a minimum composite score of 60 on the TEAS VII exam.

Transfer Entry Options

A student who does not meet the criteria for direct admission to the Practical Nursing program has the option to enroll in another degree program and seek transfer into the Practical Nursing Program.

To be eligible to transfer consideration, a student must take the Next Generation Accuplacer Reading Assessment, at the time of admission to the college, or while enrolled in another program at the college and achieve minimum scores of 260.

Students who are not eligible for transfer at the time of admission because they did not achieve a satisfactory score on the Non-ATB Next Generation Accuplacer reading assessment may retake the Non-ATB Next Generation Accuplacer reading assessment and take the TEAS while a student at Mildred Elley if they meet the following requirements:

- a) Will successfully complete the following courses with a B-(80%) prior to the start of the next nursing module: BIO 112, GS 102, BIO 110, BIO 210, PSY 105, and ENG 102, a C(73%) on **MA100, and MA205**
- b) The institution offers test preparation and writing preparation study courses through the Student Success and Tutoring Center. Students are also required to fully participate in these study courses while preparing to retake the Non-ATB Next Generation Accuplacer Reading Assessment.

Transfer Entry Option 1

- Be a high school graduate or hold a High School Equivalency Diploma (HSE). For Applicants with a foreign high school diploma, the applicant must submit a course level evaluation of their foreign high school diploma from an Association of International Credential Evaluators (AICE) recognized member, **and**
- Be at least 17 years of age as of the first day of scheduled classes, and
- Achieve a minimum score of 260 on the Next Generation Accuplacer Reading Assessment and
- Transfer from the Medical Assisting AOS program into the Practical Nursing Program once the following criteria are demonstrated:
 - Achieve a grade of at least a “B-” (80%) in each of BIO 112, GS 102, BIO 110, BIO 210, PSY 105, and ENG 102 (A student is permitted to retake only one of these courses to attain a “B-” grade.), “C”(73%) on MA100 and MA205 **and**
 - Achieve a minimum composite score of 60 on the TEAS VII exam.

Transfer Entry Option 2

- Be a high school graduate or hold a High School Equivalency Diploma (HSE). For Applicants with a foreign high school diploma, the applicant must submit a course level evaluation of their foreign high school diploma from an Association of International Credential Evaluators (AICE) recognized member, **and**
- Be at least 17 years of age as of the first day of scheduled classes, **and**
- Achieve a minimum score of 260 on the Next Generation Accuplacer Reading, **and**
- Transfer from the Clinical Medical Assistant Certificate program into the Practical Nursing Program once the following criteria are demonstrated:
 - Achieve a grade of at least a “B-” (80%) in each of BIO 112, GS 102, BIO 110, BIO 210, ENG 102, and PSY 105. (A student is permitted to retake only one of these courses to attain a “B-” grade.) “C”(73%) on MA100 and MA205 **and**
 - Achieve a minimum composite score of 60 on the TEAS VII exam.

TEAS Exam

The TEAS VII exam is an entrance exam designed to predict candidate success in the practical nursing program. The TEAS VII exam may only be taken at the Mildred Elley Campus. Please check with the campus to determine when the TEAS exam is scheduled.

Students may wish to visit <https://www.atitesting.com/solutions/pre-program/teas.aspx> for recommended books, study guides, and online help.

Application for Re-Entry and Readmission

Former Mildred Elley students who wish to apply for readmission should contact the Admissions Office for a re-entry application. Students who previously attended a Mildred Elley campus but have not been enrolled in any courses for

fewer than six months are considered re-entry students. A primary admission consideration for any re-entry student is the student's prior academic record while previously enrolled in a Mildred Elley program. Students who apply for readmission will be subject to the requirements of new program standards, regardless of the amount of time while away from college.

There is a re-entry fee for former students wishing to return to Mildred Elley. Returning students are not required to submit duplicate copies of those records already on file with the college. All outstanding account balances must be satisfied, and academic and financial aid clearances must be obtained prior to readmission. If a student previously dropped or was placed on suspension or academic probation, the student will need permission from the Dean of Academic Affairs for re-entry. The student must resolve one's academic standing prior to readmission.

Skills Test Requirement for Readmitted Practical Nursing Students

Math Dosage Calculation Requirement for Readmitted Practical Nursing Students. Students eligible for re-entry into the Practical Nursing Program must take and pass a math dosage calculation competency exam with a 100% pass rate. A student will have three attempts to pass the math dosage calculation competency exam.

Skills Competency Practicum for Readmitted Practical Nursing Students. Students eligible for re-entry into the Practical Nursing Program must take and pass a skills competency practicum. A student will have three attempts to pass the skills competency practicum. Remediation will be available for students if they are unsuccessful in their first attempt.

Students who are unsuccessful in the math dosage exam and/or skills competency practicum will be required to reregister for the appropriate nursing course as outlined in the program progression plan.

ADMISSION TO PART-TIME STUDY

Mildred Elley may grant admission to students matriculating in some of its degree and certificate programs on a part-time basis. The requirements for admission in such cases will generally be identical to the requirements for admission for full-time students.

ENROLLMENT AS A NON-MATRICULATED STUDENT

Mildred Elley regularly opens some of its credit-bearing course sections to non-matriculated students through *College in High School* and *Continuing and Professional Education* programs.

The *College in High School* program allows high school students in grades 10 through 12 to enroll in the institution's credit-bearing coursework concurrently with completing their high school graduation requirements, pursuant to approval by their high school principal or designee. The *Continuing and Professional Education* program allows individuals to enroll in courses of their interest at the institution.

The Institution's matriculated students will receive first priority for all courses offered.

TRANSFER CREDIT

Mildred Elley will accept transfer credit for courses taken at other accredited institutions of higher learning provided:

- The course is required for the student's enrolled degree or certificate program at Mildred Elley.
- The content of the course to be transferred is equivalent to the content of the course required at Mildred Elley.
- The level of the course to be transferred must be equivalent to the level of the course required at Mildred Elley.
- The length, credit hours, and contact hours of the course to be transferred are equivalent to the length, credit hours, and contact hours of the course required at Mildred Elley.
- The student earned a grade of "C" or better in the course (at least a 2.0 on a 4.0 grading scale).
- For any Anatomy and Physiology courses, the course must have been taken within five calendar years, including if taken at Mildred Elley.

- Transfer credit may only be granted once for any given course.
- An earned grade of B- (2.7 on a 4.0 scale) or better is required for Practical Nursing Preparatory courses being transferred.
- An earned grade of C+ (2.3 on a 4.0 scale) or better is required for all Massage Therapy Licensure Courses being transferred.

If a student has earned an associate or bachelor's degree at another institution of higher education, the student has demonstrated an appropriate level of proficiency to receive credit for GS 102 – Freshman Seminar.

A student must successfully complete a minimum of 50 percent of the total program length at the institution to earn a degree or certificate from Mildred Elley. If the program is measured in semester credit hours, the student must complete a minimum of 50 percent of the total program semester credit hours at Mildred Elley. If the program is measured in clock hours, then the student must complete a minimum of 50 percent of the total program clock hours at Mildred Elley.

A student anticipating receiving transfer credit but has not yet provided an official transcript, will be registered for courses in a manner that is consistent with the suggested course sequence and required prerequisites as outlined in this catalog.

If an official transcript to receive transfer credit is provided for a course that a student is currently enrolled in after the published add/drop period or after a course has concluded, no transfer credit will be recorded for that course.

COLLEGE LEVEL EXAMINATION PROGRAMS (CLEP)

Mildred Elley grants credit for the College Level Examination Programs (CLEP), when these examinations cover material comparable to that given in courses at the College. If credit has been granted through examination prior to application to Mildred Elley, an official transcript must be sent to the Registrar.

ADVANCED PLACEMENT CREDIT

Mildred Elley will accept Advanced Placement (AP) credit under the following conditions:

1. An official transcript is received from the College Board.
2. A score of 3 or better was earned on the AP exam.
3. The exam must be a course in a registered degree or certificate program.

INFORMATION LITERACY

Information literacy encompasses more than good information-seeking behavior. It incorporates the abilities to find, evaluate, and synthesize information effectively and persuasively through various media, including electronic, human, or print sources. It is important to us, as an institution, that our students be able to achieve information literacy. Students will work on attaining this goal by successfully completing either GS102-Freshman Seminar or IL100-Information Literacy.

NC-SARA RESPONSIBILITIES FOR RESOLVING COMPLAINTS¹

- a. Institutions operating under SARA policies shall provide their and SARA's complaint resolution policies and procedures to all students taking courses under SARA policies on the institution's website and in the institution's catalog or equivalent information provided either in print or electronically to students when they enroll.
- b. Initial responsibility for the investigation and resolution of complaints resides with the institution against which the complaint is made. Further consideration and resolution, if necessary, is the responsibility of the SARA State Portal Entity and other responsible agencies of the institution's home state (see Sections 2.5 and 4.5).
- c. The SARA State Portal Entity is responsible for conducting the investigation and resolution of complaints that are not resolved at the institutional level. The SARA State Portal Entity may enlist the assistance of other responsible entities in the state in carrying out the work of complaint resolution.

Explanatory Notes: N1 - If a home state does not currently handle investigations and consumer protection for all of its distance education providers, will the home state need to start doing that? Yes. SARA centralizes primary responsibility for problem-solving in the home state, therefore the home state needs to be prepared to handle a larger volume of communication and issues for its domiciled, SARA-participating providers, even as its work with providers based in other states decreases. See federal rules for possible additional requirements.

d. The SARA State Portal Entity is ultimately responsible for ensuring that a valid complaint results in proper redress.

The SARA State Portal Entity may delegate responsibility to investigate and resolve such complaints to another government agency (e.g., a board of regents) or to a special body created to handle SARA complaints for a group of institutions but must have and retain the function of hearing any appeals from decisions made by other agencies. The SARA State Portal Entity cannot merely have advisory powers; it must have the formal authority to provide final resolution of SARA-related complaints and ultimately to remove any Institution, public or independent, from the state's list of SARA-eligible providers if that institution fails to abide by SARA policies.

e. No SARA member state gives up its ability to investigate misrepresentation, fraud, or other illegal activity by institutions based in other states, including SARA-participating institutions.

f. SARA member states retain the ability to use any of their general-purpose criminal or consumer protection laws against an institution that violates those laws. State oversight of distance education delivered by a SARA-participating institution to students in any SARA member state is centralized by SARA policy in the institution's home state.

g. Mandatory arbitration agreements do not pertain to SARA policy, and, as such, SARA participating institutions are not permitted to enforce these on students enrolled under SARA provisions. Disputes between students and institutions on SARA-related matters are to be resolved by the institution's SARA State Portal Entity following the SARA complaint process outlined in Section 4.5 or through other means. Institutions that utilize mandatory arbitration agreements for the resolution of non-SARA complaints or disputes shall provide a disclosure that such agreements must not be applied toward a complaint or dispute that falls within the scope of the SARA Policy Manual.

NC-SARA PROCESS FOR RESOLVING COMPLAINTS¹

Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.

b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.

c. If the complainant is not satisfied with the outcome of the institution's complaint process, the resolution of the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA State Portal Entity of the home state of the institution or to the SARA State Portal Entity of the state in which the student is located.

The SARA State Portal Entity that receives the appeal shall notify the SARA State Portal Entity of the institution's home state and provide to the student the contact information of the SARA State Portal Entity of the institution's home state. The resolution of the complaint appeal by the institution's home state SARA State Portal Entity, through its SARA complaint resolution process, will be final, except for complaints that fall under the provision "g" below.

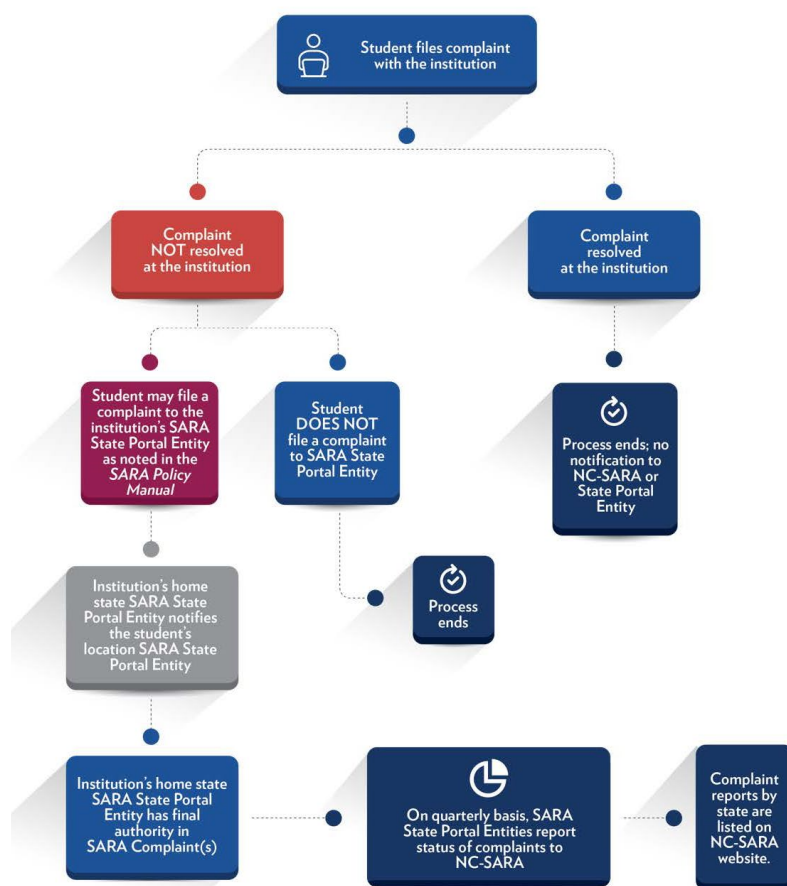
d. The SARA State Portal Entity of the institution's home state shall communicate its final resolution of a complaint appeal to the student and to the SARA State Portal Entity of the state where the student was located at the time of the incident leading to the complaint, if known.

e. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution's home state SARA State Portal Entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a SARA member state with regard to whether that state is abiding by SARA policies, as promulgated in the SARA Policy Manual. The regional compact may review such institutional concerns in determining whether a state under its SARA purview is abiding by SARA policies. Similarly, a complaint "case file" may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its SARA member states are abiding by the SARA policies required for their membership in SARA.

f. SARA State Portal Entities shall report quarterly to NC-SARA the number and disposition of appealed complaints that are not resolved at the institutional level. NC-SARA shall make that information publicly available on its website. Such data will create transparency and can be used in determining whether a regional compact is ensuring that its SARA member states and those states' institutions are abiding by the policies required for state membership and institutional participation in SARA.

g. Nothing in the SARA Policy Manual precludes a state from using its laws of general application to pursue action against an institution that violates those laws.

SARA STUDENT COMPLAINT PROCESS



*Student complaints about grades or student conduct may not be filed to the SARA State Portal Entity. Complaints about fraud or criminal activity can go to any state Attorney General or the Office of Inspector General or complaint unit of the Dept of Education. January 2021

¹ [Sara Policy Manual 26.1, July 1 2026, section 4-4](#)

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

All students pursuing a program of study at Mildred Elley must maintain satisfactory academic progress toward graduation. The standards described below apply to students enrolled in the institution's degree and certificate programs.

A student must be in good academic standing for the purposes of receiving federal and state financial aid funds, veteran's benefits, and participation in certain campus activities.

Evaluation of Satisfactory Academic Progress

Mildred Elley reviews academic records of all students at the end of each financial aid payment period. A financial aid payment period is considered one semester or two consecutive modules.

Grades and Pace of Completion

Quantitative (Time-Based) Standards

The quantitative, or time-based, standard is measured in terms of the percentage of the number credit hours attempted versus the number of credit hours completed by a student.

Qualitative (Grade-Based) Standards

The qualitative, or grade-based, standard is measured in terms of the overall cumulative grade point average attained by a student.

Maximum Timeframe

Federal regulations limit the amount of time a student may receive financial aid. This review is referred to as "time frame." After attempting 150 percent of one's scheduled degree credit requirements without completing an academic program, a student is placed on Financial Aid Suspension and becomes ineligible for Title IV aid for the remainder of one's academic program. Students who change programs are still required to meet the above time frame requirement.

Standards of Satisfactory Academic Progress for Students Enrolled in Credit Hour Based Degree Programs

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative **and** qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

ATTEMPTED CREDIT HOURS	SATISFACTORY ACADEMIC PROGRESS Both Quantitative and Qualitative Standards Must Be Met		
	Quantitative Standard (minimum percentage of cumulative credit hours completed)		Qualitative Standard (minimum cumulative grade point average (CGPA) attained)
0.1-13.9	50%	A N D	1.00
14.0-27.9	60%		1.50
28.0-41.9	67%		1.70
42.0-55.9	67%		2.00
56.0 and above	67%		2.00

Standards of Satisfactory Academic Progress for Students Enrolled in the Credit Hour Based Certificate Programs

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative **and** qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

ATTEMPTED CREDIT HOURS	SATISFACTORY ACADEMIC PROGRESS Both Quantitative and Qualitative Standards Must Be Met		
	Quantitative Standard (minimum percentage of cumulative credit hours completed)		Qualitative Standard (minimum cumulative grade point average (CGPA) attained)
0.1-13.9	50%	A N D	1.00
14.0-27.9	60%		1.50
28.0 and above	67%		2.00

The Effect of Incomplete Grades, Withdrawals, Course Repeats, and Transfer Credit

Students who withdraw from a course or who receive a failing grade in any required course at Mildred Elley will need to repeat that course in order to fulfill the requirements for graduation. All failing/unsatisfactory grade notations will appear on a student's transcript and will count in the calculation of the standards of satisfactory academic progress.

Once a course is repeated, the most recent grade earned will replace the prior grade in the student's cumulative grade point average. Students who fail an elective course may choose to repeat that course or take a different elective. However, if the student chooses to take a different elective, both the original grade and the grade for the new elective are included in the student's cumulative grade point average. All courses count as credits attempted even if the student repeats a course.

In addition to the regular letter grades and their corresponding GPA values (A 4.00, A- 3.70, B+ 3.30, B 3.00, B- 2.70, C+ 2.30, C 2.00, C- 1.70, D+ 1.30, D 1.00, D- 0.70, and F 0.00) that have an effect on both the quantitative and qualitative standards of satisfactory academic progress, several special letter grades are also used.

Grades of I (Incomplete), S (Satisfactory), U (Unsatisfactory), W (Withdrawn), and RW (Requirement Waived) are not included in either the student's cumulative grade point average or the calculation of the percentage of minimum cumulative credit hours attempted.

Grades of PR (Proficiency) and P (Pass) are calculated on in the percentage of minimum cumulative credit hours attempted.

All transfer credit courses are included in the calculation of percentage of minimum cumulative attempted credit hours but are not included in the cumulative grade point average.

If a withdrawn student's application for re-entry into the college is granted, the student will automatically return in the same academic standing in which they left. If a student wishes to pursue a different academic program upon their return, their credits will be evaluated for the new program; however, they will still return in the same category of academic progress in which they left. Returning students are expected to meet and maintain the same satisfactory academic progress requirements in the following term(s).

If a student changes a program of study or pursues an additional academic program, only courses that are applicable to the new program of study, including elective and restricted elective coursework, will be considered for the purposes of the calculation of the quantitative and qualitative standards of satisfactory academic progress on a going forward basis.

Financial Aid Warning, Appeals, Financial Aid Probation, and Academic Plans

Stages of Satisfactory Academic Progress

		Eligible for Financial Aid	May Appeal Loss of Aid	Academic Plan
1	Good Standing	Yes	--	--
2	Financial Aid Warning	Yes	--	--
3	Academic Probation	No	Yes	Yes
4	Continued Academic Probation	No	Yes	Yes
5	Required Withdrawal	No	Yes	--
6	Extended Enrollment	No	No	--

Financial Aid Warning Status

Any student who does not meet the indicated qualitative and quantitative satisfactory academic progress requirements at the end of the semester evaluation period will be placed on Financial Aid Warning status. A student on Financial Aid Warning status will be notified of this status by the end of the published add/drop period.

Loss of Financial Aid Eligibility

Any student on Financial Aid Warning status who does not meet the qualitative and quantitative satisfactory academic progress requirements by the end of the next semester evaluation period, will be considered to be making unsatisfactory academic progress and will be ineligible for federal financial aid. Students who are in unsatisfactory academic progress status will be notified of this status by the end of the published add/drop period.

Appeal the Loss of Financial Aid Eligibility

A student who is ineligible for federal financial aid may appeal their loss of federal financial aid to the Office of Academic Support and Advising. The written appeal letter must be received no later than five days from the date of the Loss of Financial Aid Eligibility notification.

The student must submit a written appeal letter stating the circumstances and conditions that affected their academic performance over the past eligibility period and must also contain what has changed in the student's situation that will allow them to meet the standards of satisfactory academic progress.

Any appeal made by the student must be based on one or more of the following grounds: (a) the death of a relative; (2) an injury or illness of the student or immediate family member, or (3) other special circumstances. The appeal must include written documentation of the circumstances and conditions that affected the student's academic performance. The submission of an appeal letter does not guarantee the reinstatement of financial aid.

The Office of Academic Support and Advising will review the written appeal letter and make a determination by the end of the second week of the term. Students whose appeals are denied will remain ineligible for financial aid, subject to their ability to become reinstated as a financial aid-eligible student as described in the section below entitled "Reestablishing Aid Eligibility". The student will be required to meet with the Office of Academic Support and Advising to discuss and complete an Academic Plan by the end of the second week of the current term.

Financial Aid Probation Statuses

If the Office of Academic Support and Advising approves the written appeal, the student will be placed on the appropriate financial aid probation status. The sequential financial aid probation statuses are: Warning, Academic Probation, Continued Academic Probation, Required Withdrawal, and Extended Enrollment.

Warning – Warning Status lasts for one semester evaluation period during which the student may continue to receive federal financial aid. Students who fail to make satisfactory academic progress after the Warning period lose their financial aid eligibility unless they successfully appeal and are placed on Academic Probation Status.

Academic Probation Status – After a successful appeal, students placed on Academic Probation Status may receive federal financial aid for one additional semester evaluation period. Students on Academic Probation Status may be given an academic plan developed by the Office of Academic Support and Advising with input from the Dean of Academic Affairs or the appropriate Academic Program Chair. Students who fail to make satisfactory academic progress after the Academic Probation period lose their financial aid eligibility unless they are meeting the requirements of their academic plan, which will allow the student to remain eligible for one additional semester under "Continued Academic Probation Status".

Continued Academic Probation Status - Students who are placed on Continued Academic Probation Status may receive federal financial aid for one additional semester evaluation period. Students who fail to make satisfactory academic progress after the Continued Academic Probation period lose their financial aid eligibility and are placed on Required Withdrawal.

Required Withdrawal Status– A student placed on Required Withdrawal will be withdrawn from the institution. A student may appeal their required withdrawal from the institution. Students who successfully appeal the Required Withdrawal Status will be placed on Extended Enrollment Status.

Extended Enrollment Status - A student on Extended Enrollment status is not eligible for financial aid and is responsible for making all tuition and expense arrangements with the college prior to starting classes.

Reestablishing Aid Eligibility

A student will re-establish their eligibility for financial aid by meeting the quantitative and qualitative requirements of the standards of satisfactory academic progress for the program of enrollment, as described in the charts in the beginning of this section. The student may also re-establish eligibility for financial aid if the student applies for and is granted Probation status, or if they meet the quantitative and qualitative requirements of the standards of satisfactory academic progress while in the Extended Enrollment status.

TUITION, FEES, AND EXPENSES

Mildred Elley is proud of its long history of providing an affordable private college experience to all of its students. Many of our students receive significant financial aid packages that considerably reduce their out-of-pocket expenditures on tuition, fees, and books/supplies. For questions about tuition charges or financial aid, please contact the Office of Financial Aid.

Tuition Charges (All Matriculated and Non-Matriculated Students, except Practical Nursing and Massage Therapy Program)

Tuition (per credit hour)..... \$620.00

Tuition Charges (Practical Nursing Students)

Tuition (per credit hour) \$545.00

Tuition Charges (Massage Therapy Students)

Tuition (per credit hour) \$530.00

Required Fees (All Matriculated and Non-Matriculated Students)

Application Fee..... \$25.00

One-time fee charged to all new applicants for admission into the institution.

Audit and Processing Fee..... \$100.00

One-time fee charged to all new and re-entry students during their first semester.

Lab Fee..... \$25.00

Per credit hour; for all courses that incorporate or require outside use of the institution's computer labs, software, and other resources.

Registration and Services Fee..... \$21.00

Per credit hour; all courses.

Required Fees (Selected Programs)

American Red Cross CPR/First Aid/AED cards..... \$30.00

One-time fee upon registration in HEA 121

ATI Comprehensive Assessment and Review Program \$4,132.50

One-time fee upon registration in LPN 130. Purchased through bookstore.

Clinical Make-up Charge..... \$95.00

Practical Nursing students only.

Clinical Medical Assistant Certification (CCMA) Fee \$169.00

EKG Technician Certification (CET) Fee..... \$129.00

Medical Assisting Equipment..... \$135.00

Medical Assisting students only. Prices may vary.

Massage Table..... \$675.00

Massage therapy students only. Prices will vary with package selected.

Nursing Kit..... \$335.00

Practical Nursing students only. Prices may vary. Purchased through bookstore.

Phlebotomy Technician Certification (CPT) Fee..... \$129.00

Practical Nursing Fee..... \$75.00

Per credit hour; for all courses with PN prefix.

Uniforms..... \$70.00

One Set of Scrubs including shipping: Estimated: Actual cost will vary by size and quantity.

Miscellaneous Fees

Transcript Fee, per official transcript	\$17.25
<i>Issued within five business days.</i>	
Expedited Transcript Fee	\$30.00
<i>Within two business days, includes one transcript and overnight delivery within US, if requested; additional transcripts are charged at regular rate.</i>	
State (New York) Licensure Examination Fees	\$143.00
<i>Practical Nursing</i>	
NCLEX Registration Fee for Licensure Examination	\$200.00
<i>Practical Nursing</i>	
Massage Board Review Class	\$295.00
<i>Massage Therapy</i>	
State (New York) License Fee	\$108.00
<i>Massage Therapy</i>	
State (New York) Limited Permit Fee	\$35.00
<i>Massage Therapy</i>	
Castle Worldwide Registration Fee	\$260.00
<i>Licensure Examination – Massage Therapy</i>	

For matriculated students, tuition is based on the assumption that a student will remain in college for the entire program. Student accounts that become past due are subject to collection actions that may include, but are not limited to, referral to a collection agency, at the discretion of the college.

Books and Supplies

Books and supplies are not included in the tuition and fees schedule listed above. Books and supplies can be purchased through the college's online bookstore. A student's cost of books and supplies will vary each module depending upon classes being taken and the books and supplies required for each course. Textbooks and supplies are purchased by the student and become the property of the student. Students are not required to purchase their books or supplies through the college bookstore. The cost of these items is non-refundable.

The college estimates the cost of books to be approximately \$1,400 to \$2,000 for certificate programs and \$1,500 to \$4,200 for associate's degree programs.

REFUND POLICIES

RETURN TO TITLE IV (R2T4) POLICY

Federal (Title IV) funds are awarded to a student under the assumption that they will attend the institution for the entire period for which the assistance is awarded. When a student withdraws from all their courses, for any reason including medical withdrawals, they may no longer be eligible for the full amount of Title IV funds that they were originally scheduled to receive.

The return of Title IV funds is administered by the institution's Office of Financial Aid. This policy is subject to change at any time. Such changes are often driven by changes in the regulations and guidance provided by the United States Department of Education.

This policy applies to students who:

- withdraw officially, by providing a notice of withdrawal using forms and processes established by the institution;
- withdraw unofficially, by ceasing to attend the institution; or
- are dismissed from enrollment at the institution.

This policy is separate and distinct from the institution's refund policy described in the academic catalog. Therefore, the student may still owe funds to the institution to cover unpaid institutional charges. The institution may also attempt to collect from the student any Title IV program funds that it was required to return. The calculated amount of the "*Return of Title IV Funds*" that is required for students affected by this policy are determined according to the following definitions and procedures, as prescribed by regulation.

The institution has 30 (Thirty) days from the date that it determined that the student is no longer in attendance to perform the calculations necessary in the identification of Title IV eligibility for the period of attendance the student attempted.

However, the *Return of Title IV Funds* (R2T4) regulation does not dictate the institutional refund policy. The calculation of Title IV funds earned by the student has no relationship to the student's incurred institutional charges.

The institution is required to determine the earned and unearned Title IV aid a student has earned as of the date the student ceased attendance based on the amount of time the student was **scheduled** to be in attendance.

The return of funds is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. Under this reasoning, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, a student is considered to have earned all of his financial aid and will not be required to return any funds.

Withdrawal before 60%

The institution must perform a R2T4 calculation to determine the amount of earned aid up through the 60% point in each *payment period*. The institution will use the U.S. Department of Education's *pro-rata* schedule to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period. The institution must still perform an R2T4 to determine the amount of aid that the student has earned.

Withdrawal after 60%

For a student who withdraws after the 60% point-in-time, there are no unearned funds. The institution may still disburse funds to the student's account if the student is eligible for a post-withdrawal disbursement.

Withdrawal after Earned Credits in a Payment Period Term

Students who withdraw after completion of a class and without attempting the scheduled credits in the payment period would be subjected to a reduction in eligibility of awarded FSA Title IV funds prior to the determination of R2T4. Students who complete a course for credit may owe FSA Title IV funds to the respective program once the recalculation is completed.

Withdrawals

The student must inform the Dean of Academic Affairs, the Registrar, or the student's Department Chair, in person or by email if personal appearance is not possible, of their intent to withdraw during a semester.

A student's **official** withdrawal date is determined by using one of the following:

- The date the student provides official notification that they are no longer attending the school or plan to cease attending the school using forms and processes approved by the institution.
- The date the student was expelled/dismissed from the institution.

In the event that a student does not go through the proper withdrawal procedures as defined above, the student's **unofficial** withdrawal date is determined by using one of the following:

- The date the student died, if the student passed away during the semester;
- The date the student began a leave of absence, if the student does not return from the approved leave of absence;
- No later than thirty (30) days after the end of the earlier of:
 - the payment period or the period of enrollment;
 - the academic year; or
 - the student's educational program.

The institution allows its students to take a medical leave of absence or an emergency leave of absence (LOA) during a semester when emergencies of medical or personal nature arise. Please refer to the Leave of Absence Policy. (See Index: Leave of Absence Policy.)

Return of Funds

If a *Return to Title IV* [R2T4] calculation is required, the institution has 45 (forty-five) days from the date that the institution determined that the student withdrew to return unearned funds. When a return of Title IV funds is due, the institution and the student may both have a responsibility for returning funds.

In accordance with federal regulations, when Title IV financial aid is involved, the return of the Title IV Aid is allocated in the following order:

1. Unsubsidized Federal Direct Stafford Loan
2. Subsidized Federal Direct Stafford Loan
3. Federal Direct PLUS; received on behalf of the student
4. Pell Grant
5. SEOG Program Aid

Loans must be repaid by the loan borrower (student/parent) as outlined in the terms of the borrower's promissory note.

The student's grace period for loan repayments will begin on the day of the withdrawal from the institution. The student should contact the loan servicer if they have questions regarding their grace period or repayment status.

INSTITUTIONAL REFUND POLICY

Mildred Elley believes a fair adjustment policy recognizes both the reality that situations occur over which the student has no control, and that the college has incurred a continuing cost in faculty, space, and equipment for each enrolled student. The college bills students for tuition and fees for their educational programs on a semester (sixteen-week) basis.

A student who decides to withdraw must give official notice of withdrawal in writing to the Office of the Registrar, which determines the student’s last date of attendance. The refund will be calculated based on this date. This refund policy will apply to all tuition, fees, and other charges incurred by the student, with the exception of the application fee and purchases made at the college bookstore. This policy applies to all students. Tuition will be refunded in full for a student who cancels his/her application or registration for any reason prior to the start of classes.

A refund calculation will be performed for each student who withdraws from the college. All students will be subject to the refund policy and procedures stated in the catalog.

The college will charge an Audit and Processing Fee, as described in the *Tuition, Fees, and Expenses* section of the catalog, to each student who withdraws.

The Mildred Elley refund policy will be calculated according to the following semester guidelines:

WITHDRAWAL DATE	REFUND PERCENTAGE
Prior to start of classes or first day of classes	100%
During the 1st week of classes	100%
During the 2nd week of classes	75%
During the 3rd week of classes	50%
During the 4th week of classes	25%
After the 4th week of classes	0%

Please see the Office of Financial Aid for more details concerning refund procedures.

All refund requests must be made to the school in writing and received by the date(s) indicated above. Refunds will be made in the same manner payment(s) was made. If payment was made by check of any kind, please allow six to eight weeks for the refund to be processed. Credit card refunds will be processed within seven to ten business days.

FINANCIAL AID – FINANCING YOUR EDUCATION

Your education is your most valuable asset. Access to funds for financing your education is both a privilege and a responsibility.

Applicants and students are encouraged to meet with a Financial Aid Representative to determine financial aid eligibility. A representative of the Office of Financial Aid will provide advice on how to complete the necessary forms and what aid may be available.

Generally, the federal and state governments provide a major source of financial aid funds for eligible students. Students who wish to be considered for financial aid should complete the Free Application for Federal Student Aid (FAFSA) and an application for the Tuition Assistance Program (TAP) administered by the State of New York. These forms are used to determine eligibility for federal financial aid programs (Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Work-Study Program, and Federal Direct Stafford Loans) and for state financial aid programs.

Upon evaluation of the above forms, students will be notified by the Office of Financial Aid of eligibility for financial aid or any of the other steps necessary to receive further consideration for assistance. Some students' applications are selected in a verification process and may be required to provide the Office of Financial Aid with a listing of their federal tax information from the Internal Revenue Service, as well as additional income and asset information.

Financial Aid, Collections Policies, and Procedures

The institution is committed to our students receiving not only a quality education, but funding plans that are affordable to the student. Our Financial Aid department works individually with each student to review their financial estimate. They ensure students receive Federal and State Grants for which they are eligible and then any outstanding balances that remain are managed by Federal Student Loans and Institutional payment plans and scholarships. The institutions Default Department works diligently to ensure students are educated and understand their responsibility when taking out a student loan. Additionally, options available to students upon completion to assist them in ensuring they receive the most favorable repayment plan that works within their budget is communicated.

About Financial Aid

Financial aid is distributed to students based on their computed financial needs as determined by the financial aid application(s). "Financial need" is the difference between the cost of the education (tuition and fees, books and supplies, room and board, travel, and personal expenses) and the total contribution expected from the student's family. The family's expected contribution is based on an analysis of the data on the FAFSA. Among the items considered are total family income, assets, liabilities, the number of people in the household, the number of family members in college, and the student's own resources, such as savings.

Campus-based financial aid programs, including the Federal Supplemental Educational Opportunity Grant (FSEOG) and the Federal Work-Study (FWS) program, are administered through Mildred Elley. Aid from these programs is awarded based on need; however, each program has different requirements. Consult with the Office of Financial Aid for further information on these programs.

Other Financial Resources

There are other potential resources that students should consider for financing their education. Scholarship aid is often available from high school organizations, church groups, as well as social, civic, and fraternal organizations with which students or their parents may be affiliated. Many companies provide scholarship aid for children of employees, while others directly aid students who work for them while attending school. Students may also apply for scholarship aid from professional organizations and industrial groups that sponsor scholarship programs for students who plan to major in related business or technical fields.

Company Sponsored Tuition Reimbursement

Many companies provide tuition reimbursement as part of their employee benefits package. Students employed full-time should contact the personnel office of their employer for information about reimbursement programs. Companies often require that the employee pay the tuition for a subject or program out-of-pocket and then be reimbursed by the company upon successful completion of the course or program. It is the student's responsibility to arrange for tuition reimbursement from their employer. The Office of Financial Aid will advise students if the completion of any necessary forms is required.

FEDERAL FINANCIAL AID PROGRAMS

Eligibility Requirements

In order to meet the general eligibility requirements for the federal financial aid assistance programs, a student must:

- Be enrolled or accepted for enrollment in a program leading to a degree or certificate at Mildred Elley;
- Be a citizen, national, or a permanent resident of the United States;
- Maintain satisfactory academic progress;
- Not be in default on any federally insured student loans (i.e., Federal Perkins Loans and/or Federal Stafford Loans) at any institution of higher education previously attended;
- Owe no repayment(s) on federal or state grants at any institution;
- If required, register with the Selective Service;
- Have a valid Social Security Number; and
- Provide evidence of financial need, when applicable.

Please see the Office of Financial Aid for details for all grant and loan programs.

FEDERAL FINANCIAL AID AT MILDRED ELLEY

Mildred Elley participates in the following federal financial aid programs:

Federal Pell Grant

The Federal Pell Grant Program provides for annual grant funds for each undergraduate year based on a student's financial need. Students who have earned a bachelor's degree are not eligible. Much like most other forms of federal student aid, the expected family contribution is based on a federal formula that looks at the family's income and assets. Check with the Office of Financial Aid to determine the maximum amount of Pell Grant funds available during the current year.

Federal Supplemental Education Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant program provides financial assistance to students who demonstrate exceptional financial need. Students who have earned a bachelor's degree are not eligible. Grants range from \$200 to \$1,000 per academic year. The Office of Financial Aid determines eligibility for this grant, based on guidelines provided by the U.S. Department of Education.

Federal Work-Study Program (FWS)

This is an employment program for students with financial need. Part-time jobs are available on campus including work in offices, the library, computer labs, etc. Off-campus employment, including community service jobs with qualifying agencies, may also be considered.

Federal Direct Stafford Loan

To be eligible for a subsidized and/or unsubsidized Federal Direct Stafford Loan, a student must be enrolled at least half-time (six credits or more) in a semester. The interest on a subsidized loan is paid by the federal government while

the student is enrolled, and interest accrues on an unsubsidized loan as soon as it is disbursed. The interest is included with the principal when the loan goes into repayment. Repayment begins for subsidized and unsubsidized loans six months after the borrower leaves school.

Federal Direct PLUS Loan

This is an unsubsidized loan that allows a parent to borrow on behalf of dependent undergraduate children who are enrolled at least half-time (six credits or more) in a semester. The borrower is responsible for all interest and principal and repayment can begin as early as 60 days after the disbursement of the loan.

Veterans

Veterans and their children may be eligible for educational benefits in approved programs at Mildred Elley. Eligibility requirements and forms can be obtained from the U.S. Department of Veterans Affairs.

Student Veteran Participation in Courses Pending Payment Policy

Federal Requirement

The Veterans Benefits and Transition Act of 2018 (Public Law 115-407) was signed into law on December 31, 2018. This law has five sections pertinent to the administration of Veterans' educational or training benefits with two of the provisions directly affecting schools. Beginning on August 1, 2019, educational institutions must have a policy in place allowing GI Bill®* and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) to attend a course of education or training for up to 90 days from the date the beneficiary provides a certificate of eligibility, or valid VAF 28-1905. This allows a student to attend the course until VA provides payment to the institution. The educational institution must also have a policy to not impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from VA.

*"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Policy

Student veterans may attend classes at Mildred Elley for up to 90 days after submitting proof of eligibility for Chapter 33 or Chapter 31 educational benefits without penalty until the VA provides payment to Mildred Elley. Mildred Elley will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Achieving and Maintaining Eligibility for Federal Financial Aid Programs

Students eligible to receive federal financial aid funds must remain in good academic standing and maintain the standards of satisfactory academic progress as outlined in the appropriate section of this catalog.

Students are required to apply for financial aid consideration on an annual basis.

STATE OF NEW YORK FINANCIAL AID PROGRAMS

Eligibility Requirements

Students enrolled in credit-hour-based degree and certificate programs at Mildred Elley are eligible to participate in the State of New York Tuition Assistance Program (TAP) and other programs sponsored by the State of New York.

The student generally must:

- Be a New York State resident for at least twelve months and a U.S. citizen or permanent resident alien;
- Be enrolled as a full-time matriculated student;
- Not be in default on any federally insured student loans;

- Maintain satisfactory academic progress according to New York State standards as outlined on the pages following this section.
- Provide documentation of required immunizations. (See Index: Immunizations.)

Mildred Elley participates in the following financial aid programs sponsored and/or administered by the State of New York and its agencies.

Tuition Assistance Program (TAP)

TAP is a New York State grant program that is available to New York State residents for full-time study (twelve or more credit hours per semester) at approved institutions. TAP grants are based on the student's family's New York State net taxable income for the prior year. A student's total TAP award depends upon his/her current financial need. Check with the Office of Financial Aid for the amount of TAP available for the current year, as well as any changes in the TAP award packaging due to legislative changes.

Regents Child of Veteran Awards (CV)

Children of deceased veterans or veterans who have a service-related disability of 50% or more resulting from military service during one of the war periods: 1917-18; 1941-46; 1950-55; and 1961-75 are eligible for this award. The amount of the award is \$450.00 per year. These awards are independent of family income or tuition charges and are in addition to other grants or awards to which the applicant may be entitled.

Regents Awards for Children of Deceased Police Officers, Firefighters, and Corrections Officers

Children of police officers, firefighters, or corrections officers killed in the line of duty while in service to New York State or any local department within New York State may be eligible for this award. The award is determined by New York State for up to five years depending on the normal length of the program for full-time students.

Veterans Tuition Award

Tuition Award for veterans with at least four years of active duty service and combat veterans pursuing an undergraduate, graduate degree or vocational training program. A separate application is required for these awards. A student's Veterans Tuition Award cannot exceed the total tuition charges. If a student also receives TAP award, the combination of the two awards cannot exceed the tuition charges. Please visit the Office of Financial Aid for further information.

Governmental Agencies

Various governmental agencies administer programs to assist with educational costs. These agencies may include the Department of Veterans Affairs (VA), the Bureau of Indian Affairs (BIA), the Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR), Job Training Partnership Act (JTPA), Trade Readjustment Act (TRA), and others.

Achieving and Maintaining Eligibility for State of New York Financial Aid Programs

Students eligible to receive New York State financial aid funds must remain in good academic standing and maintain satisfactory academic progress. The following criteria are used by Mildred Elley to determine eligibility for the New York State financial aid funds.

For the purpose of measuring satisfactory pursuit of the program, the grades computed in the cumulative grade point average and the grades of "P," "S," "F," and "U" are utilized.

Satisfactory academic progress is measured according to the following schedule. Only those courses that are used towards the completion of a student's program of study may be included in the measurement. After students have received the equivalent of four semester payments of any state award, students must maintain a cumulative GPA of at least 2.0 on a 4.0 scale.

Standards of Satisfactory Academic Progress for New York State Student Aid Associate Programs for students whose first award was in the 2010-2011 and after:

To be eligible for this payment:					
1 st	2 nd	3 rd	4 th	5 th	6 th
a student must have accrued at least this many credits,					
0	6	15	27	39	51
with at least this grade point average:					
0.0	1.3	1.5	1.8	2.0	2.0

Standards of Satisfactory Academic Progress for New York State Student Aid Associate Programs for students whose first award was prior to 2010-2011:

To be eligible for this payment:					
1 st	2 nd	3 rd	4 th	5 th	6 th
a student must have accrued at least this many credits,					
0	3	9	18	30	45
with at least this grade point average:					
0.0	0.5	0.75	1.3	2.0	2.0

Special Conditions of the TAP Program

Students may lose eligibility for state aid if they do not meet the quantitative standards of Satisfactory Academic Progress. Students can regain eligibility by doing one of the following:

- Making up their academic deficiencies at their own expense.
- Obtaining a one-time waiver. A waiver may be granted only once for undergraduate study. Only the most extreme circumstances would warrant the use of the waiver. It is the decision of the Director of Financial Aid and the Campus President, jointly, to grant such a waiver. Please see the Director of Financial Aid for further information.

Transfer students from other post-secondary institutions will be positioned in the TAP standards chart to their best advantage. This also applies to students in good academic standing who change programs of study while attending Mildred Elley.

SCHOLARSHIPS

Mildred Elley is proud to offer a scholarship program to its students. A student may apply for this in-house scholarship program by submitting an application and essay. The scholarship committee reviews the applications and notifies applicants of any potential award toward their tuition, fees, or books. For information please visit:

<http://www.mildred-elley.edu/scholarships>

The requirements, award amount, and criteria for a scholarship are summarized here:

Scholarship Award Guidelines:

- Scholarships are awarded to newly enrolling students only
- Scholarships are awarded to full-time students only
- Scholarships will not exceed \$5,000.00
- Scholarships may be rescinded if a student does not successfully complete their required credits
- Scholarships are only awarded to students whose financial estimate demonstrates the financial need for a scholarship to cover unfunded balances due to the cost of tuition, fees or books
- Scholarships are only awarded to students whose essay demonstrates that financial hardship has and will prevent them from enrolling in school if they are unable to obtain a scholarship award.
- Scholarships are awarded between 50% - 80% of the students unfunded balance as decided upon by the scholarship committee, but not to exceed \$5,000.00

For more information go to www.mildred-elley.edu/scholarships

STUDENT SERVICES AND ACTIVITIES

Mildred Elley is committed to helping its students succeed in their dreams of achieving higher education and in their quest for careers. The following services and activities are available to our students.

Orientation

The college conducts an orientation program prior to the start of each enrollment period. At orientation, faculty, staff, and students introduce and describe to new students the many services offered at the institution. Also, students meet their Department Chairs and academic advisors and receive a copy of any policies specific to their department. Orientation is mandatory for all new students.

Student Activities

The students, faculty, and staff participate in institution-wide events planned and held as part of the regular school day, usually during the lunch period or immediately before or after class. Opportunities for off-campus field trips and activities are also available throughout the academic year.

Student Identification Cards

Photos for student ID cards are taken during new student orientation. ID cards are used for checking out books from the library and for college-related identification. Students are required to wear their ID card at all times and have it readily available for inspection by campus administrators. Replacement ID cards can be obtained through the Office of Academic Affairs.

Program-Specific Student Handbooks

Some programs utilize student handbooks which contain additional policies and information specific to the program. These handbooks are distributed to students at the time of new student orientation and are also available from the Department Chair of the program.

ACADEMIC ASSISTANCE

Students in need of academic assistance, such as, but not limited to, tutoring or accommodations should contact the Director of Academic Support and Advising or their Department Chair.

OFFICE OF ACADEMIC SUPPORT AND ADVISING

The Office of Academic Support and Advising (OASA), offers advising, tutoring, advocacy, and counseling referrals, to meet individual student needs. The well-qualified staff helps students develop skills and strategies to be successful in their higher education experience and life-long learning. The academic support staff work to monitor student progress and advise those in need of academic support.

THE STUDENT SUCCESS & TUTORING CENTER

The Student Success & Tutoring Center provides a unified source of exemplary programs for student learning. It does this by assisting and engaging students in achieving their academic and personal goals by providing support, access, and outreach. The staff facilitates both group and individual tutoring sessions, study seminars, soft-skill workshops, — all with the goal of ensuring students establish career and scholarly opportunities for a successful future. To get the most out of the session, students are encouraged to bring in their syllabus, and any specific questions or concerns about assignments, and assignment details.

OFFICE OF THE REGISTRAR

The Office of the Registrar staff is responsible for applying and enforcing all college policies, procedures, rules, and regulations and for keeping and updating student files and records, scheduling and registration activities, transcript and enrollment verification requests, immunization records, and transfer credit evaluations. The Registrar is the compliance authority for FERPA.

OFFICE OF FINANCIAL AID

The staff of the Office of Financial Aid is responsible for administering financial aid programs, student account clearance, and similar activities.

OFFICE OF LIBRARY SERVICES

The goals of the Mildred Elley Library are to support the information and research needs of students, to support each program with high-quality resources, and to provide information literacy instruction to ensure that students are able to make effective use of the wide variety of information sources available to them.

Campus Library

The Library maintains a dynamic online presence through the library homepage (<http://library.mildred-elley.edu>) whereby students and members of the academic community are able to access and retrieve physical and online resources in-campus and remote through its OPAC (online public access catalog). The library offers a collection of books, periodicals, and other physical resources to support all Mildred Elley programs of study. For its electronic holdings, the library subscribes to a number of databases(EBSCO, GALE, Lexis-Nexis, etc) where students have access to scholarly journal articles. Additionally, online databases through the New York State Library's NOVELny program are also available.

The Library is a member of the Metropolitan New York Library Council where students and faculty can access the resources from various academic institutions, such as the NY State Library, Western New York R-AHEC, NYPL, etc,

The Library conducts outreach services by visiting different classes to promote and raise awareness of information literacy and critical thinking skills of the students.

The Library staff, as certified professionals, also administer and proctor all Accuplacer, ATB & TEAS tests for prospective and current students.

The Library, staffed by a professional librarian and an assistant, is open from 8:30AM to 6:00 PM Monday through Friday, and 9:00AM to 2:00PM on Saturdays. The library staff is also available by appointment. Please inquire with the Office of Library Services staff about additional library services.

OFFICE OF INFORMATION TECHNOLOGY SERVICES

The Office of Information Technology Services (ITS) supports the academic computing experience of students, faculty, and staff of the college. The ITS Help Desk is available by appointment to assist students who have purchased a computer through the college.

Computers in all laboratory classrooms and student services space have broadband internet services capability, as well as run a range of specialized software applications. Students can access the Mildred Elley web page, the student home page, and the library home page, as well as conduct internet research, and send and receive e-mail. Students are also able to use computers in certain labs during open lab hours. Students should consult the open lab schedule posted outside of the library doors. The Mildred Elley web page is located at: <http://www.mildred-elley.edu>

OFFICE OF CAREER SERVICES

The faculty and staff of the college are committed to assisting graduates in securing the best possible employment opportunities available in their chosen professional career fields. The Office of Career Services is the student's contact for career-related issues.

Students are well prepared for their job search through the variety of courses completed as well as the Career Counseling Seminar. In the seminar, students learn job search techniques, resume writing, interviewing skills, and specific career-related strategies. The college strongly encourages current students approaching the end of their coursework to visit the Office of Career Services for individual career counseling, to obtain further assistance in writing resumes and cover letters, and for information about continuing their education.

The Office of Career Services also develops and maintains close relationships with local employers, many of whom list their job openings with the college. The staff forwards the resumes of interested and qualified students and graduates directly to these employers.

Mildred Elley is proud of its graduates' successes in their chosen fields of training and related fields. Mildred Elley's placement rates are a testament to the institution's focus on training its students for careers and to the graduates' unrelenting hard work and determination. Mildred Elley offers lifetime placement assistance as well as career counseling to all graduates. While placement services will be provided through regular contact with employers and graduates, assistance with job search techniques, résumé and cover letter writing, interview skills, and specific career-related strategies, Mildred Elley does not guarantee employment to any student or graduate.

Students are encouraged to research employment outcomes for each program and each profession, such as job projections and salaries, through outside research. As a courtesy to its students and applicants, Mildred Elley maintains links to the Department of Labor Bureau of Labor Statistics' Occupational Outlook Handbook information on its disclosures page at:

<http://www.mildred-elley.edu/disclosures>

Third Party Placement Verification

Mildred Elley uses a third-party servicer to verify graduate employment placement.

CAMPUS AND BUILDING HOURS

In 2010, the branch campus was established at its current location at 25 Broadway, Floor 16, New York, NY 10004. This modern facility contains computer, medical assisting, and nursing laboratories, as well as lecture classrooms, library space, faculty and staff offices, and student lounges.

When classes are in session, the college is open from 8:00AM to 11:00PM Monday through Friday, and from 8:00AM to 6:00PM on Saturdays. The school is closed on Sunday.

NON-ACADEMIC POLICIES AND PROCEDURES

CAMPUS SECURITY

In compliance with the Crime Awareness and Campus Security Act of 1990, information about Mildred Elley's security policies and procedures and annual crime statistics reports are made available to students. At orientation and through this catalog, students are provided with Campus Security information, and all students and employees are updated annually on the previous year's crime statistics. These records are housed in the Office of the President. The college has a standing Advisory Committee on Campus Safety and Security, comprised of representatives from the faculty, administration, and students. The Advisory Committee on Campus Safety and Security will provide, upon request, all campus crime statistics as reported to the United States Department of Education. These statistics are also available through the United States Department of Education's website:

<http://ope.ed.gov/security/search.asp>

Pursuant to *New York State Education Law Section 6431*, the institution's Advisory Committee on Campus Safety and Security consists of a minimum of six members, at least half of whom are female; one-third appointed from students; one-third appointed from faculty; and one-third selected by the President and/or Vice President for Campus Operations. The committee meets at least on an annual basis, and periodically reviews current policies and procedures for:

- Educating the campus community, including security personnel and persons who advise or supervise students about sexual assault per New York State Education Law Section 6432;
- Educating the campus community about personal safety and crime prevention;
- Reporting sexual assaults and dealing with victims during investigations;
- Referring complaints to appropriate authorities;
- Counseling victims; and
- Responding to inquiries from appropriate persons.

The Advisory Committee on Campus Safety and Security reports in writing to the President of the institution, at least on an annual basis. A copy of the annual Campus Security Plan is available at:

www.mildred-elley.edu/disclosures

INCIDENT REPORTING POLICY

The National Safety Council defines an accident as "an unplanned, undesired event, not necessarily resulting in injury, but damaging to property and/or interrupting the activity in process." The council defines an incident as "an undesired event that may cause personal harm or other damage." All incidents should be investigated, regardless of severity, and including incidents in which no damage or harm resulted ("near misses").

If a student is involved in an incident, as identified above, during a classroom, laboratory, clinical or internship experience, a student must immediately notify the supervising instructor, clinical supervisor, or internship supervisor, and then seek immediate medical evaluation of the related incident. The supervising instructor, clinical supervisor, or internship supervisor must notify the campus dean or campus president of the incident as soon as practical after the incident. A *Student/Visitor Incident Report Form* must be completed in consultation with the student, the supervising instructor, clinical supervisor, or internship supervisor. The campus dean or campus president is then expected to sign the *Student/Visitor Incident Report Form*. The completed and signed *Student/Visitor Incident Report Form* must be submitted to the Human Resources Office within 24 hours of the incident.

SOCIAL MEDIA POLICY

Social media is media designed to be disseminated through social interaction on the Internet, created using highly accessible and scalable publishing techniques, and published in blogs, social networking sites, online chat rooms and forums, video sites, and other platforms and venues. Mildred Elley values the use of social media, such as Facebook, Instagram, LinkedIn, X, YouTube, texting, blogs, and online discussion groups (among many other forms), to promote

positive social interaction. However, Mildred Elley also recognizes the potential danger of misuse, inappropriate behavior, and abuse. Therefore, students presently enrolled at Mildred Elley must know that they are liable and responsible for anything they post to social media sites.

Students are prohibited from posting confidential or proprietary information about the school, its students, faculty, or staff members on a social media site. Students are prohibited from sharing, disseminating, or transmitting electronic information that reveals any private or confidential information they may have learned about others (including patients) during their tenure at the school or externship sites. Applicable federal and state requirements, such as FERPA and HIPAA, are to be followed at all times. When participating in any form of social media, students are encouraged not to misrepresent themselves, and to make postings that are both meaningful and respectful without any kind of slanderous or offensive language that may be aimed at any member or group of the college community. The use of any social media sites to harass, intimidate or bully a fellow student, faculty, member of the college and/or affiliate is strictly prohibited and will not be tolerated. When posting on social media sites, students must be mindful of all copyright and intellectual property rights, especially those reserved by the school. The use of the school logo, image, or iconography on personal social media sites to endorse a particular political party or candidate or to promote a product, cause, or event is strictly prohibited. Students are encouraged to present themselves in a professional manner when using social media. Students are expected to obey the Terms of Service of any social media site. Students who violate this policy may face disciplinary actions, up to and including dismissal from school.

POLICY ON THE VIDEO AND AUDIO RECORDING OF CLASSROOM LECTURES

Students are not permitted to record classroom lectures using personally owned recording devices (e.g. iPod, video/camera phone, digital recorder, etc.) unless permission is obtained from the instructor and there are no objections from any of the students present in the class. Permission to record a classroom lecture that an instructor grants to a student is limited to the student's own personal use and is for educational purposes only.

If a student receives permission from a faculty member to record a lecture and there are no student objections, downloading such a recording to a computer or other electronic device, distributing the recording or derivative work of the recording to any other person, or using the recording for any purpose other than the student's own personal education is prohibited unless written permission is obtained from the faculty member and the students participating in the recording. Unauthorized downloading, file sharing or distribution of all or any portion of a recorded classroom lecture will be deemed a violation of the Student Code of Conduct and may be subject to disciplinary action as outlined in the college catalog.

Students may record a classroom lecture as part of an accommodation under the Americans with Disabilities Act. Permission should be coordinated among the Office of Academic Support and Advising, the faculty member and student.

DRUG VIOLATIONS

The college prohibits the possession of drugs or alcohol on campus and applies disciplinary action associated with this behavior as outlined in the Academic Catalog and/or Employee Handbook.

According to the U.S. Department of Education, "a federal or state drug conviction can disqualify a student for federal student aid funds. Convictions only count against a student for aid eligibility purposes if they were for an offense that occurred during a period of enrollment for which the student was receiving Federal Student Aid.

The period of ineligibility for financial aid funds depends on whether the conviction was for sale or possession, and whether the student had previous offenses". (2023-2024 FSA Handbook)

CODE OF STUDENT CONDUCT

Mildred Elley takes pride in preparing students for professional positions in the workforce and for future higher education. The college expects students to adhere to the Code of Student Conduct and, in so doing, comport themselves in a manner consistent with the highest professional standards. Students are expected to treat fellow students, faculty, and staff with respect and maintain a collegial rapport at all times. Students who fail to comply with any policies of

conduct set forth in this catalog may be subject to disciplinary action that could include dismissal from the school. *All students are required to read and sign the student conduct policy upon admission to the institution.*

TITLE IX POLICY AGAINST SEX DISCRIMINATION

TITLE IX NOTICE OF NON-DISCRIMINATION

In compliance with Title IX of the Education Amendments of 1972 and its regulations, Mildred Elley does not discriminate on the basis of sex and prohibits sex discrimination in the education programs or activities it operates, including employment, and admissions. All forms of sex-based discrimination, including sex-based harassment, are strictly prohibited by Mildred Elley. Inquiries regarding Title IX may be referred to the Title IX Coordinator(s) or to the Office for Civil Rights of the U.S. Department of Education, or both. The Mildred Elley's Title IX Coordinator(s) are as follows:

- NYC Campus: Phillippa Gordon, Campus President — 212-380-9004 (Ext 1700)
- Albany Campus and Amsterdam Extension Site: Dr. Kaweeda G. Adams, Dean — 518-786-0855 (Ext 1464)

To locate Mildred Elley's Title IX Policy Against Sex Discrimination, or to report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://www.mildred-elley.edu/about/disclosures/title-ix/>

INSTITUTIONAL GRIEVANCE AND DECISION APPEAL PROCEDURES

The institutional grievance and decision appeal procedures provide for the prompt and equitable resolution of a complaint from an individual either currently or formerly associated with Mildred Elley. Any person who files a complaint is assured that the institution will not take action either overt or covert, against that person for filing said complaint and that provisions for the final determination of each formal complaint will be made by an impartial party who is not directly involved in the alleged grievance.

The grievance and appeal procedure applies in a variety of situations. These situations include appeals of grades, transfer credit decisions, and other situations where the complaining party believes they might have been treated unfairly and/or in violation of the institutional policies, or where special consideration might be warranted due to extenuating circumstances.

The institution and its officials will make the best effort to resolve grievances and appeals of institutional decision in an expeditious, equitable and fair manner.

The following grievance procedures have been developed for student's use should a problem arise:

Step 1. A student with a grievance should attempt to discuss the matter in an informal manner and reach a resolution with the instructor. The next step, should the matter remain unresolved, is to discuss the matter with the student's advisor (usually, the Department Chair for the program of enrollment). Students whose complaint concerns a matter not specific to a given course will begin the grievance/appeal process at the student's advisor level.

Step 2. If the problem cannot be resolved at the student advisor's level, the student should then submit the matter to the Dean of Academic Affairs in writing. The letter describing the grievance should contain pertinent facts and be signed by the complainant. The Dean will consider the grievance within fifteen (15) business days from the date it was received and communicate the decision to the complainant in writing within five (5) business days from the date the decision was made.

Step 3. The student may appeal the decision of the Dean of Academic Affairs in writing to the Student Appeal Review Committee within ten (10) business days from the date the decision was mailed or communicated to the student. The Student Appeal Review Committee will consider the appeal within fifteen (15) business days from the date it was received and communicate the decision to the complainant in writing within five (5) business days from the date the decision was made. The decision of the Student Appeal Review Committee shall be considered final.

The Student Appeal Review Committee is comprised of three members selected by the Campus President, and which may include the Campus President, a Department Chair, from a department other than the student(s) home department, the Director of Academic Support and Advising, a Dean other than the Dean involved in Step 2 and any other member as appointed by the Campus President..

Any student with a grievance that they cannot resolve through the college, may contact the New York State Education Department, Office of College & University Evaluation, 5 North Mezzanine – Education Building, Albany, NY 12234; www.nysed.gov; or Middle States Commission on Higher Education (MSCHE). 100 North Orange Street, 4th Floor, Wilmington, DE 19801; (267)284-5011; www.msche.org

CODE OF CONDUCT - DISCIPLINARY POLICY AND ACTION PROCESS

The Campus is committed to maintaining a community environment that fosters respect for the dignity and worth of every person.

The Campus expects all members of the community to demonstrate respect for themselves and others. In an educational community, it is critical that respect encompass diversity, differences of opinion, and sensitivity to these differences. The dignity of the individual should never be violated in any way. The Campus views with seriousness offenses against any person.

Particularly intolerable, in view of the Campus's commitment to respect the dignity of the individual, are acts of discrimination and discriminatory-based harassment, which are offenses directed against persons because of their race, religion, ethnicity, national origin, gender, age, sexual orientation, gender identity, marital status, veteran status, disability, predisposing genetic characteristics, domestic violence victim status or other basis identified in federal or state law.

Discrimination and discriminatory-based harassment (sometimes referred to as "Hate Crimes") are unethical and unprofessional, and they are incompatible with The Campus's commitment to educational equity. Any form of such behavior toward any member of the Campus community (students, staff, faculty, or administrators) will be subject to investigation in accordance with The Campus' Human Rights Policy and Procedures established in conformity with the Violence Against Women Act and published at <http://www.mildred-elley.edu/disclosures>.

Grounds for Non-Academic Disciplinary Action

The institution may take disciplinary action against students for a variety of reasons, including not only the commission of the acts described below but also an attempt to commit such an action or soliciting another member of the institutional community to do so. Grounds for disciplinary action may include:

- Conduct in violation of any federal, state, or local law;
- Conduct that disrupts or interferes with educational processes and operations of the institution or the institution's faculty, administration, and staff in the performance of their duties;
- Conduct that violates, endangers, or has the potential to endanger safety and security of the institution and the members of the institutional community, including visitors, students, faculty, administration, and staff members;
- Conduct that violates property rights of the institution and the members of the institutional community, such as theft of property or identity, possession of stolen property, unauthorized access to the institutional property and facilities, use of institutional property (such as computers) to commit such acts, or refusal to leave the institution's premises (including parking lot and auxiliary buildings) when ordered to do so by a person in authority;
- Use, distribution, or possession of alcohol, illegal drugs, or illegal controlled substances on campus; Use, possession, or storage of dangerous weapons, chemicals, explosive materials or devices on the institution's premises; Gambling on the institution's premises (including parking lot and auxiliary buildings);
- Academic dishonesty as defined elsewhere in the catalog, or engagement in acts that can be construed as copyright infringement;

- Disorderly, lewd, or indecent conduct; use of profanity, hate speech, or vulgar language; bullying, harassment, hazing, assault and/or sexual assault of members of institutional community, including but not limited to visitors, students, faculty, administration, and staff members;
- Failure to pay or honor financial obligations to the institution; or
- Failure to comply with the Code of Student Conduct.

Disciplinary Actions

The institution may take any of the actions or combinations of actions below against the student as a result of its disciplinary proceedings:

- **Disciplinary Warning:** The institution will warn the student in writing that the behavior is in violation of the institution's rules and that engaging in such behavior in the future will lead to more serious actions;
- **Disciplinary Suspension:** The institution will require the student to separate from the institution for a prescribed period of time (such as one academic term or longer);
- **Dismissal from the Institution:** The student will be permanently separated from the institution and be ineligible for readmission to the institution. The student is required to leave the institution per directions provided by the institution and may not re-enter the institution's campus (including parking lot and auxiliary buildings) without prior written permission from the Dean of Academic Affairs.
- **Reduced or Failing Grades for Assignments, Assessments, or Courses:** This action will be taken in cases of academic dishonesty in affected coursework.
- **Alternative Action:** The institution may require the student to take alternative actions, such as formal apologies, completion of training or service to the institutional community, counseling, training, assessment, or other actions it determines.

The institution is not obligated to use progressive discipline and may take any action if it determines an appropriate remedy for the infraction. A student may be dismissed after a single incident of non-compliance with the institution's policies.

In cases of student's separation from the institution, tuition shall be refunded in accordance with the terms of the stated refund policy.

Disciplinary Process

1. **Initiation of Charges:** Disciplinary charges will be initiated by submitting a written referral to the Dean of Academic Affairs. The referral must state sufficient facts, including specific names(s), date(s), locations, and descriptions of the alleged act(s) of misconduct to enable the Dean to decide whether further fact-finding is necessary. The referral cannot be anonymous.
2. **Interim Action:** At any time following the submission of a written referral, the Dean of Academic Affairs may temporarily suspend the student prior to resolution of the disciplinary proceeding if the Dean believes that the information that supports the allegations of misconduct is reliable and determines that the continued presence of the student on the institution's campus poses a threat to any individual, property, or institutional function.
3. **Review and Decision by the Dean:** The Dean of Academic Affairs will, considering all evidence gathered, make a decision of the disciplinary actions needed within fifteen (15) business days of the receipt of the initial written referral. A letter detailing the decision will be placed in the student file within the next five (5) business days following the date of the decision and a copy will be forwarded to the student by mail. The Dean will additionally notify the student in writing if any suspensions or interim suspensions have been lifted.
4. **Appeal Process:** Students who wish to appeal any decision of the Dean of Academic Affairs must do so to the Campus President in writing and signed within ten (10) business days from the day the decision was mailed to the student. The student must state why an appeal should be considered and include any additional evidence that may not have been taken into consideration. The Campus President will consider the situation, evidence, and documentation in order to make the final decision regarding the student's

status within ten (10) business days of the receipt of the appeal. Decisions made by the Campus President will be communicated to the student in writing by mail within five (5) business days following the date of the decision. The decision made by the Campus President is considered to be final.

CHILDREN ON CAMPUS

As part of its mission, Mildred Elley strives to provide a learning environment that is appreciative of the challenges that many students face. Many of the students who enroll here have both work and family obligations that make it difficult to balance school when unexpected situations arise. While the appreciation is evident, children or family members may not accompany students to class. Students also may not leave their children in the care of others, in common areas such as student lounges or the library, while they attend class, as there is obviously liability in doing so. Students who feel they cannot attend without accompaniment of others will be directed to their Department Chair, the manager on duty, or the Dean of Academic Affairs.

CLASS CANCELLATION POLICY

Except in the case of a campus closing due to inclement weather or other civically declared emergency, Mildred Elley does not cancel classes.

CAMPUS CLOSINGS

When it becomes necessary to close the campus, announcements are made by 6:00AM. Evening school closings are announced by 3:00PM. The links to the website that track college closings are also posted on the Mildred Elley web page. Students may elect to receive text message notification of school closings by updating their cell phone and carrier information through the Student Information System, or the Registrar's Office. Students who attend internships, clinical rotations, and other off-campus events, should contact their individual site instructor, or Department Chair, for determination of the need to report in the case of inclement weather. While the institution schedules its courses in such a way as to provide for weather-related contingencies, students may be required to make up missed classes on a day designated by the administration of the institution.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

All Mildred Elley students shall have the right to inspect and review their educational records, to request corrections or deletions, and to limit disclosure of the records in accordance with the Family Educational Rights and Privacy Act of 1974, also referred to as the Buckley Amendment. The detailed procedures for exercising one's rights under the Buckley Amendment are available upon request in the Registrar's Office. The college reserves the right to release to police agencies and/or crime victims any records or information pertinent to a crime which has occurred on campus, including the details of any disciplinary action taken against the alleged perpetrator of the crime. Students wishing to file a complaint concerning alleged failures of Mildred Elley to comply with FERPA can send them to: Family Policy Compliance Office; U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

IMMUNIZATIONS

New York State *Public Health Law* requires that individuals born after January 1, 1957 provide evidence of immunization against mumps, rubella, and two series of measles, and submit documentation demonstrating awareness and compliance with *Public Health Law Section 2167* concerning meningococcal disease. Compliance forms are provided with admissions materials and must be provided within time frames established by the New York State Department of Public Health. Additional information about immunizations may be obtained from the Office of Admissions and the Office of the Registrar.

Students enrolled in programs of study within the School of Health and Wellness Professions may be required to provide additional immunization documentation for clinical or internship sites. Please inquire about this policy with the respective Department.

Students enrolled in programs of study within the Non-Credit Bearing Programs may be required to provide immunization documentation for clinical or internship sites.

RECORD RETENTION POLICY

Data from school records are important for future planning and to students for informational purposes. Financial aid, admissions, curriculum, accreditation and licensure, guidance, instructional resources, supplies, and equipment, as well as faculty and staff and student personnel records are kept relative to administrative operations.

A permanent academic record (transcript) of the student's progress is maintained. The transcript indicates student accomplishment in terms of clock hours or credit hours. The grading system used is fully explained on the transcript. Transcripts are kept indefinitely, and admissions data and other records are kept for at least five years from the last day of attendance. Financial aid records are maintained according to the guidelines established by the funding source.

For all students admitted under an ability-to-benefit determination, Mildred Elley maintains records of the validated test scores, initial and periodic academic and career advising, and any other factors used to support its admissions determination. Documentation is maintained to evidence the relationship between test cutoff scores on the tests administered and successful academic or employment outcomes.

MAINTENANCE OF PUBLIC ORDER

Pursuant to *New York State Education Law Section 6430*, the institution prohibits its students, faculty, staff, vendors, visitors, licensees, invitees, and any organizations that operate on campus such as student clubs from creating or contributing to any action or situation which recklessly or intentionally endangers mental or physical health or involves forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization. In addition to any penalty pursuant to the penal law or any other law punishing such behavior, the institution will take aggressive action against such violations; including, but not limited to: the immediate ejection of violators from the campus; the imposition of disciplinary sanctions up to and including permanent expulsion of students from the college; the termination of faculty/staff member's employment; and, the recession of permission for an organization to operate on campus.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting reasonable academic accommodations based on a documented disability (as defined by Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990 (the "Acts") should contact the academic support office at their campus. Academic accommodations are adjustments that provide equal academic opportunity for students with disabilities.

The procedure for initiating academic accommodations at Mildred Elley:

- Each student must request accommodations through the academic support office at their campus.
- Each student must provide documentation demonstrating a need for reasonable accommodations to the campus' academic support office to request accommodations for individual classes. Documentation provided must be from a qualified professional.
- Academic support staff will review a student's documentation and determine eligibility for accommodations. Once specific accommodations have been identified, staff will complete the "Documentation Form for Students with Disabilities."
- Each student must make a request for reasonable accommodations for each individual class each module using the "Request for Reasonable Accommodations" form available through the campus' academic support office.
- Each student must sign the request form acknowledging the accommodations they qualify to receive each module.
- Each student will bring the form(s) to their current course instructor(s) to sign. Online instructors are notified via email by the campus' academic support office.
- Each student will return the signed form(s) to the academic support office. Once the form(s) are returned, accommodations are considered active. Accommodations are not provided retroactively.
- Students who qualify for testing accommodations are responsible for making an appointment with the campus' academic support office in advance of any test day. Tests may not be able to be given during scheduled class time,

based on the availability of the campus' academic support office. Drop-in testing may not be able to be accommodated.

- Students enrolled in programs that require outside vendor testing (i.e. NCLEX-PN and/or NHA), must contact the vendor directly to review their requirements and complete any necessary paperwork for testing accommodations. A student who qualifies for academic accommodations at Mildred Elley may need to provide different documentation for the testing vendors.

LEAVE OF ABSENCE POLICY

The school recognizes that students may encounter emergencies or health-related incidents during their enrollment. These problems may require an interruption in a student's program of study. Students considering a leave must receive the approval of the Dean of Academic Affairs and clearance from the Department Chair, the Office of Financial Aid, and the Office of the Registrar. Leaves of absence will be recorded by the Registrar at the beginning of each term.

For a medical leave, the student must provide documentation from a licensed physician or other such qualified agent that indicates the start date and the duration of the leave. Students who must take leave due to extenuating family circumstances must submit a letter of request with a date of intention to return. Any student requesting a Leave of Absence for a module(s) must submit a written request with documentation and obtain approval by the end of the add/drop period of the module they are requesting their leave to begin. A leave of absence may not exceed a maximum of 180 days within a 12-month period.

The institution may grant an LOA to a student who did not provide the request prior to the end of the census period of the module due to unforeseen circumstances if the school documents the reason for its decision and collects the request from the student at a later date. Examples of unforeseen circumstances include unplanned medical emergencies, an accident, or a natural disaster. If a Leave of Absence is approved due to unforeseen circumstances, the student will be assigned an incomplete grade of "I" and the student will be required to complete the missed coursework upon return from the Leave of Absence. A non-punitive annotation of "Leave of Absence" will be recorded on the student's transcript.

MILITARY LEAVE POLICY

In the event of a national emergency, students may have responsibilities that supersede their academic obligations to the college. Written proof of such assignment or duty must be submitted to the Office of the Registrar.

The student will receive an administrative withdrawal-emergency active-duty notation on their transcript. Each course will be given a W designation. The student will receive credit for tuition and fees for the term when they withdraw because of emergency active duty in the military. The student will be liable for all books credited against their financial aid awards.

FREEDOM FROM HARASSMENT POLICY

Mildred Elley is committed to the fundamental belief that all people should be treated with dignity and respect. Harassment will not be tolerated in any context. All members of the college community have a basic right to work and learn in a comfortable environment, free from derogatory remarks, unwelcome sexual advances, or any other verbal or physical conduct constituting harassment on the basis of race, sexual orientation, religion, disability, veterans' status, or any other category covered under federal, state, or local law.

Students, faculty, or staff who feel they have been harassed should direct their complaint to the Campus President. College officials will act on all complaints within fifteen (15) business days after receipt of the report. Informal resolution including mediation may be attempted before formal proceedings occur.

Formal complaints will include a written complaint and an investigation by appointed school officials. Investigations may include talking to witnesses and taking written statements from all parties involved. At the conclusion of the investigation, a report will be filed that will include recommendations for actions regarding the complaint. If it is determined that a party is responsible for such infractions, it is grounds for disciplinary action against that party, which may include the party's removal from the campus via expulsion or termination of employment, as applicable.

SEXUAL ASSAULT PREVENTION POLICY

Mildred Elley has a strong commitment to the issue of respect, including respect for each person's personal and sexual boundaries. Sexual harassment may include: the use of one's authority or power to coerce another person into unwanted sexual relations or to punish another person for his/her refusal; or, the creation by a member of the college community of an intimidating, hostile, or offensive working/educational environment through repetitive verbal/physical conduct of a sexual nature. Such conduct is a violation of Mildred Elley policy and will not be tolerated.

To make the college as safe as possible, all suspected violations of this policy should be reported directly to the Campus President. When a suspected violation is reported, the following actions may be considered, as appropriate. These options include, in no particular order, but are not limited to: directly confronting the alleged offender; having the Campus President talk to the alleged offender; having appropriate mediation with the alleged offender; filing a formal complaint; filing an anonymous or confidential complaint; or, filing a police report (if the alleged offense is against the law). The college encourages members of the campus community to report suspected violations as soon as reasonable after an alleged violation has occurred.

Pursuant to the *New York State Education Law Section 6432*, the institution informs all incoming students about sexual assault prevention measures through discussion of this issue at the new student orientation, and includes information about:

- The applicable laws, ordinances, and regulations on sex offenses;
- The penalties for the commission of sex offenses;
- The procedures in effect at the institution for dealing with sex offenses;
- The availability of counseling and other support services for the victims of sex offenses;
- The nature of and common circumstances relating to sex offenses on college campuses; and
- The methods the institution employs to advise and update students about security procedures.

Additionally, the institution maintains a permanent exhibit providing this information on one of its prominently displayed information boards.

BIAS-RELATED CRIMES

In accordance with its long-standing institutional mission to provide education to students of diverse backgrounds, non-discrimination policies outlined in this catalog, and *New York State Education Law Section 6436*, the institution strives to create and promote an atmosphere of mutual respect and tolerance among its students, faculty, and staff.

Bias-related crimes are contrary to such an atmosphere and the institution strives to educate its students about bias-related crime, promote discussion of such crimes, encourage reporting of incidents of bias-related crime, and facilitate prevention of such incidents. Bias-related or hate crime acts are defined as "criminal acts involving violence, intimidation and destruction of property based upon bias and prejudice... [where] victims are intentionally selected, in whole or in part, because of their race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation" (New York State Hate Crimes Act of 2000, §485.00).

To this effect, the institution informs all incoming students about bias-related crime prevention measures through discussion of this issue at the new student orientation, and includes information about:

- The applicable laws, ordinances, and regulations on bias-related crime, including the provisions and coverage of the Hate Crimes Act of 2000, as codified in article 485 of the New York Penal Law;
- The penalties for the commission of bias-related crime;
- The procedures in effect at the college for dealing with bias-related crime;
- The availability of counseling and other support services for the victims of bias-related crime;
- The nature of and common circumstances relating to bias-related crime on college campuses; and
- The methods the college employs to advise and to update students about security procedures.

Additionally, the institution maintains a permanent exhibit providing this information on one of its prominently displayed information boards.

STUDENTS' RIGHT-TO-KNOW

The Student Right-to-Know Act requires that a college provide information on the completion rates of its full-time students to potential and current students. Such information is available from the Office of the Registrar and to all prospective students before they enter into any financial obligation with the college.

INVESTIGATION OF VIOLENT FELONY OFFENSES & MISSING PERSON REPORTS

Mildred Elley aims to provide a safe and nurturing environment to its students, faculty, and staff and thus takes any offenses against order, safety, and security seriously. As mandated by *New York State Education Law Section 6434*, the institution, in cooperation with the New York City Police Department, will promptly investigate any reports of violent felony offenses or reports of missing students that can reasonably be traced to the institution's physical campus. The institution's officer in charge of such investigations shall be the Chairperson of the Advisory Committee on Campus Safety and Security or his/her designee.

PROHIBITION ON MARKETING OF CREDIT CARDS ON CAMPUS

The institution's policy expressly prohibits all credit card advertising, marketing, or merchandising activities directed at the institution's students on campus or via the institution's official electronic, paper-based, and other channels such as the web site, catalogs, or other publications.

VOTER REGISTRATION DISSEMINATION PRACTICE

Mildred Elley encourages all our students to vote and, in election seasons, may send an e-mail to students with a link to their respective state's voter registration website.

COPYRIGHT INFRINGEMENT PREVENTION

Copyright infringement is defined as the unauthorized use of copyrighted material in a manner that violates one of the copyright owner's exclusive rights, such as the right to reproduce or perform the copyrighted work, or to make derivative works that build upon it. Mildred Elley does not tolerate any form of copyright infringement and regularly performs in-services for faculty on the subject and ensures that all students are educated on the subject in their classrooms. In addition, students, faculty, and staff are encouraged to report possible infringements directly to executive management. Further, our Information Technology Services team has blocked the downloading of any and all files from the Internet. Students, faculty, or staff that are found infringing on a copyright are subject to the disciplinary actions described in the School Catalog and Employee Handbook, whichever apply.

STUDENT DIVERSITY

Mildred Elley is committed to building and maintaining a diverse school community. We seek to foster an environment where all individuals can study, work, and teach comfortably and without fear of prejudice or behaviors that might infringe on universal respect and kindness towards others. We practice a zero-tolerance policy on all forms of harassment in order to preserve the dignity of our students, faculty, and staff.

FIRE SAFETY PROCEDURE

The following procedure will be followed for a building evacuation:

- In the event of an evacuation, building management will sound an alarm, then faculty will escort the class out of the building by following the faculty member closely through the hallway to the designated exit.
- Close classroom door.
- Exit with the class roster and students out the designated exit. The use of elevators is prohibited during an evacuation.

- The class will be taken to the outside of the front entrance of the building. All faculty, staff, and students must proceed to the designated location.
- Attendance will be taken to ensure all students have exited the building.
- Attendance rosters will be provided to executive management upon return to the building.

Please note that all areas of the campus will be checked by searchers to make sure that they are cleared, including restrooms, accessible bathrooms, etc.

Mildred Elley conducts Periodic fire drills during the day, evening, and weekend cohorts (if applicable). In addition, a routine inspection of fire extinguishers and other fire detection items is performed quarterly. All fire drills and fire incidents are recorded in the Institutional Fire Log maintained by each school manager. There have been no fires reported at any campus in 2023-2024 academic year.

ACADEMIC INFORMATION

Mildred Elley endeavors to ensure each individual student's academic success. Following are the academic policies by which the institution is guided. Mildred Elley maintains the right to make changes without notice at any time, even after a program of study has begun.

ACADEMIC PROGRAM DEFINITIONS

Liberal Arts Requirements: Each associate degree program shall include a minimum of twelve liberal arts courses as determined by the Academic department.

General Studies Requirements: Each associate degree program shall include a three-credit Freshman Seminar course as well as a one-credit Career Counseling course.

Major: A major represents a degree-seeking student's primary field of study. A major is a structured plan of study requiring a minimum number of credit hours as determined by the Academic department. The major appears on the official transcript.

Concentration: Focus within or complementary to an approved major field of study. The number of semester hours for a concentration varies but is included within the semester hours for the major. The concentration does not appear on the diploma; it appears only on the transcript.

ACADEMIC DISHONESTY

Mildred Elley is a community of learners and takes violations of academic honesty and integrity seriously. Academic dishonesty is basis for disciplinary action. Any work turned in for individual credit must be entirely the work of the student submitting the work. All work must be the student's own and for group projects, the work must be done only by members of the group. Examples of academic dishonesty include, but are not limited to:

1. **Plagiarism:** using materials or quotations from someone else's work without acknowledging them or using appropriate paraphrasing, thus representing such work as one's own. This includes cutting and pasting phrases from internet websites and copying and/or modifying another person's electronic or paper document for one's own use without permission and explicitly informing the faculty member of such use.
2. **Cheating:** using unauthorized materials in closed-books exams, copying work of other students, or using unauthorized devices (such as calculators or mobile phones) where not expressly allowed by the instructor or staff member.
3. **Giving Assistance in Dishonest Acts:** including but not limited to, knowingly permitting one's electronic or paper documents to be copied or modified by another student for their own use or sharing knowledge of test questions with other students.
4. **Deception:** providing false information to a faculty or staff member, for example, claiming that work was submitted or providing untrue reasons about missing an assignment deadline.
5. **Other Forms of Academic Dishonesty:** other acts that circumvent or disrupt institutional standards of academic honesty, integrity, and fairness.

In the event that a student commits an act considered academically dishonest by the academic management staff, the instructor or other party observing academic dishonesty will initiate the disciplinary process against the alleged violator, as described in the *Disciplinary Policy and Action Process* section of this catalog.

STUDENT TESTING AND ASSESSMENT

The Office of Academic Support and Advising is responsible for student testing and assessment. The following Tests are available to take at Mildred Elley, New York City, Metro Campus

- Pre-Nursing Accuplacer Exam
- Accuplacer Predictor Test
- Algebra and Biology Proficiency Exams
- TEAS Exam
- Accuplacer ATB Exam
- NHA National Certification Exams – CPT, CET, and CCMA
- ATI Diagnostic Exams

Exam proctors receive the appropriate training and certification for exams or exam platforms in use. The campus Dean of Academic Affairs, along with the Dean or Director who supervises the Office of Academic Support and Advising conduct semi-annual proctor and test administration training in June and December every year.

ACCUPLACER ATB Retest Policy: A retest can occur 14 days after the previous test administration start date when all exams are completed on the same day. A retest can occur 14 days after the previous test administration end date when using Save and Finish later.

ACCELERATED LEARNING PROGRAM (ALP)

The Accelerated Learning Program (ALP) at Mildred Elley permits developmental reading students to enroll directly in certain regular academic courses, while also taking a companion course that provides extra academic support in a co-requisite remedial education model. The required remedial co-requisite course provides academic support through additional contact hours that are beyond the scheduled contact hours for the regular academic courses.

Entering students who are tested and score below the twelfth-grade level in reading are required to enroll in available Accelerated Learning Program courses. The institution currently provides Accelerated Learning Program courses in GS102 Freshman Seminar and BIO112 Medical Terminology.

Students who achieve at least a score of 72 on the Accuplacer Reading Assessment are considered to be proficient in reading at the twelfth-grade level. The institution may also accept other reading assessments which can demonstrate proficiency at the twelfth-grade level.

ACADEMIC PEER TUTORS

If a student has trouble with a particular course and requires help, the Office of Academic Support and Advising may arrange for an academic peer tutor to assist the student. Academic peer tutors are generally students in the same curriculum who have earned above-average marks in the subject area desired.

COURSE REGISTRATION PROCEDURES

All students should be registered for courses in a manner that is consistent with the suggested course sequence and required course prerequisites outlined in this Academic Catalog. Documented exceptions must be approved in writing by the Dean of Academic Affairs.

A student may repeat a course to obtain a passing grade or to obtain the published required grade for specific programs as outlined in this academic catalog.

If a student has received a passing grade, or the published required grade in a course, the student may repeat the course to obtain a higher grade but must submit a written request to repeat the course to the Dean of Academic Affairs.

If a student is withdrawing from a term or requesting a leave of absence, the appropriate non-punitive grade will be entered for courses scheduled in a manner that is consistent with the suggested sequence and required course prerequisites as outlined in this academic catalog.

If a student is anticipating receiving transfer credit but has not yet produced an official transcript, the student will be registered for courses in a manner that is consistent with the suggested course sequence and required course prerequisites as outlined in this academic catalog.

If a student produces an official transcript to receive credit for a course they are currently enrolled in but does so after the published add/drop period, or after a course has concluded, no transfer credit will be recorded for that course.

Students generally take two to three courses per module with a full-time student taking a minimum of 12 credit hours per semester to maintain full-time status. Any student who wishes to exceed an academic load of 14 credits per semester must be in good academic standing with a cumulative grade point average of at least a 2.0 and receive approval from, 1) the Department Chair, 2) the Dean of Academic Affairs, and 3) the Financial Aid Office.

ADD/DROP PERIOD

Students may make adjustments to their class schedule only during the Add/Drop period, which concludes at the end of the first week of the module. The college advises students to recognize the possible negative effect of any course withdrawal on their academic progress requirements and eligibility for financial aid. Program changes, and requests for the applicability of transfer credits, or proficiency credits, must also be processed by the conclusion of the add/drop period, should the outcome affect the student schedule.

ADVISEMENT

Students are assigned an Academic Advisor at the beginning of their first module of classes. The Academic Advisor meets regularly with the student to help answer questions regarding the student's program of study, scheduling, and academic progress.

ATTENDANCE

Mildred Elley does not have an institutional policy requiring the taking of attendance except for the purpose at the beginning of a module ("census period") to determine and confirm that a student has registered and successfully begun that term's coursework.

Regular participation in courses is essential to each student's academic success. On campus, attendance is defined as attendance at a scheduled course meeting. Further requirements for attendance and participation are defined in each course's syllabus. Students must register attendance in online coursework by posting to a discussion board or drop box, attending a seminar, or participating in a quiz or other classroom activity as (logged/registered/tracked) by the online platform.

A student who has not posted attendance by the end of the census period (defined as the first two weeks of a given module) will be withdrawn from the school. In this instance, all classes for their current module (and any module scheduled thereafter) will be dropped.

The college takes attendance only during the census period of a module. Please note, during the census period, ANY attendance/academic activity in ANY ONE course constitutes an intent to sit for the module despite the frequency of the attendance or academic activities. Once that attendance/activity has been documented, the student is no longer in danger of being attendance-withdrawn from the school for that module. If a student fails to register attendance as outlined in any single course, that student will be withdrawn from that course alone. This may result in the student being enrolled part-time and would have an impact on financial aid availability for the semester.

The college expects each student to accept total responsibility for meeting all the academic requirements for each course in which they are enrolled. The faculty determines the requirements and regulations for each division based upon the academic requirements for each curriculum and/or course. Excessive absenteeism may result in grade reduction and/or other penalties, as deemed appropriate.

ACADEMIC CALENDAR

The college operates on a sixteen-week semester calendar consisting of three full semesters in one calendar year. Each semester is further divided into two modules of equal duration of approximately eight weeks.

Students will generally take two to three courses per module with a full-time student taking a minimum of twelve credit hours per semester to maintain full-time status. Students who wish to exceed an academic load of fourteen (14) credits per semester must seek approval from the Office of Financial Aid and the Dean of Academic Affairs.

COURSE SCHEDULE CHANGES

The Office of the Registrar makes all official schedules and schedule changes. Students who wish to change their schedule must first meet with their Academic Advisor for approval, prior to the official change by the Registrar. Students are also encouraged to meet with a Financial Aid Advisor, as a schedule change may increase or decrease academic load or contain courses not applicable to the program of matriculation, which in turn may adversely affect a student's financial aid eligibility.

ANTICIPATED GRADUATION DATE

A student's expected graduation date may change as a result of a course failure, repeating a course, taking courses in a sequence not recommended by an advisor, Department Chair, or Dean, taking a Leave of Absence, changing divisions, or if a course is canceled or not offered for any reason.

CANCELLATION OF UNDER-ENROLLED COURSE SECTIONS

The institution reserves the right to cancel any course section that it deems to have insufficient enrollment. The right to cancel course sections includes classroom, laboratory, and/or clinical sections.

While the institution strives to offer courses in the prescribed sequence for all enrolled students, there are occasions due to circumstances beyond the control of the institution, where course enrollment decreases to levels that are not academically or fiscally appropriate.

In the event that a course section is canceled due to under-enrollment, the student will be offered other available course enrollment options for the current term, if available. If the student's enrollment preference is unavailable during the current term, the student may need to enroll for the course and enrollment preferences in a future term.

OUT-OF-STATE STUDENT LICENSURE DISCLOSURE

Students who reside in a state other than the licensure program they are enrolled in should be advised that the institution does not imply or guarantee that the requirements for the licensure program the student is enrolled in will meet the requirements for licensure in the student's home state of residence. The following are the licensure programs offered by the campus and indicate the state in which the student is eligible to apply for licensure after graduation requirements are fulfilled:

Campus	Licensure Program*	<u>State Where Student Can Apply for Licensure**</u>
New York City	Practical Nursing	New York
New York City	Massage Therapy	New York

** licensure requires successful completion of a licensing exam. Mildred Elley does not guarantee licensure.

*upon successful completion of program graduation requirements.

Similarly, if a student is enrolled in a licensure based programs and moves to a different state, the institution does not imply or guarantee that the student will be eligible to be licensed in their new state of residence.

Determination of a Student's Physical Location

A student's physical location is determined by the address the student enters on their admission's application.

Notification to Students

The disclosure to students regarding State-Specific Educational Requirements is given to the students during the application process. The disclosure is also sent to students via their Mildred Elley email on the following schedule:

1. Every eight (8) weeks at the beginning of a new module, an automatic email will be sent to all students enrolled in licensure programs through Campus Café. The email recipients will be determined by the program in the system as of the date the email is scheduled to send.
2. An automatic email will be triggered in Campus Café to be sent to a student's Mildred Elley email any time the State field is changed in the student's address record.

Records are able to be changed via the following methods:

- Student Portal – each student has access to their student portal through the Campus Café Student Information System. There is a link for contact information which the students can access at any time in order to update their address or other contact information. The institution sends emailed reminders to the students every eight (8) weeks at the beginning of a new module to update their contact information if it has changed.
- Registrar's Office – students may change their address in person at the Registrar's Office by filling out a Student Change Form.

OUT OF CLASS WORK

Students are expected to engage in two hours of academically related activity outside of the classroom for each hour of scheduled class time. Students enrolled in online courses are expected to engage in an equivalent amount of scheduled and out of class academically related activities.

EXPERIENTIAL/PRIOR LEARNING CREDIT

Mildred Elley does not currently grant Prior Learning credit.

STUDENT USE OF MICROSOFT 365 SUITE

Active and enrolled students have use of the Microsoft 365 Suite of licensed products. This includes Microsoft Outlook, Word, Excel, PowerPoint, Teams, SharePoint, and more. The Microsoft 365 student use license is only valid for the time a student is enrolled at the institution. When a student graduates or otherwise ceases enrollment at the institution, the licensed use of Microsoft 365 likewise ceases.

TRANSCRIPTS

Transcripts are issued through the Registrar's office. Transcripts can be requested online at mildred-elley.edu/transcripts. Students can click on the campus they attended and complete the required contact information, including the dates enrolled. There is a \$17.50 fee for an official transcript that must be paid by credit or debit card. The card is not charged until the College sends your transcript. The transcript will be delivered in 2 to 5 business days. They can be delivered by electronic upload, mail, or held for pick-up. Order updates will be sent via email or text message or can be tracked online. Students can also submit a signed, written request to the Office of the Registrar. A balance due to the school could result in denial of a student's ability to participate in graduation ceremonies and/or receiving their diploma until all financial obligations to the college are satisfied. Please note that the transcript fee and process are subject to change at any time.

NEW YORK STATE HIGH SCHOOL EQUIVALENCY

Mildred Elley students who were admitted on the Ability-to-Benefit (ATB) basis may be eligible to earn a New York State High School Equivalency through earning college credit as students at the college. The requirements for earning a HSE usually include a grade of C or better in the following distribution of twenty-four credits of coursework as a part of studies as a matriculated candidate in a degree or certificate program:

- 6 semester credit hours in English Language Arts (courses in English Composition, English Literature, Speech, Creative Writing, etc.);
- 3 semester credit hours in Natural Science (Biology, Chemistry, Physics, Life Science, Geology, Botany, Zoology);
- 3 semester credit hours in Mathematics (Math, Calculus, Statistics, Business Math, Technical Math);
- 3 semester credit hours in Social Sciences (History, Sociology, Psychology, Economics, Political Science, Labor Studies);
- 3 semester credit hours in Humanities (courses in Literature, Foreign Languages, Art History/Art Appreciation, Music Appreciation, Theatre, Philosophy, Religion); and
- 6 semester credit hours in other courses from within the program requirements.

Please see the Office of Academic Support and Advising for more information about this option.

GRADUATION REQUIREMENTS

Candidates for graduation from Mildred Elley must successfully complete the required number of courses and semester credit hours for their chosen curriculum. Students must have a cumulative grade point average (GPA) of 2.0 (a “C”) or better, and a minimum of 50 percent of the total credits or hours required for their program must be earned at Mildred Elley.

To be eligible for Mildred Elley to confer a degree or credential, students must satisfy all outstanding academic and administrative and financial obligations to the institution in place at the time the students seek to graduate. This includes completing any remaining academic or administrative documents, submitting a graduation checklist, and ensuring that all financial commitments are resolved and are current (e.g., all financial aid requirements met, student account paid or has a payment plan in place, etc.).

Participation in the graduation ceremony does not guarantee that a student has officially graduated. The Office of the Registrar certifies graduation only after a thorough audit confirms that all certificate or degree requirements have been met.

Additional Degree or Certificate

Any student who graduates from Mildred Elley and returns for an additional degree or certificate must achieve a cumulative grade point average of 2.0 for all courses taken for the additional degree or certificate. The grades earned and quality points awarded from prior degrees or certificates at Mildred Elley are not used in the cumulative grade point average calculated for the additional degree or certificate to determine graduation eligibility.

GRADUATION HONORS

At commencement exercises, the college recognizes and honors credential recipients according to their academic program cumulative GPA as follows: 3.400-3.599, *cum laude*; 3.600-3.799, *magna cum laude*; 3.800-4.000, *summa cum laude*.

NHA EXAMS

The Medical Assisting Department at Mildred Elley offers the opportunity for students who successfully meet the requirements to take national certifying exams through the National Healthcare Association (NHA). There are four exams our students may be eligible to take based on program and courses taken. These exams are:

- CPT – Certified Phlebotomy Technician
- CET – Certified EKG Technician

- CCMA – Certified Clinical Medical Assistant

Each of these exams demonstrate mastery of skills and information in the areas tested. Certification is highly desirable and is required by many employers in the Medical Assisting field. Each of these certification exams help make our students more marketable as they start their new career.

INDEPENDENT AND DIRECTED STUDY POLICY

An independent or directed study is a limited course option available to students when course-sequencing issues prohibit a student from graduating or progressing in a program. All independent or directed study must be under the supervision of a faculty member. Please note that laboratory, skills-based, and clinical courses may not be taken in an independent or directed study modality.

An independent or directed study is a course for academic credit that offers a student an individualized educational experience. Independent or directed study involves a high level of self-direction on the part of the student to read, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter.

Learning Expectations

Students taking an independent directed study course are expected to meet all of the course competencies. Students are evaluated according to criteria similar to those employed in standard offerings of the course.

Independent or directed study must occur under the supervision of a faculty member. A learning contract, signed by the faculty member and the student, must be developed to ensure that the course objectives are met.

Course Enrollment Limitations

A student enrolled in an associate degree program may take ***no more than six credits*** of independent or directed study.

A student enrolled in a certificate program may take ***no more than three credits*** of independent or directed study.

WHAT IS A FULL-TIME / PART-TIME STUDENT?

Full-Time Student

A student who takes 12 or more credits during a semester (2 eight-week terms).

Part-Time Student

A student who takes less than 12 credits during a semester (2 eight-week terms).

DEFINITION OF CREDIT AND METHOD OF DELIVERY

In credit-bearing programs, the unit of credit awarded is a semester credit hour. *A credit hour is an amount of work represented in intended learning outcomes and verified by student achievement.* The credit is determined based on the method of delivery. One semester credit hour equals, minimally, fifteen hours of lecture, or thirty hours of laboratory, or forty-five hours of internship, or a combination thereof. A class hour is fifty minutes. *One hour of direct faculty instruction and a minimum of two hours of out of class student work are expected for one semester credit. For academic activities such as laboratory work, internships, studio work and practical, at least an equivalent amount of out of class student work is expected for one semester credit.*

LANGUAGE OF PROGRAM DELIVERY

All programs are delivered in English.

CREDIT HOUR RATIOS

Credit hours are granted for various types of instruction as follows:

- Classroom lecture/discussion credit: one credit hour constitutes one contact hour (1:1)
- Laboratory credit: one credit hour constitutes two contact hours (1:2)
- Clinical credit: one credit hour constitutes three contact hours (1:3)

DEFINITION OF CONTACT HOUR AND METHOD OF DELIVERY FOR ONLINE COURSES

Online Credit Hour/Contact Hour Guidelines

Credit is awarded based on contact hours and evidence of student outcomes. Calculation of credit hours in an online or blended format course is based on the consideration of the following activities:

Activities that may qualify as "direct contact" have the direct oversight or supervision of the course instructor. Examples include: Interaction with posted modules or lessons written or procured by the instructor; Chat room, phone, in-person, email, or video-conference discussions with the instructor and/or other students; Discussion board or wiki posting and Presentations. Activities that may qualify as "hours outside of class" are independently pursued and would include: Reflection and study; Research; Reading; Writing, particularly writing outside of discussion boards; and Individual or group projects.

Success in an online course requires active engagement in all online activities as well as outside preparation for the class. On average, the student is expected to spend 15 hours a week reading textbooks and articles, reviewing class notes, watching any videos posted, preparing questions for the next class session, and engaging in the online discussions, and completing assignments. The student is responsible for all assigned readings.

What is Online Learning?

Online education utilizes the Internet or videoconferencing to create learning communities. Course materials are provided on a Web site: <https://elearn.mildred-elley.edu>

Email, bulletin boards, forums, blogs, wikis and chat rooms are used to interact with other students and teachers.

Online courses at Mildred Elley require consistent access to a computer (not a smartphone or tablet) that has the following:

- High-speed internet access (cable, DSL, etc.)
- Recent browser such as Google Chrome 30.0, Mozilla Firefox 25.0, Apple Safari 6, or Internet Explorer 9
- At least 2 GB memory
- At least 10GB free disk space
- Sound card with speakers
- Updated and active anti-virus software
- Microsoft Office (Word, PowerPoint, Excel). This can be obtained for free through your student email account on portal.office365.com

Online learning may refer to a range of approaches, from making resources available electronically to the creation of rich, interactive, online experiences involving synchronous and asynchronous learning environments. In an effort to provide a comprehensive educational experience, an enrolled student can be expected to participate in a course using an online modality. Enrollment in an online course may include designated major courses or elective offerings. Skills based Massage Therapy and Practical Nursing courses are not offered in an online modality.

A consortium agreement enables enrolled students in an eligible program of study at the Mildred Elley, New York City Campus, (hereafter referred to as the Home Institution), to enroll in online courses delivered by Mildred Elley, Albany, NY Campus, (hereafter referred to as the Host Institution), that apply toward the academic requirements of a certificate, diploma, or degree program at the student's Home Institution.

Courses taken online will allow students to earn academic credit that is awarded by the Home Institution. At least 25% of the program must be delivered by the Home Institution.

Coursework will be delivered in an online format to students enrolled at the Home Institution and supported by services offered by both the Home and Host Institutions. The Home Institution will maintain control of the educational delivery system through the requirements and expectations outlined in this agreement. The Home Institution retains ultimate responsibility for the delivery of its programs and the satisfaction of its students.

Online Learning Environments

Online environments include:

- **Asynchronous** - Asynchronous Learning is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place. This approach combines directed study with asynchronous interactions to promote learning. The online learning resources used to support asynchronous learning include email, electronic mailing lists, threaded conferencing systems, and online discussion boards. These asynchronous forms of communication are sometimes supplemented with synchronous components, including text and voice chat, telephone conversations, videoconferencing, and even meetings in virtual spaces where discussions can be facilitated among groups of students.
- **Synchronous** - Synchronous Learning refers to a learning environment in which everyone takes part at the same time. Students in synchronous learning environments will participate in a live class via Microsoft Teams at a scheduled time. Instant messaging or live chat, webinars and video conferencing allow students and teachers to collaborate and learn in real time.
- **Blended or Hybrid Learning** – Blended or Hybrid Learning refers to courses offered partially on the ground, face-to-face, in a traditional classroom environment, and partially by distance education in an asynchronous or synchronous modality. Typically, blended or hybrid courses will meet for one meeting time in a classroom and one meeting time synchronously via Microsoft Teams.

Student Identity Verification in Distance Education

To authenticate student identities in distance education, Mildred Elley uses one or more of the following methods for verification:

- A secure login with username and password
- Proctored examinations (on-site or at a distance, including Proctorio and Examity)
- New or emerging technologies and practices that are effective in verifying student identification.
- Comparison of student work with previously assigned work or plagiarism databases.

All methods of verifying student identity must protect the privacy of student information in accordance with the Family Educational Rights and Privacy Act (FERPA), as well as any other applicable laws or regulations regarding the confidentiality of personally identifiable information.

Personally identifiable information collected by the College may be used as the basis for identity verification. This information may include a combination of the following:

- Student ID number
- Last 4 digits of the student's Social Security Number.
- At least 2 other pieces of information, such as the student's email address on file, date of birth, address, or username.

Mildred Elley is authorized to offer distance education courses, hybrid courses, and in-classroom instruction. Mildred Elley does not offer any fully distance education programs. As students are required to attend in-person classes on campus, there are no additional fees or travel requirements related to student identity verification.

HONORS AND AWARDS

Dean's List/President's List

A student receiving a GPA of at least 3.500 to 3.799 and earning at least six credits in any module will be placed on the Dean's List for that module. A student receiving a GPA of 3.800 or higher and earning at least six credits in any module will be placed on the President's List for that module. A student who takes less than six credits for a term as outlined in the suggested course sequence, may also be eligible to be placed on the Dean's List or the President's List as appropriate.

Course Identification System

Courses are identified by an alphanumeric code. The code starts with an alphabetical designation that indicates curriculum area, as follows:

ACC	Accounting	IL	Information Literacy
BIO	Biological Sciences	LPN	Practical Nursing
BM	Business Management	MA	Medical Assisting
CHM	Chemistry	MAT	Mathematics
DLP	Computer Applications	MT	Massage Therapy
ECO	Economics	PHI	Philosophy
ENG	English/Oral Communications	PL	Paralegal Studies
ESC	Environmental Science	PSC	Political Science
GS	General/Interdisciplinary	POM	Professional Office Management
Studies		PSY	Psychology
HEA	Health and Wellness	SOC	Sociology
HUM	Humanities		

The curriculum code is followed by a three-digit numerical code. Courses numbered 100-199 are generally introductory and foundation courses. Courses numbered 200-299 are generally courses with more advanced subject matter. These courses are open to students who have completed prerequisites, if applicable.

GRADING SYSTEM

The following is the grading scale used at the college:

GRADE	DESCRIPTION	VALUE
A	93.000-100.000	4.00
A-	90.000-92.999	3.70
B+	87.000-89.999	3.30
B	83.000-86.999	3.00
B-	80.000-82.999	2.70
C+	77.000-79.999	2.30
C	73.000-76.999	2.00
C-	70.000-72.999	1.70
D+	67.000-69.999	1.30
D	63.000-66.999	1.00
D-	60.000-62.999	0.70
F	Under 60	0.00
I	Incomplete	0.00 j
LOA	Leave of Absence	0.00 v
P	Pass	0.00 j
PR	Proficiency	0.00 v
RW	Requirement Waived	0.00 v
S	Satisfactory	0.00 j
TC	Transfer Credit	0.00 j

U	Unsatisfactory	0.00 j
W	Withdraw	0.00 v

⌀ Grades with this designation are not calculated in the student's cumulative grade point average but are included in the calculation of the quantitative standards of satisfactory academic progress.

❖ Grades with this designation are not included in the student's cumulative grade point average or the calculation of the quantitative standards of satisfactory academic progress.

All LPN (Practical Nursing) prefixes, the minimum passing grade is "C", or 73%. Students averaging below 73% will not be considered as successfully meeting the course requirements and must repeat the course.

All MT (Massage Therapy) Licensure Courses must have a minimum grade of "C+", or 77%.

All MA (Medical Assisting) clinical courses must have a minimum grade of "C", or 73%.

Internship courses are graded as Pass/Fail.

FINAL GRADE DEADLINE

Final grades are due within twenty-four (24) hours of the last class meeting. All final grades must be posted in Campus Café. There are no exceptions to the final grade submission deadline.

APPEAL OF A FINAL GRADE

In the event that a student wishes to appeal a final grade, a student must do so by following the appeal policy described in this catalog as the Institutional Grievance and Decision Appeal Procedure.

The grade appeal process is a formal procedure for settling disagreements between students and course instructors about course grades. The grade appeal process is intended solely to discover and correct any problems related to the application of course grading standards to individual students.

The grade appeal process is not intended to deal with complaints about the general conduct of courses, complaints about quality of instruction, or discrimination/harassment complaints. These issues are to be handled separately by student complaints made to the Department Chairperson or Dean of Academic Affairs.

The grade appeal process does not permit a student to request additional time to complete coursework that was not submitted during the scheduled term.

If a student is having difficulty submitting assignments in an online course or experiencing communication problems with an online instructor, a student must report these issues immediately in writing to the Department Chair or Dean of Academic Affairs of the home campus. Failure to report these issues in writing while an online course is in session may negatively affect any potential final grade appeal.

Policies Governing Grade Appeal Actions

- A grade appeal is only available before the student's degree is awarded.
- An appeal of a final grade must be submitted in writing to the Department Chair.
- An appeal of a final grade must be submitted in writing and within thirty (30) calendar days of the end of the module in which the grade being appealed is included.
- During this 30-day period, the student must also engage in an informal attempt to resolve the disagreement. Within the thirty (30) calendar-day period for filing a grade appeal, the student must discuss the course grade with the instructor who assigned the grade in question. If this instructor is not available, the student should contact the department chairperson, who will attempt to facilitate contact between the course instructor and the student. A student would be well advised to contact the department chair immediately if the attempt to contact the course instructor fails and to copy the department chairperson on all correspondence during this period.

- The course instructor's grading policy, as published in the course syllabus, shall be the grading standard for the course. The student is responsible for knowing the grading policy, which may include class attendance requirements, and for meeting the requirements for grades as specified by the instructor's policy.
- A student may not base a grade appeal on disagreement with the grading policy as established and published by the course instructor.
- The difficulty of the grading standards and/or expectations for student performance in the course shall not be an issue in the grade appeal.

INTERNSHIPS

Certain courses and certain programs of study may require an internship component to be successfully completed at off-campus locations.

Students in programs with these requirements may need to fulfill hours outside of their enrolled cohort and must arrange their own transportation to and from the sites. Mildred Elley will make every effort to obtain internship opportunities that are accessible by mass transit and/or in the student's desired area of concentration, but choice of a site cannot be guaranteed.

Scheduled internship hours will reflect the traditional daytime hours of operation for medical and business facilities. Students are urged to make the necessary accommodations to be available weekdays from 9 am to 6pm, sixteen (16) to twenty (20) hours per week, to fulfill their internship requirements.

Internship Policies

- The Department Chair or appropriate designee must approve all internship experiences in writing before the internship experience commences.
- A student must have a cumulative grade point average of at least 2.0 to participate in any scheduled internship.
- All internship experiences must occur under the supervisor of the Department Chair or a designated qualified faculty member.
- All internships are to be offered at the end of an academic program. Specifically, an internship must be offered during the last term of a student's attendance. If exceptional circumstances are warranted, the Dean of Academic Affairs on the campus may permit a student to begin an internship in the second to last term of anticipated attendance. Such a request from the student must be in writing and must be approved by the Department Chair and the Dean of Academic Affairs.
- All internships for credit-earning programs must occur within the geographic region served by the institution.
- The institution is not responsible to secure an internship site for any student who moves outside of the geographic region served by the institution while enrolled in a program of study.
- Students must contact their Department Chair or Internship Coordinator to secure an internship site. Failure to do so may result in not securing an internship for the module in which the student was scheduled.
- Prior to starting their internship, students enrolled in the Medical Assisting or Clinical Medical Assistant program will need to successfully pass clinical competencies to ensure they are prepared for their internship. In the case of a student who fails their competencies, they will not be allowed to proceed with their internship until they successfully demonstrate they have mastered their competencies.
- Any student who is terminated from a scheduled internship experience by the internship site or by the institution for any reason will be considered to have failed that internship and will receive a final grade of "F."
- All required internship documentation must be submitted within 20 calendar days of completing internship hours.

INCOMPLETE GRADE

An Incomplete grade ("I") is given to a student experiencing extenuating circumstances that make one unable to complete the course's work by the end of the module. The following statements apply to any consideration for the assignment of an incomplete grade.

- The student's work to date must be at a passing level;
- Attendance has been satisfactory through at least 60% of the term;

- A documented illness or other documented extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete grade before the end of the academic term;
- The instructor and student complete the Contract for Incomplete Form before the end of the academic term;
- An incomplete grade **cannot** be granted for any supervised clinical experience.
- For students who have requested a Leave of Absence after the add/drop period due to unforeseen circumstances, please view the Leave of Absence policy for information regarding incomplete grades.

The student must complete a Contract for an Incomplete Form at the time an incomplete grade is assigned. The Contract for Incomplete Form must be signed by the student, the instructor and also signed and approved by the Department Chair. The college gives a student thirty *calendar* days from the end of the module to complete the required work. If the student does not complete the required work, the instructor will award the otherwise earned grade the student should receive, including a failing grade ("F" or "U"), if applicable. A grade of "F" will be included in the student's cumulative grade point average.

REPEATING A COURSE

Students who withdraw from a course or who receive a failing grade in any required course at Mildred Elley will need to repeat that course in order to fulfill the requirements for graduation. If a course must be repeated, the student will be charged the appropriate tuition rate for the credits/hours of that course. All failing/unsatisfactory grade notations will appear on a student's transcript and will count in the calculation of the standards of satisfactory academic progress. Once a course is repeated, the most recent grade earned will replace the prior grade in the student's cumulative grade point average.

Students who fail an elective course may choose to repeat that course or take a different elective. However, if the student chooses to take a different elective, both the original grade and the grade for the new elective are included in the student's cumulative grade point average. All courses count as credits attempted even if the student repeats a course.

Students who receive a passing grade or the published required grade in a course, may repeat the course to obtain a higher grade but must submit a written request to repeat the course to the Dean of Academic Affairs.

MULTIPLE COURSE REPEAT POLICY

A student may enroll for a class up to a maximum of three times. Any student needing to take a class for the third time will be required to meet with a member of the Academic Support team prior to being registered for the course. The student and Academic Support personnel will develop a Plan for Academic Success (PAS) to support the student's efforts for success. If the student is not successful on their third attempt, the student must submit a written appeal to the Dean of Academic Affairs and receive approval for a fourth course attempt.

WITHDRAWAL FROM A COURSE

A student who has no attendance or academic activity in a course(s) OR who has filled out proper course drop paperwork during the add/drop period will be dropped from their course(s). For students who have filled out course drop paperwork, any attendance or academic activity posted by the student cannot exceed the add/drop period.

A student may drop a course (or courses) for compelling medical reasons at any time during a module with the permission of the Dean of Academic Affairs. The Dean of Academic Affairs, in consultation with the Department chairperson, is authorized to determine whether a student should receive an "I" (incomplete) grade, depending on the nature of the student's medical condition.

WITHDRAWAL FROM THE COLLEGE

A student who plans to withdraw from the school must meet with their Department Chair and the Dean of Academic Affairs to complete a Withdrawal Form that outlines further steps to be taken. The last date to withdraw and drop courses is the end of the add/drop period. Please see the appropriate section of this catalog for the school's tuition refund policy.

PROGRAM CHANGES

In order to change a program at Mildred Elley, a student must meet with his/her Academic Advisor or Department Chair to complete a Program Change form. Students must also meet with a Financial Aid Advisor to assess eligibility based on the new program. Program changes are only processed at the completion of a term or during the add/drop period. Once the student has met with the appropriate staff members, the student's schedule will be modified to reflect the new program.

Any change of program may delay a student's graduation date. If a student changes a program of study, only courses that are applicable to the new program of study, including elective and restricted elective coursework, will be considered for the purposes of the calculation of the quantitative and qualitative standards of satisfactory academic progress on a going forward basis. Prior to September 2009, courses taken under the previous program of study were designated with the symbol "#" preceding the grade value.

Please note that some programs in the institution, such as Practical Nursing and Massage Therapy, have specific admissions requirements and/or limitations as to the number of students accepted. Thus, applying for transfer to such a program does not mean automatic acceptance, and additional documentation and paperwork may be required in order for the institution to consider the transfer request.

PROFICIENCY EXAMINATION POLICY

We do not currently offer any Proficiency Exams

TRANSFER TO ANOTHER COLLEGE AND CAREER PREREQUISITES

Students who intend to transfer to other colleges or enroll in four-year institutions after completing their program of study at Mildred Elley must determine the requirements of those institutions and plan their program of study accordingly.

Mildred Elley makes no guarantee, claim, or representation that the credits earned at Mildred Elley will transfer to other institutions. The ability to transfer credits will be determined by the college to which the student is transferring.

Students must be aware that articulation agreements differ from institution to institution. To obtain details regarding which Mildred Elley programs are eligible and acceptable for transfer, please contact the Office of the Dean of Academic Affairs.

Similarly, students who intend to take state or foreign examinations, certifications, or licensure tests must determine requirements of those jurisdictions prior to commencing their program of study. Mildred Elley makes no guarantee, claim, or representation that the programs of study completed or credits earned at Mildred Elley will qualify its graduates for or guarantee the passage of such examinations, certifications, or licensure tests.

MASSAGE THERAPY PROGRAM-SPECIFIC ACADEMIC POLICIES

Passing Grades

For students matriculated in a Massage Therapy program, all courses must be completed with a minimum grade of "C+", or 77%, or above. Grades below "C+" (77%) are considered to be not successfully meeting course requirements for the purpose of the program and must be repeated. Students who receive grades below the requirements in any two (2) courses will be automatically withdrawn from the Massage Therapy program.

Grade Appeal Policy

In the event that a student wishes to appeal a final grade, he/she must do so by following the appeal policy. An appeal for a final grade must be submitted within 30 days of the end of the term in which the grade being appealed is included.

If you have difficulty submitting assignments in an online course, you must report it immediately to the Department Chair or Dean of your home campus. Failure to report such issues in writing while an online course is in session may negatively affect any potential final grade appeal.

Massage Therapy Program Dismissal Policy

A student dismissed from the massage therapy program due to course failures may appeal in writing to the department chair of massage therapy. The appeal must be a statement about why they want to be a massage therapist and how they will achieve passing grades for the remainder of the massage therapy program. An appeal will not be accepted more than twice.

A student who submitted two appeals and has received another course failure will be notified by the department chair in writing. Re-entry into the massage therapy program at this time will be determined on a case-by-case basis. A meeting with the department chair must happen within three days of the dismissal letter. There is no guarantee for re-entry. Re-entry will be decided by the department chair.

Statement of Behaviors

Students who do not demonstrate professional and ethical behaviors consistent with published massage therapy practice guidelines, as determined by licensed faculty and instructors, will be terminated from the Massage Therapy program.

PRACTICAL NURSING (PN) PROGRAM-SPECIFIC ACADEMIC POLICIES

Students should refer to their Nursing Student Handbook for all nursing specific policies and procedures.

Student Performance in the Preparatory Component & Progression to the Professional Stage

A student accepted into the Practical Nursing program advances to the professional stage of the program per the established enrollment schedule, provided that:

- They earn a grade of B- (80%) or higher for every course taken in the preparatory stage of the program;
- They have fulfilled all special conditions on their acceptance, such as unfulfilled prerequisite courses;
- They maintain satisfactory academic progress;
- They have not been subject to any disciplinary violations or other incidents at the college;
- They have no outstanding financial obligations to the institution, i.e., their student accounts are fully paid or are scheduled to be paid through the appropriate financial aid programs.

Students who do not meet any of the above requirements will either be evaluated on an individual basis for progression into the professional stage of the program (if seats are available), transfer to another program offered by the college, or separate from the institution.

Student Performance in the Professional Component of the Program

Each state and/or profession has procedures for certification and licensure including, among others, consideration of felony convictions, pending criminal charges and professional misconduct. As a result, completion of a program does not guarantee licensure or certification.

Students admitted to the professional component of the program are required to:

- Be available for, and attend all scheduled lectures, labs, and clinical experiences. Clinical rotations are scheduled at a variety of locations in the New York City area, and students are responsible for their own transportation to these sites.
- Clinical experiences are normally scheduled in eight-hour shifts, twice or three times per week. The college will make an effort to accommodate student needs; however, scheduling of clinical experiences is driven by the health care agency needs, availability of instructors, and the need to maintain the high educational quality of the program and, as such, cannot be guaranteed for certain days or times. Clinical experiences are scheduled: Monday – Friday 8am-5pm; evening/weekend, Monday – Friday 5pm- 11pm and Saturday/Sunday 8am- 6pm. Days and times are subject to change based on faculty availability, and clinical facility scheduling and availability. Attendance at the clinical experience may be required on a scheduled holiday.
- Students enter into a sixteen (16) month program that each student must complete in twenty-two (22) months or less. The period of six months is given to accommodate any unforeseen personal circumstances that may befall any student wherein the student may require a leave of absence of up to six (6) months.

Standard Course Progression – Practical Nursing

MODULE 1 BIO 112 (3cr) GS 102 (3cr) *Students must pass BIO 112 in order to take BIO 110.	MODULE 3 BIO 210 (4cr) PSY 105 (3cr) *Student must pass all coursework to this point in order to enter the PN proper courses.	MODULE 5 LPN 210 (5cr) LPN 120 (1cr)	MODULE 7 LPN 240 (6cr)
MODULE 2 BIO 110 (4cr) ENG 102 (3cr) *Students must pass BIO 110 in order to take BIO 210.	MODULE 4 LPN 122 (1cr) LPN 130 (4cr) BIO 211 (3cr) *Students must pass all courses above in order to enter clinical rotations.	MODULE 6 LPN 230 (6cr) GS 251A (1cr)	MODULE 8 LPN 220 (5cr) LPN 280A (1cr)

For up-to-date program information or program-specific questions, please contact the Practical Nursing Department Chair at 212-380-9004.

Appeal Process

A student, who wishes to appeal an adverse decision by the Department Chair, may appeal such a decision through a written petition to the Dean of Academic Affairs within one week of an adverse decision being communicated to the student. The Dean of Academic Affairs will respond within one week after receiving the appeal.

REGISTERED DEGREE PROGRAMS

Mildred Elley's Associate's degree and undergraduate Certificate programs are designed to prepare each student for quality job opportunities with career potential. The college tailors each program to meet the student's goals and provides the support necessary for success.

The faculty's goal is for students to succeed in their programs and secure jobs with promising futures.

The investment of the student's time and energy is matched by the college's commitment to providing students with a meaningful, quality education. The successful student will be prepared for further study, an exciting new career, and/or advancement in a current job through newly learned skills.

Mildred Elley offers: Associate in Occupational Studies (A.O.S.) degree and undergraduate Certificate programs. Please note that:

The Associate in Occupational Studies (A.O.S.) degree is designed to be completed in five semesters, or 80 weeks. The Massage Therapy A.O.S. degree program's normal length of study is six semesters, or 96 weeks.

The undergraduate Certificate programs are designed to be completed in three semesters, or 48 weeks. The Practical Nursing certificate program's normal length of study is four semesters, or 64 weeks. The Massage Therapy certificate program's normal length of study is five semesters, or 80 weeks.

Each course is usually offered at least once during the calendar year. All of the courses in every program are not offered every semester. The college reserves the right, without prior notice, to change the semester in which a course is offered, to change a course description, or to cancel or add any course. Additional course information may be secured from the Office of the Registrar or the appropriate Department Chair. The Dean of Academic Affairs, Campus President, and/or their designee may waive the prerequisite requirement for a course.

To prepare graduates for employment, all degree and certificate students are offered an opportunity to participate in an employer-based internship or clinical experience program. This experience provides students with actual work assignments that are related to their field of study. An internship is a program requirement in several programs offered by the institution. The institution is not responsible for securing an internship site for any student who moves outside of the geographic region served by the institution while enrolled in a program of study.

PROGRAM GOALS

Massage Therapy

The aim of the Massage Therapy Program at Mildred Elley is to provide students with an education that places emphasis on contemporary massage therapy that will enable them to explore potential career paths in the health-related industry.

The Massage Therapy Program will:

1. Provide a curriculum that meets and maintains the standards of practice in the State of New York.
2. Facilitate student learning by applying different learning environments, which will promote critical thinking skills.
3. Prepare students to take the New York State License examination for Massage Therapy following the completion of the program.
4. Encourage and foster lifelong learning in health care by providing information for Continuing Education in Massage Therapy.
5. Provide career counseling for personal and professional growth in order for our students to accomplish their career goals.

Medical Assisting

The aim of the Medical Assisting Programs at Mildred Elley is to provide students with an education that places emphasis on contemporary medical knowledge that will enable them to explore potential career paths in the health care industry. Through an internship component, the program will expose and prepare the students to various employment opportunities and career advancement.

At the conclusion of the Medical Assisting Programs students will:

1. Demonstrate accurate performance of clinical skills such as obtaining vital signs, rooming the patients, performing phlebotomy, performing laboratory tests and procedures, and sterilizing instruments.
2. Identify and calculate appropriate medication dosages.
3. Apply ethical thinking and behavior to professional situations and current events.
4. Engage in appropriate discussion of treatment with other health care professionals.
5. Maintain confidentiality and privacy of patients and patient information as required by HIPAA and other regulations.
6. Recognize and accept the wide diversity of opinion that exists among people.
7. Apply standard practice of care and critical thinking to clinical situations.

Practical Nursing

The aim of the Practical Nursing Program at Mildred Elley is to provide students with an education that places emphasis on contemporary nursing knowledge that will enable them to explore potential career paths in the health care industry. Through the clinical component, the program will expose and prepare the students to various employment opportunities and career advancement.

The Practical Nursing Program will:

1. Provide a curriculum that meets and maintains the standards of practice as a practical nurse in the State of New York as evidenced by the NCLEX pass rate (as measured by attaining an 80% annual program passage rate on the NCLEX-PN exam).
2. Facilitate student learning by applying different learning environments which will promote critical thinking skills.
3. Prepare students to take the NCLEX-PN examination following the completion of the program (as measured by 90% of students taking the NCLEX-PN exam within three months of completing the program).
4. Encourage and foster lifelong learning in health care by providing information for membership to National Association for Practical Nursing Education and Services, Inc. (NAPNES).
5. Provide career counseling for personal and professional growth in order for our students to accomplish their career goals (as measured by an 80% job placement rate)

DEPARTMENT OF MASSAGE THERAPY

Massage Therapy A.O.S. Degree Program

HEGIS Code 5299

96 Weeks

72 Semester Credit Hours
(1246 Clock Hours)

The method of delivery for this program may include both residential and blended learning modalities.

The Massage Therapy Associate degree program offers students the education, practice, and skills necessary to satisfy the academic requirements to qualify for the New York State Massage Therapy Licensure Examination. After successfully obtaining New York State licensure, graduates will possess the depth of knowledge and practical experience from their studies to successfully practice massage therapy.

SUGGESTED COURSE SEQUENCE

COURSE NUMBER	COURSE TITLE	SEMESTER CREDITS
HEA 112/BIO 112	Medical Terminology	3
MT 101	Western Massage I	3
BIO 110	Anatomy & Physiology I	4
MT 103	Western Massage II	3
BIO 210	Anatomy & Physiology II	4
MT 121	Myology and Kinesiology I	3
MT 211	Pathology I	3
MT 221	Neurology	3
MT 201	Oriental Massage I	3
MT 123	Myology and Kinesiology II	3
MT 125	Myology and Kinesiology III	3
MT 213	Pathology II	3
MT 111	Professional Development and Ethics I	2
MT 231	Myofascial Release Therapy	1
MT 173	Neuromuscular Therapy	2
MT 113	Professional Development and Ethics II	2
MT 203	Oriental Massage II	3
MT 127	Myology and Kinesiology: Palpation and Muscle Testing Lab	1
MT 237	Craniosacral Therapy	1
MT 171	Sports Massage	3
MT 251	Clinic I	1
MT 175	Reflexology	1
MT 253	Clinic II	1
MT 290	Massage Therapy Capstone Course	1
HEA 121	First Aid, CPR & AED	3
Restricted Electives* (must choose a total of 2 credits from the courses listed below)		
MT 177	Massage in a Healthcare Environment	1
MT 178	Medical Massage	1
MT 233	Polarity Therapy	1
MT 235	Thai Massage	1
ENG 102	English Composition	3
IL 100	Principles of Information Literacy	1
ENG 103	Oral Communications	3
PSY 105	Introduction to Psychology	3

TOTAL SEMESTER CREDIT HOURS **72**

Total program contact hours will be between 1246 and 1253 depending on the restricted electives selected.

Massage Therapy Certificate Program

HEGIS Code 5299

80 weeks

61 Semester Credit Hours
(1081 Clock Hours)

Students who successfully complete the Massage Therapy certificate program will possess the education, practice, and skills necessary to satisfy the academic requirements to qualify for the New York State Massage Therapy Examination. This program also serves as a foundation for the Massage Therapy A.O.S. degree program.

SUGGESTED COURSE SEQUENCE

COURSE NUMBER	COURSE TITLE	SEMESTER CREDITS
Major Requirements		
BIO 112	Medical Terminology	3
MT 101	Western Massage I	3
BIO 110	Anatomy & Physiology I	4
MT 103	Western Massage II	3
BIO 210	Anatomy & Physiology II	4
MT 121	Myology and Kinesiology I	3
MT 221	Neurology	3
MT 211	Pathology I	3
MT 201	Oriental Massage I	3
MT 123	Myology and Kinesiology II	3
MT 125	Myology and Kinesiology III	3
MT 213	Pathology II	3
MT 231	Myofascial Release Therapy	1
MT 111	Professional Development and Ethics I	2
MT 173	Neuromuscular Therapy	2
MT 113	Professional Development and Ethics II	2
MT 203	Oriental Massage II	3
MT 127	Myology and Kinesiology: Palpation and Muscle Testing Lab	1
MT 237	Craniosacral Therapy	1
MT 171	Sports Massage	3
MT 251	Clinic I	1
MT 175	Reflexology	1
MT 253	Clinic II	1
HEA 121	First Aid & CPR	3
MT 290	Massage Therapy Capstone Course	1
Restricted Elective♦		1
TOTAL SEMESTER CREDIT HOURS		61

♦ Restricted electives in this program include all courses in Massage Therapy (MT) not otherwise included in the program, and selected courses in BIO (Biological Sciences) by permission of Department Chair.

MASSAGE THERAPY PROGRAM LISCENSURE CROSSWALK

- SED REQUIREMENTS AND PROPOSED COURSES								
	A & P	Neuro	M & K	Pathology	Hygiene/ First Aid	Western/ Oriental	Direct Appl.	Add'l Instr.
Requirement	150	50	150	100	75	150	150	175
Medical Terminology				10				35
Anatomy & Physiology I	75							
Anatomy & Physiology II	75							
Neurology		45						
Myology and Kinesiology I			45					
Myology and Kinesiology II			45					
Myology and Kinesiology III			45					
M & K Palpation and Muscle Testing		5	15				10	
Pathology I				45				
Pathology II				45				
First Aid and CPR					45			
Aromatherapy and Reflexology					8	7		
Professional Development and Ethics I					5			25
Professional Development and Ethics II								30
Western Massage I					5	30	10	
Western Massage II					10	25	10	
Oriental Massage I						30	15	
Oriental Massage II						30	15	
Clinic I					5		45	
Clinic II							45	
Neuromuscular Therapy						15	15	
Sports Massage						15	15	
Myofascial Release and Craniosacral Therapy						15	15	
Restricted Elective						15		
Restricted Elective						15		
Total	150	50	150	100	78	197	195	90
General Education (degree only)	10 Credits							
English Composition	3							
Oral Communication	3							
Psychology	3							
Research, Analysis and Writing	1							

DEPARTMENT OF MEDICAL ASSISTING

Medical Assistant A.O.S. Degree Program

80 Weeks

HEGIS Code 5214

60 Semester Credit Hours
(1125 Clock Hours)

The method of delivery for this program may include both residential and blended learning modalities.

Health care professions are one of the fastest growing career fields in the country. The Associate's degree program in *Medical Assistant* encompasses both administrative and clinical skills, enhancing a graduate's success in the medical field, and builds upon the foundations provided by the Certificate program in *Clinical Medical Assistant*.

SUGGESTED COURSE SEQUENCE

COURSE NUMBER	COURSE TITLE	SEMESTER CREDITS
GS 102	Freshman Seminar	3
BIO 112	Medical Terminology	3
ENG 102	English Composition	3
MA 100	Introduction to Patient Care	3
BIO 110	Anatomy & Physiology I	4
MA 114	Medical Insurance	3
BIO 210	Anatomy & Physiology II	4
DLP 105	Document Processing	3
MA 200	Hematology and Phlebotomy Procedures	3
General Elective	BIO105/HUM115/ESC100	3
MA 205	Cardiovascular Care and Procedures	3
ENG 103	Oral Communications	3
MA 210	Specialized Procedures	3
PSY 105	Introduction to Psychology	3
BIO 212	Pharmacology for Medical Assistants	3
General Elective	BIO105/HUM115/ESC100	3
MA 118	Medical Office Management	3
GS 251A	Career Counseling Seminar	1
HEA 110/PHI 110	Medical Law and Ethics	2
MA 264	Internship	4
TOTAL SEMESTER CREDIT HOURS		60

⚡ Restricted electives in this program include all courses in Medical Assisting (MA), Health (HEA), and Biological Sciences (BIO) not otherwise included in the program, and selected courses in other curricula by permission of Department Chair.

Clinical Medical Assistant Certificate Program

HEGIS Code 5214

56 Weeks

45 Semester Credit Hours
(900 Clock Hours)

The method of delivery for this program may include both residential and blended learning modalities.

In the growing health care field, clinical and technical skills are critical for success. This program offers students the specialized skills and training necessary to meet the demands of medical offices and allied healthcare facilities.

The *Clinical Medical Assistant* program provides an in-depth analysis of human anatomy and physiology, clinical and laboratory procedures, and patient contact skills utilized in a clinical environment. This core curriculum also provides the foundation courses necessary to pursue an A.O.S. degree in *Medical Assistant*.

SUGGESTED COURSE SEQUENCE

COURSE NUMBER	COURSE TITLE	SEMESTER CREDITS
Major Requirements		
GS 102	Freshman Seminar	3
HEA 112/BIO 112	Medical Terminology	3
BIO 110	Anatomy & Physiology I	4
ENG 102	English Composition	3
BIO 210	Anatomy & Physiology II	4
MA 100	Introduction to Patient Care	3
MA 200	Hematology and Phlebotomy Procedures	3
DLP 105	Document Processing	3
MA 205	Cardiovascular Care and Procedures	3
General Elective	BIO105/HUM115/ESC100/PSY105	3
MA 210	Specialized Procedures	3
MA 114	Medical Insurance	3
GS 251A	Career Counseling Seminar	1
HEA 110/PHI 110	Medical Law and Ethics	2
MA 264	Internship	4
TOTAL SEMESTER CREDIT HOURS		45

✧ *Restricted electives in this program include all courses in Medical Assisting (MA), Health (HEA), and Biological Sciences (BIO) not otherwise included in the program, and selected courses in other curricula by permission of Department Chair.*

DEPARTMENT OF NURSING

Practical Nursing Certificate Program

HEGIS Code 5209.20

64 Weeks

53 Semester Credit Hours
(1185 Clock Hours)

The method of delivery for this program may include both residential and blended learning modalities.

The Practical Nursing program is a credit-bearing, college-level program that prepares its graduates for licensure as a practical nurse (LPN) in the state of New York and subsequent practice of the profession of practical nursing as defined in the Commissioner's Regulations ("performing tasks and responsibilities within the framework of case-finding, health teaching, health counseling, and provision of supportive and restorative care under the direction of a registered professional nurse or licensed physician, dentist or other licensed health care provider legally authorized under the regulations").

The program also provides students with the educational foundation for preparing to take the NCLEX-PN examination, the passing of which enables the student to obtain NYS licensure as LPN, and subsequent employment in the field, as well as for future advancement to two-year professional nursing degrees and four-year baccalaureate programs in nursing, health sciences, and related fields.

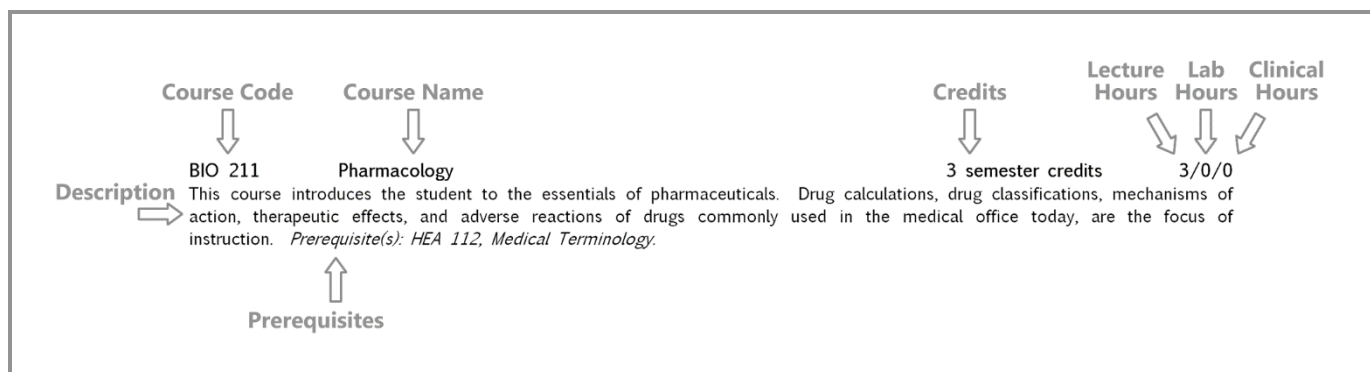
Students are reminded that the Practical Nursing Certificate program has several program-specific policies for progression to the professional stage of the program, minimum grades required for each course, and other program-relevant items. Please refer to a specific section in Academic Policies of this catalog for more information, and to the Practical Nursing Student Handbook, available from the program faculty. All Practical Nursing courses are taught within each academic year.

SUGGESTED COURSE SEQUENCE

COURSE NUMBER	COURSE TITLE	SEMESTER CREDITS
GS 102	Freshman Seminar	3
HEA 112/BIO 112	Medical Terminology	3
BIO 110	Anatomy & Physiology I	4
ENG 102	English Composition	3
BIO 210	Anatomy & Physiology II	4
PSY 105	Introduction to Psychology	3
LPN 122	Mathematics for Nursing	1
LPN 130	Introduction to Practical Nursing	4
BIO 211	Pharmacology	3
LPN 120	Practical Nursing in New York State	1
LPN 210	Practical Nursing I	5
LPN 230	Practical Nursing III	6
GS 251A	Career Counseling Seminar	1
LPN 240	Practical Nursing IV	6
LPN 220	Practical Nursing II	5
LPN 280A	Special Topics in Practical Nursing: Nursing Leadership and Exam Preparation	1
TOTAL SEMESTER CREDIT HOURS		53

COURSE DESCRIPTIONS

HOW TO READ A COURSE DESCRIPTION



BIO: Biological Sciences

BIO 105 Introduction to Human Nutrition 3 semester credits 3/0/0

This course is an introduction to human nutrition that focuses on the relationship between nutrition and health within the contextual framework of biology of the human organism. Students will explore biological foundations of human nutrition and nourishment; process of digestion and absorption of food; energy-yielding nutrients and alcohol; role of vitamins and minerals in nutrition and health; changes in nutritional needs throughout the human lifecycle; issues of current scientific and popular controversy in nutrition; and other topics as appropriate. This course may be taken online or face to face. *Prerequisite(s): None.*

BIO 110 Anatomy and Physiology I 4 semester credits 3/1/0

This is part I of a sequential, two-part series of courses, which will concentrate on an overview of cellular biology and chemistry, bio-organization and body systems. This course concentrates on examination of the gross and microscopic structures and functions of the integumentary, skeletal, muscular, nervous, and endocrine systems. Basic laboratory techniques such as dissection and microscopy are used to further enhance lecture material. *Prerequisite(s): BIO 112, Medical Terminology;*

BIO 112 Medical Terminology 3 semester credits 3/0/0

Students learn how to "translate" medical terms by discovering that most of these terms are composed of interchangeable parts used again in different combinations. An understanding of these word parts and the rules for using them enable the student to recognize and write thousands of medical terms. *Prerequisite(s): None.*

BIO 210 Anatomy and Physiology II 4 semester credits 3/1/0

Preceded by an overview of principles of basic chemistry, cellular biology, bio-organization and body systems, this course concentrates on examination of the gross and microscopic structure and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Basic Laboratory techniques and microscopy are taught to further enhance lecture material. *Prerequisite(s): BIO 110 Anatomy and Physiology I.*

3 semester credits 3/0/0

BIO 212 Pharmacology for Medical Assistants

3 semester credits 3/0/0

CHM: Chemistry

3 semester credits 3/0/0

DLP: Computer Applications

1 semester credit 1/0/0

DLP 105 Document Processing

3 semester credits 2/1/0

DLP 110 Word Processing and Presentation Applications

3 semester credits 2/1/0

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DLP 120 Spreadsheet and Database Applications 3 semester credits 2/1/0
 This course covers usage of both spreadsheet and database applications. Topics generally covered in the spreadsheets component of the course include: creation and formatting of a worksheet, formulas and functions to do calculations, moving and copying data, graphing of the results, use of command buttons for automation, and other advanced spreadsheet functions. The database applications component of the course emphasizes both general principles of database organization and practical skills for creating and modifying tables and queries, building customized reports and forms, structure of tables, use of primary keys and foreign keys, and maintenance of referential integrity.
Prerequisite(s): None.

ECO: Economics

ECO 110 Survey of Economics 3 semester credits 3/0/0
 This course introduces students to the discipline of economics, a social science that examines the decision-making processes of individuals, households, firms, and the society at large, and the corresponding allocation of limited resources to a variety of uses. An emphasis is placed on teaching students to think like an economist – that is, analyze choices in terms of alternatives; evaluate both visible and hidden costs and benefits of choices; and critically examine interrelated consequences of decisions using a variety of visual tools and logical models. Topics covered in this course are drawn from both micro- and macroeconomics, and generally include: efficiency, specialization, and opportunity costs; markets as allocation mechanisms; supply and demand; behaviors of consumers, firms, and industries; the role of government; economic growth, employment, and inflation; monetary and fiscal policy; and international trade.
Prerequisite(s): None.

ECO 120 Essentials of Microeconomics 3 semester credits 3/0/0
 This course introduces students to microeconomic theory. The course provides an overview of principle economic concepts, including supply and demand, applications of elasticity, and efficiency of markets. Factors affecting international trade markets as well as the effects of government policies on these markets are also explored.
Prerequisite(s): None.

ENG: English Communications

ENG 102 English Composition 3 semester credits 3/0/0
 This course introduces students to the elements of written communication: methods, forms, and styles of composition. The focus is on improving writing ability through concentration on the writing processes: prewriting, writing, and revision. Other concerns of the writer, particularly form, structure, and organization of the essay, as well as audience, diction and correctness are addressed. Idea development and support and research paper techniques are included.
Prerequisite(s): None

ENG 103 Oral Communications 3 semester credits 3/0/0
 In this course, students explore the elements of communications. Through a series of interpersonal exercises and oral presentations, students experience a variety of roles including those of speaker, listener, public speaker, and group member. Techniques for counteracting stage fright and methods of preparation help the student develop confidence and an awareness of the demands of oral presentations. Listening to and discussing the diverse ideas and opinions presented provide opportunities to enhance sensitivity to and appreciation for the ideas and cultures of others.
Prerequisite(s): None.

ESC: Environmental Science

ESC 100 Introduction to Environmental Science 3 semester credits 3/0/0

Environmental science is an interdisciplinary field of study that helps us understand how the natural world functions and develops scientifically sound solutions to environmental problems. This course focuses on the insights developed by ecologists, atmospheric scientists, environmental chemists, geologists, geographers, and even economists to understand, predict, and prevent environmental problems, and to follow sustainable, efficient, and ethical environmental practices. This course may be taken online or face to face *Prerequisite(s): None.*

GS: General Studies

HUM 102/GS 102 Freshman Seminar 3 semester credits 3/0/0

This course will present ideas and then strengthen students' ability to think critically about social issues and the texts related to those issues, to discuss them open-mindedly, and to present them coherently in college-level writing (with research when required). Students will also make connections between and among the readings they are doing, their learning environment, and the world. *Prerequisite(s): None.*

HUM 251A / GS 251A Career Counseling Seminar 1 semester credit 1/0/0

This course will explore the relationships between lifestyle, workplace and career planning. Students will prepare to achieve their career goals through reading, reflecting on and analyzing texts with themes on education, motivation and career development. During this process, students will also demonstrate sensitivity to gender, cultural diversity, sexual orientation, and other related issues that may be appropriate to consider when entering a new career. Students will demonstrate their understanding of the themes through writing and the creation of a professional curriculum vitae and a portfolio of accomplishments, along with exhibiting their skills in a mock job interview. *Prerequisite(s): None.*

HEA: Health and Wellness

HEA 100 Principles of First Aid, CPR, and AED 1 semester credit 1/0/0

This course introduces the students to essential skills and techniques in first aid, cardiopulmonary resuscitation (CPR), basic life support (BLS), automatic external defibrillator (AED) use protocol, and prevention of bloodborne and airborne pathogen transmission. *Prerequisite(s): None.* This course is offered on the Mildred Elley, Albany, NY main campus located at 855 Central Avenue, Albany, NY

HEA 121 First Aid, CPR, and AED 3 semester credits 3/0/0

This course provides students with a comprehensive set of practical skills and theoretical knowledge necessary to successfully pass a national first aid and cardiopulmonary resuscitation (CPR) certification examination; prevent transmission of bloodborne and airborne pathogens; prevent the occurrence of emergency situations; apply first aid and triage skills in a variety of emergency situations; utilize an automatic external defibrillator (AED); and critically assess situations requiring intervention. *Prerequisite(s): None.*

HUM: Humanities

HUM 102/GS 102 Freshman Seminar 3 semester credits 3/0/0

This course will present ideas and then strengthen students' ability to think critically about social issues and the texts related to those issues, to discuss them open-mindedly, and to present them coherently in college-level writing (with research when required). Students will also make connections between and among the readings they are doing, their learning environment and the world. *Prerequisite(s): None.*

HUM 110 Survey of Film 3 semester credits 3/0/0

This course studies film as both a mass medium and a creative process that had transformed our society in the twentieth century. Theory, principles, and history of film and television, as well as the influence and convergence of these

‘traditional’ media with newly emerging and established digital media will be explored. The relationship between film and storytelling, perspectives of the narrator, film genres, and the practical processes and components of filmmaking are some of the topics that will be discussed in this course. *Prerequisite(s): None.*

HUM 112 Survey of Art History

3 semester credits 3/0/0

This course will introduce students to the visual arts, including painting, sculpture, architecture, and new media. Students will learn about different artistic periods, cultures, and themes; articulate and refine their understanding and appreciation of art; and explore ways of incorporating art into their lives and careers. Lectures will be supplemented with slide/media presentations, discussions, and field trips to local museums and/or galleries. *Prerequisite(s): None.*

HUM 115 Survey of Humanities

3 semester credits 3/0/0

This is a broad course which introduces students to a view of their inherited culture through the examination of literature, art, music, architecture, theatre, cinema, and dance. The emphasis is twofold: on cultural history and on the present. *Prerequisite(s): None.*

HUM 251A / GS 251A **Career Counseling Seminar**

1 semester credit **1/0/0**

This course will explore the relationships between lifestyle, workplace, and career planning. Students will prepare to achieve their career goals through reading, reflecting on, and analyzing texts with themes on education, motivation, and career development. During this process, students will also demonstrate sensitivity to gender, cultural diversity, sexual orientation, and other related issues that may be appropriate to consider when entering a new career. Students will demonstrate their understanding of the themes through writing and the creation of a professional curriculum vitae and a portfolio of accomplishments, along with exhibiting their skills in a mock job interview. *Prerequisite(s): None.*

IL: Information Literacy

IL 100 Principles of Information Literacy

1 semester credit 1/0/0

This course concentrates on the fundamental principles of information literacy required for a successful higher education experience. Students will explore techniques and methods for collection, critical evaluation, and presentation of information from a variety of sources. This course may be taken online or face-to-face *Prerequisite(s): None.*

LPN: Practical Nursing

LPN 120 Practical Nursing in New York State

1 semester credit 1/0/0

This course introduces students to the role of practical nursing within the healthcare delivery system, the history of nursing, and ethical and legal aspects of nursing in New York State and other jurisdictions in the United States. Students explore practical nurses' legal responsibilities and scope of practice, as regulated by the state, and discuss practical nurses' interaction and communications with other members of the healthcare delivery team. In this course, students are also introduced to the nursing process as a tool to develop safe, effective, and holistic care for their clients. *Prerequisite(s):* Matriculation in the Practical Nursing Program, BIO 211 Pharmacology for Nurses, LPN 130 Introduction to Practical Nursing; and *LPN 122 Co-requisite(s):* LPN 210 Practical Nursing in New York State.

LPN 122 Mathematics for Nursing

1 semester credit 1/0/0

This course introduces the student to the applications of mathematics in nursing and health sciences. Topics covered in this course include: review of mathematical concepts commonly applied in the field (fractions, decimals, ratios, proportions, percents, and simple equations); conversions among various systems of measurement; interpretation of physician's orders, medication records, and drug labels; the skills and techniques for calculation of correct drug dosages; and other topics as appropriate. *Prerequisite(s): Matriculation in the Practical Nursing Program; HEA 112 / BIO 112 Medical Terminology, BIO 110, Anatomy and Physiology I; and BIO 210, Anatomy and Physiology II. Co-requisite (s): LPN 130, Introduction to Practical Nursing, and BIO 211 Pharmacology.*

- LPN 130 Introduction to Practical Nursing 4 semester credits 3/1/0**
 This course is a rigorous introduction to practical nursing, covering both theoretical concepts of nursing science (basic human needs, self-care deficits, essentials of nutrition, microbiology and prevention of infection transmission, communications skills, and other topics) and application of such skills to nursing practice in a structured on-campus laboratory. *Prerequisite(s): Prerequisite(s): Matriculation in the Practical Nursing Program: BIO 112, Medical Terminology, BIO 110, Anatomy and Physiology I; and BIO 210, Anatomy and Physiology II. Co-requisite (s): LPN 122, Mathematics for Nursing and BIO 211 Pharmacology*
- LPN 210 Practical Nursing I 5 semester credits 2/.5/2.5**
 This course concentrates on utilizing the nursing process to develop safe, effective, and holistic care for geriatric and mental health clients; introduces the concepts of therapeutic nutrition; accentuates issues important in provision of care for clients with culturally diverse backgrounds; and continues the development of clinical skills in the on-campus laboratory setting and clinical experiences in acute and long-term healthcare settings. *Prerequisite(s): Matriculation in the Practical Nursing Program; BIO 211 Pharmacology for Nurses; LPN 130, Introduction to Practical Nursing; and LPN 122 and LPN 122 Mathematics for Nursing; Co-requisite (s) LPN 120 Practical Nursing in New York State*
- LPN 220 Practical Nursing II 5 semester credits 2/.5/2.5**
 Through this course, students will utilize the nursing process to focus on the special needs of clients across the continuum of the pediatric, adolescent, and maternal clients in the context of growth and development and from the perspective of the family unit. Students are also introduced to the client with mental health and/or problems with substance abuse or addiction. Students advance in development of their clinical skills in the on-campus laboratory setting and off-campus clinical experiences. *Prerequisite(s): Matriculation in the Practical Nursing Program; LPN 240, Practical Nursing IV. Co-requisite (s): LPN 280A Special Topics in Practical Nursing - Nursing Leadership and Exam Preparation*
- LPN 230 Practical Nursing III 6 semester credits 3/0/3**
 The focus of this course is on care of the client with common health problems. Students will refine critical thinking skills in applying theoretical concepts and technical skills to care of the client in the acute care setting. Students will further develop their understanding and use of the nursing process in clinical practice in caring for patients with medical-surgical health problems. *Prerequisite(s): Matriculation in the Practical Nursing Program; LPN 210, Practical Nursing I.*
- LPN 240 Practical Nursing IV 6 semester credits 3/0/3**
 In this course, students will expand their theoretical and clinical focus to include emphasis on clients with acute healthcare problems as well as more complicated healthcare issues. Students will refine their understanding and use of the nursing process in clinical practice in caring for patients with acute medical-surgical health problems. Clinical experiences will be provided in a variety of healthcare settings. *Prerequisite(s): Matriculation in the Practical Nursing Program; LPN 230, Practical Nursing III.*
- LPN 280A Special Topics in Practical Nursing: Nursing Leadership and Exam Preparation 1 semester credit 1/0/0**
 This course prepares students to make the transition from student to the role of practical nurse within the healthcare delivery system, emphasizing issues important in advancement to a nursing leadership position. This course also helps to prepare students for the NCLEX-PN licensing examination. *Prerequisite(s): Matriculation in the Practical Nursing Program; Permission of the Department Chair. Normally taken in the last semester of program enrollment. Corequisite(s): LPN 220, Practical Nursing II, LPN 240, Practical Nursing IV*

MA: Medical Assisting

- MA 100 Introduction to Patient Care 3 semester credit 2/1/0**
 In this course, students are introduced to the essential responsibilities and the scope of practice of medical assistant, as well as the basic skills for taking patient history and the preparation of the patient and examination room for a physical exam. This course will also cover the appropriate responses to medical emergencies and skills in medical assistant tasks in minor surgery and wound care, and the principles of infection control. *Prerequisite(s): BIO 112 Medical Terminology.*

3 semester credits 3/0/0

This course will introduce students to common insurance carriers, government programs, legal issues, and related standards of the health insurance industry. Students learn medical billing procedures, claims processing, and basic skills in diagnostic and procedural coding. Students are provided with application exercises for commonly used medical billing forms and documents used in medical office environments. This course may be taken online or face to face
Prerequisite(s): BIO 112 Medical Terminology.

3 semester credits 3/0/0

In this course, students learn the standards, skills, and procedures that are performed by administrative medical assistants. Practical experience is given in medical information and record management, scheduling appointments, medical office finances, and written and verbal communications. Role-playing is utilized to increase critical thinking skills in simulated office situations. This course may be taken online or face to face *Prerequisite(s): BIO 112, Medical Terminology.*

3 semester credit hours 2/1/0

The didactic part of this course concentrates on hematology, a study of blood, blood-forming organs, and blood diseases. The clinical part of the course concentrates on helping students develop and perfect their skills in phlebotomy and the practice of drawing blood for clinical specimen collection. *Prerequisite(s): BIO 210, Anatomy and Physiology II; MA 100, Introduction to Patient Care.*

3 semester credit hours 2/1/0

The didactic part of this course reviews the anatomy and physiology of the human cardiovascular system and the scope of practice of medical assistants in assisting health care practitioners in performing cardiovascular care-related tasks. In the clinical part of the course, students practice use of an electrocardiograph machine, prepare electrocardiograms for analysis by health care practitioners, and engage in supporting tasks for other cardiovascular procedures (such as the stress test). *Prerequisite(s): BIO 210, Anatomy and Physiology II; MA 100, Introduction to Patient Care.*

3 semester credit hours 2/1/0

This course concentrates on theoretical foundations and clinical skills necessary for successfully performing medical assistant duties in specialized procedures and environments in eye and ear, gastrointestinal, pulmonary, reproductive, pediatric, geriatric, rehabilitative health care, microbiology, urinalysis, clinical chemistry and CLIA-waived testing and other specialty procedures (allergy specialty, anti-aging procedures, complementary and alternative). *Prerequisite(s): MA 100 Introduction to Patient Care and BIO 210 Anatomy & Physiology II.*

4 semester credits 0/0/4

Enrollment in an internship course provides students with an opportunity to integrate theoretical knowledge and applied skills with practical in-field experience at an internship site. Under direction of an internship site supervisor, students will engage in a variety of tasks representative of duties of the regular employees, or complete a supervised project relevant to their field of studies totaling 180 hours. Internships for credit-earning programs occur within the geographic region served by the institution. The institution is not responsible to secure an internship site for any student who moves outside of the geographic region served by the institution while enrolled in the program of study. Internship graded as Pass/Fail. *Prerequisite(s): Completion of the Medical Assisting program and Permission of the Department Chair.*

MAT: Mathematics

3 semester credits 3/0/0

This course covers prealgebra skills essential to the study of mathematics. Course topics include whole numbers, integers and algebraic expressions, and solving equations; fractions and mixed numbers; decimals, ratios and proportions, and percents; measurements and geometry, along with exponents and polynomial equations. Applications to various fields of study will be explored. *Prerequisites: None*

3 semester credits 3/0/0

This course covers basic algebraic skills essential to the study of mathematics. Course topics include linear expressions, equations and inequalities; systems of equations and inequalities; polynomial, rational, and radical expressions and equations; and graphing on the coordinate plane. Applications to various fields of study will be explored. *Prerequisites:* None

MAT 130 Business Mathematics **3 semester credits** **3/0/0**
 Business math utilizes mathematical operations to solve practical business application problems. The core topics include percents, cash and trade discounts, markup and markdowns, payroll, interest, notes, present value, and annuities. Additional topics will be selected from the following: installment buying, mortgage, taxes, insurance, stocks, bonds, analysis of financial statements, treatment of depreciation, and inventory costs. A review of basic mathematics will be covered as needed. *Prerequisites: None*

MAT 150 Finite Mathematics **3 semester credits** **3/0/0**
 This course covers methods for solving equalities/inequalities; and explores sets, counting techniques, algebraic expressions, principles of probability and statistics, and systems of equations and matrices. Other topics covered may include mathematical applications in a variety of fields. *Prerequisite(s): None*

MAT 160 Quantitative Literacy **3 semester credits** **3/0/0**
 This course is designed to help students gain an understanding of fundamental mathematical skills and the application of these skills to everyday life. Topics include critical thinking, numbers in the real world, managing money and beginning statistics and probability. *Prerequisites: None.*

MAT 170 College Algebra **3 semester credits** **3/0/0**
 Topics include concepts of functions, numeric, algebraic, and graphic techniques as applied to the following functions: polynomial, rational, radical, exponential, and logarithmic; complex numbers; applications; and systems of equations. The textbook used in this course utilizes Connect Math (hosted by ALEKS Corporation). Connect Math is an online service that is available to students enrolled in this course. As students complete problems, Connect Math assesses student strength/weakness and will modify its approach to ensure success. Connect Math is included with textbook purchase. *Prerequisite(s): None*

MAT 180 Introductory Statistics **3 semester credits** **3/0/0**
 This course introduces the basic concepts of statistical analysis, with a focus on both univariate (single-variable) and bivariate (two-variable) data. The course offers an introduction to statistical terms and organization/display of data. Analysis of univariate data by way of measures of central tendency, dispersion, and asymmetry is examined, with an introduction to probability theory. *Prerequisite(s): None*

MT: Massage Therapy

MT 101 Western Massage I **3 semester credits** **2.5/.5/0**
 The course begins with an overview of the history and evolution of massage therapy. The course centers on Swedish massage, including effleurage, petrissage, friction, tapotement, and vibration. These will serve as a foundation for the development of students' sensitivity and perception. Students will practice the demonstrated techniques, body mechanics, self-care, and hand exercises. Students are also instructed in communication skills, draping, and positioning techniques. The course will introduce students to the benefits, contraindications, and modifications of massage therapy. *Prerequisite(s): Matriculation in a Massage Therapy program.*

MT 103 Western Massage II **3 semester credits** **2.5/.5/0**
 The course builds upon the skills learned in Western I. Swedish massage techniques are reviewed, and students are introduced to Swedish gymnastics, hands-free techniques, hydrotherapy, use of essential oils, and chair massage. The client intake, health history, assessment, confidentiality, consent forms, documentation, and clinical applications are discussed and practiced. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 101, Western Massage I.*

MT 111 Professional Development and Ethics I **2 semester credits** **2/0/0**
 The course begins with an overview of Massage Therapy as a career. Students will be introduced to the myriad of professional opportunities and what to expect as a practicing massage therapist. This course will aim to develop skills necessary for self-employment or job opportunities. Consideration will be given to the advantages and disadvantages of being an independent contractor versus an employee, working with other therapists, legal, safety, confidentiality, and hygiene issues. Students will work on a business plan, marketing, and a professional image. *Prerequisite(s): Matriculation in a Massage Therapy program.*

- MT 113 Professional Development and Ethics II 2 semester credits 2/0/0**
 The course continues to survey the profession of massage therapy while enhancing skills necessary for employment. The course outlines basic business operations, maintaining accurate business and client records, local and state taxes, and labor laws. Students will design a brochure, complete a resume, and register for the New York State licensing exam, liability insurance, and/or a professional association. Burnout prevention techniques and professional growth opportunities will be discussed. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 111, Professional Development and Ethics I.*
- MT 121 Myology and Kinesiology I 3 semester credits 3/0/0**
 This course provides a detailed exploration of the human muscular and skeletal systems. Attention is given to movement, posture, and action terminology. Bones of the axial and appendicular skeleton, their significant landmarks and functions, structural and functional aspects of joints, as well as their motions and locations in the body will be covered. This course will focus on the origins, insertions, and actions of the upper extremities. *Prerequisite(s): Matriculation in a Massage Therapy program.*
- MT 123 Myology and Kinesiology II 3 semester credits 3/0/0**
 This course continues to provide a detailed exploration of the human muscular and skeletal systems begun in Myology and Kinesiology I. This course will focus on the origins, insertions, and actions of the upper extremities as well as the lower extremities. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 121, Myology and Kinesiology I.*
- MT 125 Myology and Kinesiology III 3 semester credits 3/0/0**
 This course continues to provide a detailed exploration of the human muscular and skeletal systems. This course will focus on the origins, insertions, and actions of the muscles of the axial skeleton: head, neck, trunk, vertebral column, as well as muscles of respiration. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 123, Myology and Kinesiology II.*
- MT 127 Myology and Kinesiology: Palpation and Muscle Testing Lab 1 semester credit .5/.5/0**
 This laboratory is a complement to Myology and Kinesiology. It is designed to provide students with a detailed hands-on exploration of the human muscular and skeletal systems. Palpation exercises are used to stimulate sensitivity in the hands, as well as focus on the origins, insertions, and actions of the muscles, ligaments, and bones studied in Western science classes. The course will also cover muscle testing and innervations of muscles relevant in assessing common musculoskeletal dysfunction. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 123, Myology and Kinesiology II.*
- MT 171 Sports Massage 3 semester credits 2/1/0**
 The course covers the essential concepts and techniques of sports massage, including pre-event, post-event, restorative, rehabilitative, and preventative maintenance massage, and elementary screening skills for assessing athletes at sporting events. Mechanisms of injury and tissue repair, pain-spasm-ischemia cycle, principles of therapeutic and proprioceptive neuromuscular facilitation techniques will be studied. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 101, Western Massage I.*
- MT 173 Neuromuscular Therapy 2 semester credits 1.5/.5/0**
 The course covers the essential concepts and techniques of neuromuscular therapy, including St. John method of neuromuscular therapy, trigger point therapy, and muscle energy techniques. The relationship between the nervous and the muscular systems and how they work to create reflex responses will be examined. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 103, Western Massage II.*
- MT 175 Reflexology 1 semester credit .9/.01/0**
 The course deals with the fundamentals of reflexology - the art of working specific pressure points primarily on the feet and hands. We will study the correspondence of these points to other organs and areas of the body. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 101, Western Massage I.*

- MT 177 Massage in a Healthcare Environment 1 semester credit .9/.1/0**
 This course is designed for a massage therapist who has 1-10 minutes with their patient, friend, or family member and wishes to offer him/her the physical, mental, and emotional benefits of touch and massage. This course will provide a variety of techniques that are easily incorporated into a patient's regular day. We will also consider the emotional component, the basic concept of asking for permission, and contraindications of massage. This course is recommended for students that are interested in community outreach work during Clinic II or working after licensure in such a setting. Elective course scheduled based on instructor availability and student need. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 101, Western Massage I.*
- MT 178 Medical Massage 1 semester credit .9/.1/0**
 This course is designed to give students a practical understanding of the relationship between specific massage techniques and human pathologies. Students will learn how to employ their technical skills in an effort to accommodate common health conditions. This class will stress the importance of working within a therapist's scope of practice. It will review contraindications and situations where it is appropriate to refer a client out to other health practitioners. The therapeutic benefits and precautions concerning hydrotherapy applications will also be covered. Elective course scheduled based on instructor availability and student need. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 103, Western Massage II.*
- MT 201 Oriental Massage I 3 semester credits 2.5/.5/0**
 The course opens with the history and theoretical basis for Eastern bodywork. Students are introduced to concepts of the Tao, Yin and Yang, Five Element theory, and Qi (Chi), as well as the pathways of the 12 meridians and the Governing and Conception vessels. Students will begin to expand the strength and flexibility necessary to perform Shiatsu, as well as cultivate Qi with exercise. This course prepares students to perform a basic Shiatsu sequence working two of the five meridians. For each element studied, basic associations, patterns of disharmony, and the relationships within the generations and control cycles, which form the foundation of Five Element theory, will be discussed. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 101, Western Massage I.*
- MT 203 Oriental Massage II 3 semester credits 2.5/.5/0**
 The course continues the study of Shiatsu and the Five Element theory. The students will perform a basic Shiatsu sequence working all of the five meridians (Earth, Metal, Water, Fire, and Wood). For each element studied, basic associations, patterns of disharmony, and the relationships within the generations and control cycles, which form the foundation of Five Element theory, will be discussed. Students will become familiar with the evaluation areas of the Hara and the Mu and Shu points. Students will continue to further develop skills in body mechanics, placement, stretches, and Qi cultivation. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 201, Oriental Massage I.*
- MT 211 Pathology I 3 semester credits 3/0/0**
 This course provides an overview of certain pathologies seen in massage and their particular indications and contraindications for massage therapy. This course will provide tools for the massage therapist on how to target the therapy session based on the needs of his/her individual client and will reinforce knowledge of disease awareness and infection control. Students will use the client intake and health assessment forms to provide an appropriate session taking into consideration pharmacological agents. The course will examine dermatological, musculoskeletal, endocrine, cardiovascular, and lymphatic pathologies. *Prerequisite(s): Matriculation in a Massage Therapy program; BIO 110, Anatomy and Physiology I; MT 101, Western Massage I.*
- MT 213 Pathology II 3 semester credits 3/0/0**
 This course provides an overview of certain pathologies seen in massage and their particular indications and contraindications for massage therapy. This course will provide tools for the massage therapist on how to target the therapy session based upon the needs of his/her individual client. Students will use client intake and health assessment forms to tailor the massage session taking into consideration lifestyle habits in helping to maintain health. The course will examine respiratory, gastrointestinal, urinary, reproductive, and immune pathologies, as well as cancer. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 211, Pathology I.*

MT 221	Neurology	3 semester credits	3/0/0
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This course analyzes the basic kinds of cells that comprise nerve tissue, the physiology of the nerve impulse, and the role of neurotransmitters. Significant structures, divisions, and functions of the spinal cord, spinal nerves, meninges, nerve plexuses, nerve pathways, and potential points of entrapment will be discussed. The brain will be studied, including cranial nerves, sensory processing, pain, and proprioception. How the autonomic nervous system maintains homeostasis, kinesthetic awareness, and the special senses will be covered. *Prerequisite(s): Matriculation in a Massage Therapy program; BIO 110, Anatomy and Physiology I.*

MT 231	Myofascial Release Therapy	1 semester credit	.5/.5/0
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The course introduces myofascial release therapy and techniques that manipulate fascia (connective tissue), which runs throughout the body's musculature in three dimensions. Restrictions, adhesions, and build-up of fascia are discussed with respect to fascia's thixotropic character and techniques that take advantage of this quality to change the nature of restricted tissues. Emphasis will be placed on palpation, "end feel," ROM, and stretch. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 103, Western Massage II.*

MT 233	Polarity Therapy	1 semester credit	.5/.5/0
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This course serves as an introduction to Polarity therapy. Students will be taught the fundamental principles of natural healing by focusing on the organization of energy fields around the human body. Elective course scheduled based on instructor availability and student need. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 101, Western Massage I.*

MT 235	Thai Massage	1 semester credit	.9/.1/0
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This course covers the basic theories of Thai massage and compares and contrasts it with the theories of Shiatsu. Students are introduced to the basic body mechanics and positioning, as well as some stretches and transitions with the clients in both lying and seated positions. Elective course scheduled based on instructor availability and student need.
Prerequisite(s): Matriculation in a Massage Therapy program; MT 203, Oriental Massage II.

MT 237	Craniosacral Therapy	1 semester credit	.5/.5/0
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The course focuses on the deepest fascial layer - the craniosacral system. Students will develop skills to palpate and enhance the circulation of the cerebrospinal fluid by alleviating restrictions in the meninges and dural tube that enclose the brain and spinal cord. The will also learn to perform a basic ten-step protocol. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 103, Western Massage II.*

MT 251	Clinic I	1 semester credit	0/0/1
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Students, under supervision, perform one-hour massage sessions in the school's clinic. Students gain practical experience by working directly with clients, strengthening their interview skills, keeping accurate records, researching medical literature, assessing the client, creating a treatment plan, and communicating with the client in a functional way. *Prerequisite(s):* Matriculation in a Massage Therapy program; MT 103, Western Massage II; successful completion of a Department practical exam and by permission of the Massage Therapy Department Chair.

MT 253	Clinic II	1 semester credit	0/0/1
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Students, under the direct supervision of a licensed massage therapist, gain practical experience by performing chair massage and one and one and a half-hour massage session in the school's clinic. *Prerequisite(s): Matriculation in a Massage Therapy program; MT 251, Clinic I and by permission of the Massage Therapy Department Chair.*

MT 281-6	Special Topics in Massage Therapy	1-6 semester credits	1-6/1-6/0
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In this course, topics of special interest in the field of massage therapy and related fields will be explored in depth. Topics chosen may not be covered fully in regularly scheduled coursework, and the choice of topics will depend on trends and developments in the industry. Possible topics may include massage therapy theory and techniques for special populations and conditions, new and emerging techniques in the field, and related interdisciplinary topics. This course may be taught as lecture only or a combination of lecture and lab; instructors may be chosen from resident faculty, visiting faculty, and experts who work in the field. Some field trips may be involved in this course. This course may be repeated for credit multiple times, if different topics are covered each time. The last digit of the course code indicates credit hours awarded for the course. *Prerequisite(s): Matriculation in a Massage Therapy program; Permission of the Department Chair.*

MT 290 Massage Therapy Capstone Course 1 semester credit 1/0/0
 This course prepares massage therapy students to make the transition from student to the role of confident licensed professionals upon graduation. They will demonstrate, create and present a portfolio that demonstrates their expertise in massage therapy. The portfolio will demonstrate professionalism along with critical thinking as they develop and implement a plan of care for clients within their scope of practice. *Pre-requisite(s): Matriculation in the Massage Therapy program; Permission of the Department Chair; this course is normally taken in the last semester of program enrollment. Co-requisite(s): MT251, MT253*

PHI: Philosophy

PHI 110 Medical Law and Ethics 2 semester credit 2/0/0
 This course explores the principal applications of federal and state regulations in health care delivery, including issues related to the scope of practice for medical assistants and health care practitioners, professional conduct, patient privacy and confidentiality, and medical record maintenance. Students further discuss principles of ethics and morality, and their applications in a variety of situations typically encountered in the health care system. This course may be taken online or face to face. Prerequisite(s): None.

PL: Paralegal Studies

PL 105 Introduction to Paralegal Studies and Civil Litigation 3 semester credits 3/0/0
 This course provides students with a comprehensive introduction to paralegal studies, focusing on the role and the scope of practice of the paralegal professional in civil litigation and practice. The structure and jurisdiction of all state courts and the federal court systems are discussed. This course also concentrates on the development of pleadings, service of process, motion practice, venue, statutes of limitations, provisional remedies, discovery, depositions, legal terminology, ethics, and the enforcement of judgments. This course may be taken online or face to face *Prerequisite(s): None.*

PL 108 Law and Issues in Health Care 3 semester credits 3/0/0
 In this course, students learn the interrelationship between law and medicine as it affects rights and liabilities of both providers and recipients of medical services. Topics covered in this introductory course generally include: an overview of US law systems and tort law; patient information management and privacy; patient consent; liability issues for professionals and medical staff; legal reporting requirements; patients' rights; liability insurance; managed care; and other topics of current interest in the field. *Prerequisite(s): None.*

PL 114 Family Law 3 semester credits 3/0/0
 In this course, students learn family law with an emphasis on state rules. The course covers relations before marriage, marriage formalities, separations, divorce, support, equitable distribution, custody, visitation, paternity, foster care, and termination of parental rights, as well as emerging issues in family law. *Prerequisite(s): None.*

PL 116 Business Law 3 semester credits 3/0/0
 This course examines the legal environment of business in the United States. Topics covered in this course include: structure of the US legal system; types and sources of law; law of agency; law of contracts; commercial contracts and UCC; forms of business organization; and other topics of current interest in the field. This course may be taken online or face to face *Prerequisite(s): None.*

PL 118 Real Estate Law 3 semester credits 3/0/0
 This course provides an overview of the real property law with an emphasis on estates in land, incidents of ownership, landlord/tenant relationships, evictions, easements, and adverse possession, real estate transactions, and other topics of current interest in the field. Students review procedures and legal documents used in transactions, such as contracts, mortgages, and deeds; recording and title searches; and closing documents. This course may be taken online or face to face *Prerequisite(s): None.*

3 semester credits 3/0/0

This course provides students with a solid foundation of the rules and regulations governing civil disputes. The structure and jurisdiction of all state courts and the federal court systems are covered. This course also concentrates on the development of pleadings, service of process, motion practice, venue, statutes of limitations, provisional remedies, discovery, depositions, legal terminology, ethics, and the enforcement of judgments. *Prerequisite(s): PL 105, Introduction to Paralegal Studies and Civil Litigation.*

3 semester credits 0/0/3

Enrollment in an internship course provides students with an opportunity to integrate theoretical knowledge and applied skills with practical in-field experience at an internship site. Under direction of an internship site supervisor, students will engage in a variety of tasks representative of duties of the regular employees, or complete a supervised project relevant to their field of studies totaling 135 hours. Internships for credit earning programs occur within the geographic region served by the institution. The institution is not responsible to secure an internship site for any student who moves outside of the geographic region served by the institution while enrolled in a program of study. Internship graded as Pass/Fail. *Prerequisite(s): Permission of the Department Chair.*

PSC: Political Science

3 semester credits 3/0/0

This course provides a comprehensive overview of the essential principles and history of constitutional law, with discussion of federal and state court decisions that have interpreted the U.S. Constitution. Topics covered in this course include: federal system of government, separation of powers, fundamental rights, due process and equal protection, discrimination, and the Bill of Rights. *Prerequisite(s): None.*

POM: Professional Office Management

3 semester credits 3/0/0

This course introduces students to the role and functions of professional office managers and administrative professionals, concentrating on technology, procedures, and best practices in the field. Some of the topics covered in this course include work environment and career advancement; information processing and communications; customer service, human resource, and accounting/financial functions; issues in managing travel, meetings, and conferences; and other topics of current interest in the field. *Prerequisite(s): None.* This course is offered on the Mildred Elley, Albany, NY main campus located at 855 Central Avenue, Albany, NY

3 semester credits 2/1/0

This course concentrates on best practices for professional office managers and administrative professionals in paper and electronic records management; filing and organization systems; record retention, disposition, and security policies; processing of electronic mail, facsimile communications, USPS, and courier mail; effective telephone communications; further issues in internal and external customer service; ethics in business; and other topics as appropriate. An emphasis is placed on cultivating transferable skills and learning best practices that are applicable to any professional office setting (medical, legal, business, non-profit, home office, and others). *Prerequisite(s): POM 110, Introduction to Professional Office Management.*

PSY: Psychology

PSY 105 Introduction to Psychology

3 semester credits

3/0/0

This course provides an introduction to the major areas in the field of psychology. The areas emphasized are: major models in psychology, major principles of memory applicable to learning psychology, social psychology, the organization of the human brain and the biological bases of behavior, principles of learning, major theories of personality development, stress and its effects on health, intelligence, development in infancy and childhood, and psychological disorders. This course may be taken online or face to face *Prerequisite(s): None.*

SOC: Sociology

SOC 210 Media and Society

3 semester credits

3/0/0

This course examines the phenomenon of media in a modern society through a sociological perspective, with coverage of both traditional (books, newspapers, and magazines) and electronic mass media (television, movies, video games, radio, podcasts, social networking, blogs and wikis, and many others). Students will discuss historical development and evolution of media; develop an understanding of media's influence on individuals, society, and culture; and debate current dilemmas about media freedom, regulation, and ethical responsibilities. *Prerequisite(s): None.*

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Career Service Advisor

Renee Keller
Career Service Advisor

Lisa Rini
Career Service Coordinator

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Director, Library Services

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Registrar

Joseph Keenan
Administrative Assistant

Margaritka Simeonova
Assistant Registrar

Marianna Zinder
Assistant Registrar

Office of Admissions

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Camille Rossetti
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Raj Kalu
Financial Aid Representative

Oneika Morgan
Student Accounts Representative

Kim O'Brien
Associate Director of Financial Aid

Hassan Parker
Financial Aid Representative

Iris Rodriguez
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Elizabeth Roman
Financial Aid Representative

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Director of Financial Aid Intake

Julia Tejeda
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Vicky Nguyen, R.N.*Clinical / Lab Instructor, Part-time*

M.S.N., Capella University

B.S.N., Capella University

A.A.S., Capella University

Simone Scott, R.N.

Faculty, Full-time

M.S. Ashford University

B.S.N., Lehman College

Tinatin Shaorshadze, R.N.

Clinical Instructor, Part-time

B.S. Evelyn L. Spiro School of Nursing at Wagner College

Sheeba Suraj, R.N.

Adjunct Faculty Part-time

B.S. Grand Canyon, University

Jeanette Travieso, M.S.N., R.N., O.C.N., NEA-BC

Department Chair, Practical Nursing, Full-time

M.S.N. State University of New York at Delhi

The institution estimates that the NYC Metro Campus will have 10-15 Practical Nursing faculty available to teach during each module and approximately 5 Teaching Assistants, as necessary.

ACADEMIC CALENDAR, 2025-2026

ACADEMIC TERM	IMPORTANT DATES
Fall I, 2025	Monday, September 22, 2025 – Sunday, November 16, 2025 Add / Drop Period Ends: Sunday, September 28, 2025 Mid-Terms: Tuesday, October 14, 2025 – Sunday, October 19, 2025 ☼ Holiday: Monday, October 13, 2025 (Columbus Day) Final Exams: Monday, November 10, 2025 – Sunday, November 16, 2025 Last Day of Classes: Sunday, November 16, 2025
Fall II, 2025	Monday, November 17, 2025 – Sunday, January 18, 2026 Add / Drop Period Ends: Sunday, November 23, 2025 ☼ Thanksgiving Break: Thursday, November 27 – Friday, November 28, 2025 Mid-Terms: Monday, December 8, 2025 – Sunday, December 14, 2025 ☼ Break: Thursday, December 25, 2025 – Thursday, January 1, 2026 Classes resume Friday, January 2, 2026 Final Exams: Monday, January 12, 2026 – Sunday, January 18, 2026 Last Day of Classes: Sunday, January 18, 2026 ☼ Break: Monday, January 19 – Sunday, January 25, 2026
Spring I, 2026	Monday, January 26, 2026 – Sunday, March 22, 2026 Add / Drop Period Ends: Sunday, February 1, 2026 Mid-Terms: Tuesday, February 17, 2026 – Sunday, February 22, 2026 ☼ Holiday: Monday, February 16, 2026 (Presidents' Day) Final Exams: Monday, March 16, 2026 – Sunday, March 22, 2026 Last Day of Classes: Sunday, March 22, 2026
Spring II, 2026	Monday, March 23, 2026 – Sunday, May 17, 2026 Add / Drop Period Ends: Sunday, March 29, 2026 Mid-Terms: Monday, April 13, 2026 – Saturday, April 19, 2026 ☼ Holiday: Sunday, April 5, 2026 (Easter) Final Exams: Monday, May 11, 2026 – Sunday, May 17, 2026 Last Day of Classes: Sunday, May 17, 2026
Summer I, 2026	Monday, May 18, 2026 – Sunday, July 12, 2026 Add / Drop Period Ends: Sunday, May 24, 2026 ☼ Holiday: Monday, May 25, 2026 (Memorial Day) Mid-Terms: Monday, June 8, 2026 – Sunday, June 14, 2026 ☼ Holiday: Friday, June 19, 2026 (Juneteenth) ☼ Holiday: Saturday, July 4, 2026 (Independence Day) Final Exams: Monday, July 6, 2026 – Sunday, July 12, 2026 Last Day of Classes: Sunday, July 12, 2026 ☼ Break: Monday, July 13 – Sunday, July 19, 2026
Summer II, 2026	Monday, July 20, 2026 – Sunday, September 13, 2026 Add / Drop Period Ends: Sunday, July 26, 2026 Mid-Terms: Monday, August 10, 2026 – Sunday, August 16, 2026 ☼ Holiday: Monday, September 7, 2026 (Labor Day) Final Exams: Tuesday, September 8, 2026 – Sunday, September 13, 2026 Last Day of Classes: Sunday, September 13, 2026 ☼ Break: Monday, September 14 – Sunday, September 20, 2026

Revised 05/27/2025

Note: Calendar is subject to change without further notice.

Students enrolled in Internships and Practical Nursing students in the clinical stage of their program will be required to make additional arrangements for weekday/evening and/or Saturday and Sunday internship and/or clinical rotations in order to complete hours required for the respective courses.

* Inclement weather make-up day(s) will run according the schedule of the day originally missed. If there were no inclement weather days declared by the institution for the term, students will receive the day(s) off.

NON-DISCRIMINATORY POLICIES

Mildred Elley does not discriminate on the basis of race, color, creed, sex, age, handicap, sexual preference, or national or ethnic origin as defined by law, and is in compliance with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973. The compliance officer for Title IX and Section 504 is the college's Campus President, who is generally available Monday–Friday by appointment, at the address below.

CATALOG INFORMATION

The revision date of this catalog is July 20, 2026

Please see the Office of the Dean of Academic Affairs for additional catalog information. The contact information for Dr. Ryan Buck, Dean of Academic Affairs is 212-380-9004 or rbuck@mildred-elley.edu.

Information contained in the Academic Catalog is subject to change. Please contact the Office of the Campus President and/or Dean of Academic Affairs for the most current information.

CONTACT INFORMATION

Mildred Elley—New York City Metro Campus
25 Broadway, Floor 16
New York, NY 10004
(212) 380-9004

The New York City Metro Campus is a branch campus of:

Mildred Elley—Albany, New York Campus
855 Central Avenue
Albany, NY 12206
(518) 786-0855

STATEMENT OF OWNERSHIP

Mildred Elley is a proprietary, for-profit college.

MILDRED ELLEY	
1 Park Place, 3 rd Floor	Main: (518) 786-0855
Albany, New York 12205	Admissions: (518) 786-3171

Faith Ann Takes
Chairwoman of the Board

Mildred Elley – Albany, NY – Main Campus
855 Central Avenue
Albany, NY 12206

Mildred Elley – New York City, New York, NY– Non-Main Campus
25 Broadway, Floor 16
New York, NY 10004

MILDRED ELLEY ANNUAL NEW YORK STATE NOTIFICATION OF SEXUAL MISCONDUCT POLICY

I. Section 1: Statement of Purpose

Mildred Elley promotes an environment in which all members of the Community feel safe and respected. Acts of sexual misconduct impede the College's educational mission and values, are harmful, and will not be tolerated by Mildred Elley. This policy prohibits sexual violence, sexual harassment, sexual misconduct, and other related offenses in all College programs and activities. Conduct prohibited by this policy may also violate federal and/or New York State laws enforced through the criminal justice system. Individuals are also free to pursue action under this policy and through the criminal justice system. The College takes reports of sexual misconduct seriously and promises to promptly and fairly respond in a manner intended to eliminate the misconduct, prevent its recurrence, and address its impact on affected individuals and the College community. All College proceedings conducted pursuant to alleged violations of this policy will be done so in a timely and equitable process that provides adequate notice and a meaningful opportunity for all parties to be heard.

II. Section 2: Scope of this Policy

This policy intends to address conduct prohibited under federal laws, including Title IX, the Clery Act, and the Violence Against Women Act, as well as under New York State law, specifically its "Enough Is Enough" law (Education Law 129-B). This policy applies to all Community members – including students, faculty, staff, other employees, and independent contractors – attending, working, or otherwise interacting with the college's New York State campuses ("Community"). The College will address reports received from any individual, whether the person is affiliated with Mildred Elley, that a Community member has violated this policy. Vendors, contractors, visitors, and others who conduct business with the College or on College property are likewise expected to comply with this policy. The prohibitions and protections in this policy apply regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

The prohibitions and protections in this policy apply regardless of whether the violation occurs on campus or off campus. Members of the Community who commit acts of sexual misconduct will be disciplined appropriately pursuant to College policy. This policy describes protections specifically for students who are subjected to sexual misconduct as well as disciplinary procedures specifically relevant to students who commit sexual misconduct. The actions the College may take against an individual who commits sexual misconduct may vary or be limited when that individual is not a member of the Community; however, whenever a member of the Community is subjected to sexual misconduct, regardless of the status of the individual who committed it, the College will continue to provide support, resources, and protection to the affected Community member. Mildred Elley will cooperate with and assist in law enforcement investigations whenever appropriate.

III. Section 3: Terminology and Definitions

Certain definitions within this section contain very graphic language and may be disturbing to some individuals.

The following terms are used throughout this policy and may be heard during conversations with College associates and/or during student conduct proceedings. Due to the sensitive and sometimes violent nature of incidents involving sexual misconduct, the following definitions are provided for informational use by students and for guidance in the investigation and processing of alleged violations. It is possible that an action may constitute sexual misconduct even if not specifically mentioned in these definitions.

If you have any questions about what these terms mean or whether they apply to certain situations, please feel free to talk to your campus Title IX Coordinator. If you aren't sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in Section 3. Any questions about whether a specific incident violates New York State criminal laws should be addressed to law enforcement or to the local district attorney.

- A. Sexual activity:** Sexual activity has the same meaning as "sexual acts" and "sexual contact" as provided in U.S.C. 2246 (2) and U.S.C. 2246 (3). These terms are defined as follows:
 - a. Sexual act

- i. Contact between the penis and the vulva or between the penis and the anus, and for purposes of this subparagraph contact involving the penis occurs upon penetration, however slight;
 - ii. Contact between the mouth and the penis, mouth and the vulva, or the mouth and the anus.
 - iii. Penetration, however slight, of the anal or genital opening of another person by a hand, or finger, or by any object, with the intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or
 - iv. Intentional touching, not through clothing, of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.
- b. Sexual contact
 - i. Intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, arouse, or gratify the sexual desire of any person.

B. Sexual Misconduct: Sexual misconduct is a broad term that encompasses a range of behaviors. Sexual misconduct can occur between people who know each other, people who have an established relationship, people who have engaged in consensual sexual activity before, and people who do not know each other. Sexual misconduct can be committed by persons of any gender or gender identity, and it can occur between people of the same sex or different sex.

Sexual misconduct includes but is not limited to:

- a. Sexual assault is unwanted sexual activity and/or unwanted sexual contact that has not been Affirmatively Consented to by two or more of the participants, as defined in Section 3, including but not limited to:
 - i. Rape (as defined in accordance with the Federal Bureau of Investigation's Uniform Crime Reporting Program and listed in 34 C.F.R. §668.46) is the penetration, no matter how slight, of a person's vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
 - ii. Sexual coercion is using verbal pressure to compel another person to engage in sexual activity that he/she would otherwise not consent to, including but not limited to telling lies, threatening to spread rumors, and engaging in verbal abuse.
 - iii. Fondling is touching the private body parts of another person, without that person's consent, for sexual gratification.
 - iv. Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - v. Statutory rape is sexual intercourse with a person who is under the legal age of consent.
- b. Sexual exploitation is engaging intentionally in exploitive behavior including but not limited to:
 - i. Observing another person when that person is nude, in their undergarments, partially clothed, or engaged in sexual activity without the knowledge and consent of the person observed, or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;
 - ii. Making, sharing, posting, streaming, or otherwise distributing any image, photography, video, or audio recording depicting or otherwise recording another person when that person is nude, in their undergarments, partially clothed, or engaged in sexual activity without the knowledge and consent of the person depicted or recorded;
 - iii. Exposing one's genitals to another person without the consent of that person;
 - iv. Exposing another person to a sexually transmitted infection without the knowledge and consent of the person exposed;
 - v. Causing another person to become incapacitated with the intent of making that person vulnerable to non-consensual sexual activity or sexual exploitation.
- c. Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others, or would cause a reasonable person to suffer substantial emotional distress.
- d. Domestic violence is a felony or misdemeanor crime of violence, including but limited to acts of sexual violence, sexual abuse, physical abuse, or the threat of any such abuse, committed by:
 - i. a current or former spouse,
 - ii. a person with whom you share a child in common,
 - iii. a person with whom you live or have lived as a spouse or intimate partner, or

- iv. any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
 - e. Dating violence is violence committed by a person who has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with the consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relations.
 - f. Gender-based harassment is unwelcome conduct of a non-sexual nature based upon a person's actual or perceived sex, including conduct based on gender identity, gender expression, and non-conformity with gender stereotypes.
 - g. Hate crime is any crime that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of this policy, the categories of bias include the victim's (actual or perceived): race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, or disability.
 - h. Sexual harassment is unwelcome conduct of a sexual nature that is sufficiently severe, persistent, or pervasive as to limit a student's ability to participate in or benefit from an education program or as to create a hostile or abusive educational environment, including but not limited to:
 - i. Unwelcome sexual flirtations or propositions for sexual activity.
 - ii. Unwelcome demands for our suggestions of sexual favors, including but not limited to repeated unwelcome requests for dates.
 - i. Sexual exploitation is offering employment or educational benefits in exchange for sexual favors.
 - i. Threatening or taking negative action in the event of having sexual advances denied and/or after having sexual advances denied, such as a professor threatening to fail a student unless the student agrees to date the professor.
 - ii. Making graphic verbal comments about an individual's body or appearance
 - iii. Spreading sexual rumors
 - iv. Touching an individual's body or clothing (including one's own) in a sexual way, such as grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, fondling, etc.
 - v. Displaying or sending sexually suggestive drawings, images, pictures, written materials, cartoons, letters, notes or objects in the work/educational environment, regardless of medium.
 - vi. Cornering or blocking the normal movement of an individual.
 - j. Sex discrimination and/or gender discrimination is treating an individual unfavorably or adversely based upon that individual's sex and/or gender in the context of educational or employment activities, programs, or benefits, such as in admissions, hiring, selection for and/or participation in projects, teams, or events, provision of wages or benefits, selection for promotions, etc.
- C. Retaliation** is taking adverse action against an individual for making a good faith report of prohibited behavior, for participating in any investigation or proceeding into such behavior, and/or otherwise cooperating with the college's efforts to prevent and remediate sexual misconduct in its community, including but not limited to engaging in intimidation, threats, coercion, and/or adverse actions regarding education or employment.
- a. Retaliation does not exist when an individual pursues actions in good faith in response to a report of prohibited behavior, such as an accused individual offering evidence in their own defense.
 - b. Retaliation may be committed by an accused individual, a reporting individual, or any other person or group of persons.
 - c. Retaliation may exist event where an underlying report that was made in good faith was found to be unsubstantiated by evidence and/or the accused individual was determined to be 'not responsible'.
- D. Affirmative consent** is an assessment whether alleged sexual activity was consensual. Consent must be affirmative to be considered consensual. Affirmative consent is the knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions if those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.
- a. Important guidance regarding consent:
 - i. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
 - ii. Consent is required regardless of whether either person involved in the act is under the influence of drugs and/or alcohol.
 - iii. Consent may be initially given but withdrawn at any time.

- iv. Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- v. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- vi. When consent is withdrawn or can no longer be given, sexual activity must stop.

E. Title IX Coordinator: Each campus has a Title IX Coordinator. Each Title IX Coordinator is responsible for coordinating the College's prevention of and response to sexual harassment and sexual violence, as well as for addressing any questions or inquiries regarding how Mildred Elley applies federal Title IX law and regulations. The College's Title IX Coordinator also coordinates the College's response to acts of sexual misconduct as required by New York State's "Enough Is Enough" law (Education Law 129-B).

- a. The Title IX Coordinator has many responsibilities as part to ensure the College complies with the law. The Title IX Coordinator has the primary responsibility for:
 - i. Receiving complaints regarding sexual misconduct;
 - ii. Providing information to students about resources and support services available;
 - iii. Directing investigations into incidents of sexual misconduct;
 - iv. Issuing interim protective measures and arranging requested accommodations;
 - v. Initiating student conduct charges against students who have committed sexual misconduct;
 - vi. Ensuring the student conduct process is handled the right way;
 - vii. Overseeing student compliance with consequences and sanctions imposed through the student conduct process;
 - viii. Collecting statistics regarding the prevalence of sexual misconduct on campus;
 - ix. Conducting annual surveys of the Community regarding sexual misconduct; and
 - x. Overseeing education and training programs relating to sexual misconduct.
- b. **The Title IX Coordinator is the person with whom you should file a formal report regarding sexual misconduct.** Reporting individuals can also privately tell the Title IX Coordinator about incidents of sexual misconduct even if you do not want to file a formal report. Reporting individuals can also disclose those incidents to other College associates, if you prefer.
 - i. All College associates – except those designated as confidential resources as described in this policy – are required to notify the Title IX Coordinator when a student discloses an incident of sexual misconduct to them so that the Title IX Coordinator can reach out to the student to offer help, support, and information about filing a formal report if the student desires to do so and in order to protect the safety of other people on campus. Those College associates would only provide the Title IX Coordinator with the necessary information, and the student's privacy would be maintained always. More information about privacy is provided in Section 3.
 - ii. Other College associates are not required to notify the Title IX Coordinator when a student discloses an incident of sexual misconduct to them. These College associates are known as "confidential resources". Each New York State campus has at least one confidential resource with whom students can speak with confidentially. More information about confidentiality and a list of the confidential resources for each campus is provided in Section 3. The Title IX Coordinator will maintain student privacy to the greatest extent possible, but is not a confidential resource, given the nature of their duties.
- c. The Title IX Coordinator for each location is as follows:
 - i. NYC Campus: Phillippa Gordon, Campus President — 212-380-9004 (Ext 1700)
 - ii. Albany Campus and Amsterdam Extension Site: Dr. Kaweeda G. Adams, Dean — 518-786-0855 (Ext 1464)

F. Confidentiality: Confidentiality can be offered by a College associate who is not required by law to report known incidents of sexual assault or other crimes to the college's Title IX Coordinator or any other College associates. Each New York State campus has at least one College associate who can offer complete confidentiality to persons who want to confidentially report an incident of sexual misconduct. These individuals are known as Confidential Resources. While Confidential Resources generally honor requests for confidentiality, it is important that reporting individuals understand that a request for confidentiality may limit the college's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s). Although rare, there are times when the Confidential Resource may not be able to honor requests for confidentiality to provide a safe, non-discriminatory environment for all students. In those circumstances, all information would still be treated with the utmost privacy.

- a. The Confidential Resource for each location is as follows:
 - i. NYC Campus: Dr. Ryan Buck, Dean of Academic Affairs, (212) 380-9004 x1709, rbuck@mildred-elley.edu
 - ii. Albany Campus and Amsterdam Extension Site: Dr. Kaweeda G. Adams, Dean of Academic Affairs, (518) 786-0855 X 1464, kadams@mildred-elley.edu
- b. Examples of other individuals who can offer confidentiality:
 - i. Medical providers
 - ii. Lawyers providing legal advice
 - iii. Licensed mental health counselors, psychologists, and social workers
 - iv. Pastoral counselors (e.g., priests and other clergy members)
 - v. Local rape crisis centers and other confidential Community resources (see Section 6 for a list of local community resources near your campus, or call the NYS Sexual Violence Hotline at 1-800-942-6906 (available 24/7/365) to be connected to your local rape crisis center)
 - vi. While these off-campus counselors and advocates may maintain a victim's confidentiality by not informing the College, they may have other obligations under State law.
- c. As noted above, when a reporting individual speaks to a campus Confidential Resource or an off-campus individual offering confidentiality, the College may be unable to investigate into the incident or pursue disciplinary action against the alleged perpetrator. In those circumstances, confidential counselors and advocates, including the campus Confidential Resource, will still assist the reporting individual in receiving other necessary protections and support, such as victim advocacy services, academic support or campus accommodations, disability services, health or mental health services, and changes to living, working, or course schedules.
- d. At any time, a reporting individual who initially requests confidentiality may also decide to file a formal disciplinary complaint with the school and/or report the incident to campus security, law enforcement, and/or State Police, and have the incident fully investigated.
- e. If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the Community, law enforcement may be called upon to issue a timely warning to the Community. Any such warning would not include the reporting individual's name or any information that identifies the reporting individual.

G. Privacy: Privacy can be offered by a College associate who is unable to offer confidentiality due to their legal obligation to report known incidents of sexual assault or other crimes to the Title IX Coordinator. Even College associates who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution. Any College associate who is not considered a confidential resource, including your campus Title IX Coordinator, is considered a College associate who will guarantee privacy.

H. Accused: A person accused of sexual misconduct or another violation of this policy.

I. Bystander is a person who witnesses or otherwise learns about sexual misconduct or another violation of this policy who is not themselves the victim or person subjected to the sexual misconduct. Bystanders are welcome and encouraged to report incidents of sexual misconduct that they have witnessed or learned about.

- a. Please encourage any victim of sexual misconduct to reach out for help. A list of on-campus and off-campus resources available to victims can be found in Section 6.

J. Reporting individual is any person who reports being a victim, survivor, witness, and other individual subjected to sexual misconduct.

IV. Section 4: Prohibited Behavior

Mildred Elley is a place of academic learning, and its Community expects appropriate behavior. The following are considered specific and serious violations of this policy. Violations of this policy can occur both on-campus and off-campus and may also include other unacceptable conduct not specifically listed below. Any possible or known violation of this policy may result in the College investigating. In certain instances, the College is obligated by federal and/or New York State law to investigate. Students believed to have committed prohibited behavior, including sexual misconduct, in violation of this policy may face student conduct charges, which can result in serious consequences, such

as suspension or expulsion. For more information, see **Disciplinary Process for Students who Commit Sexual Misconduct** described in **Section 7** of this policy.

- A. Prohibited Behavior:
 - a. Sexual misconduct, including but not limited to:
 - i. Rape
 - ii. Sexual assault
 - iii. Sexual harassment
 - iv. Stalking
 - v. Domestic violence
 - vi. Dating violence
 - vii. Unwanted sexual activity and/or contact
 - viii. Fondling
 - ix. Statutory rape
 - x. Gender-based harassment
 - xi. Sex discrimination
 - xii. Retaliation against someone who has made a complaint about sexual misconduct
 - xiii. Sexual exploitation
 - xiv. Sexual coercion
 - xv. Other sexual violence
 - xvi. Other sexually inappropriate behavior
 - b. Attempting to commit sexual misconduct
 - c. Aiding another person in committing sexual misconduct
 - d. Knowingly violating an interim measure or sanction imposed by the College pursuant to this policy, such as a 'no contact' order, suspension, or other measures and/or sanctions deemed appropriate under the circumstances
 - e. Knowingly filing a false report of any prohibited behavior

The above forms of sexual misconduct are defined in **Terminology and Definitions** in **Section 3** of this policy.

V. Section 5: How to Report Incidents of Sexual Misconduct

In any instance of sexual misconduct, anyone in the Community has the right to report the incident to the College, to campus security, to local law enforcement, to the State police, to any combination of these authorities, or to not report the incident at all.

A. Disclosing vs. Reporting

Sometimes a person wants to tell someone about an incident of sexual misconduct without being sure whether they wish to see official action taken against the perpetrator. Such persons have the option to disclose (tell someone about) an incident without being obligated to file a formal report. Whether they choose to disclose or choose to formally report an incident, they have the right to be protected by the College from retaliation and the right to receive assistance and resources from the College.

The Title IX Coordinator is the person with whom formal reports regarding sexual misconduct should be filed. Upon receiving a formal report, the Title IX Coordinator will begin an investigation into the incident and the disciplinary process against the individual alleged to have committed the sexual misconduct, if that individual is a student of the College (or, if the individual is not a student, take other appropriate action). The Title IX Coordinator will also offer any student making a report assistance and resources.

Individuals can also make a formal report to the Title IX Coordinator even if they do not want an investigation to occur. Although the Title IX Coordinator is not a "confidential resource" in that same way as those Confidential Resources listed in Section 3 of this policy, reporting an incident to the Title IX Coordinator while expressing one's wish for no investigation to occur is known as a "confidential report" to the Title IX Coordinator. This is considered a "confidential report" in that the Title IX Coordinator will first ask the person's permission before beginning an investigation and commencing the student disciplinary process. If the reporting individual declines to give permission, the Title IX Coordinator will honor the student's decision and will not investigate the report, except in circumstances where failing to investigate would prevent the College from providing a safe and non-discriminatory environment for all members of the College community. In those cases, the individual making the report would not be obligated to participate in the

investigation or the disciplinary process. Whatever that person decides, the Title IX Coordinator will be willing to assist. More information about how to make this type of “confidential report” is provided in Section 3.

B. Disclosing to Someone Other than the Title IX Coordinator

Incidents can also be disclosed to College associates other than the Title IX Coordinator, if the student prefers to do so. Some College associates are required to notify the Title IX Coordinator when an incident of sexual misconduct is disclosed to them, to protect the safety of other people on campus and so that the Title IX Coordinator can reach out to the student to offer help, support, and information about filing a formal report if the student desires. While these College associates cannot offer true confidentiality, they promise not to disclose more information to the Title IX Coordinator than necessary. The information disclosed will be limited to the information needed to investigate (if the student permits) and to ensure student safety. More information about privacy is provided in Section 3.

Other College associates are not required to notify the Title IX Coordinator when a report of an incident of sexual misconduct is disclosed to them. These College associates are known as “Confidential Resources”. Each campus has one Confidential Resource available to speak with confidentially. These College associates can help obtain assistance and resources without sharing confidential information with anyone else. Speaking to a Confidential Resource will not result in a formal report being made. More information about confidentiality and a list of the Confidential Resources for each campus is provided in Section 3.

Incident reports can also be made to non-College officials, such as a local rape crisis center or a mental health counselor. A list of some local rape crisis centers and other Community resources is provided in Section 6. You can also find local rape crisis centers and other community resources by dialing 2-1-1 or by calling the New York State Domestic & Sexual Violence Hotline (1-800-942-6906). These types of non-College officials provide confidentiality and can offer support and referrals to helpful services and resources. These persons are not affiliated with the College and have no obligation to notify the Title IX Coordinator about the incident.

C. Making a Formal Report Confidentially and/or Anonymously

In addition to the options described above about privately or confidentially reporting an incident of sexual misconduct, there are several other options for making a formal report. The Title IX Coordinator is the person with whom a formal report regarding sexual misconduct should be filed in those instances in which a person wants to make a formal report. Formal reports can be made to the Title IX Coordinator by making a report to the Title IX Coordinator in-person, via email. Your campus Title IX Coordinator’s phone number and email address can be found in Section 3.

All reports of sexual misconduct made to all College associates will be handled with privacy. Students reporting instances of sexual misconduct – whether they are the victim, a friend, or a witness/bystander – can also make confidential and/or anonymous reports if they prefer to do so.

- a. Confidential reports can be made by telling the Title IX Coordinator that you do not want an investigation to occur, or by checking the boxed on the online incident report form labeled ‘I do not want an investigation to occur.’
- b. Important considerations regarding “confidential reports”, whether made in-person or online:
 - i. While this reporting method is known as a “confidential report”, due to the nature of their responsibilities, the Title IX Coordinator is not truly a “confidential resource” in the same way as the Confidential Resources listed in Section 3. As noted above, all information provided will be handled with the utmost privacy.
 - ii. When a reporting individual formally reports an incident of sexual misconduct but expresses that he/she does not wish for the College to investigate, the College will typically honor that request. However, sometimes the College will be obligated to weigh such a request against the College’s duty to ensure the safety of others on campus. Some of the factors the College may consider in weighing a request to not investigate may include: whether the accused individual has a history of violent behavior or is a repeat offender; whether the incident represents escalation in unlawful conduct by the accused individual; the increased risk that the accused individual will commit additional acts of violence; whether the accused individual used a weapon and/or force; whether the reporting individual is a minor; and whether the institution possesses other means to obtain evidence (e.g., security footage) and whether available information reveals a pattern of perpetration at a given location or by a particular group. If the College determines that it cannot maintain a victim’s confidentiality and that an investigation is necessary, the student who reported the incident will be notified in writing, prior to the start of an investigation and will, to the extent possible, only share information with the people responsible for handling the College’s response. The College will remain

mindful of the victim's well-being and will take steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or College employees, will not be tolerated.

- c. Anonymous reports can be made by not including your name or email address when submitting the online incident report form.
 - i. Important note regarding anonymous reports:
 - ii. Individuals who wish to anonymously report an incident should be aware that their anonymity may inhibit the College's ability to conduct a full investigation of the incident, provide support, and/or update the student regarding actions taken.

Regardless of how a student chooses to make a report, the College may not require a victim to participate in any investigation or disciplinary proceeding.

If sexual misconduct is committed by a non-member of the Community (including an unknown person or stranger), students may still report the incident to the College and receive support and protection. For a list of on-campus and off-campus resources and support services near your campus, see **Resources, Support Services, and Protection for Victims** in **Section 6** of this policy.

Students also have the option to make a report to law enforcement, either in addition to or as an alternative to making a report to the College.

- a. Make a report to law enforcement by contacting the **New York State Police** at 1-844-845-7269 *or by* contacting local law enforcement in your area
- b. **State Police** Contact your local Troop Headquarters: Troop NYC: (917)492-7100, Emergency: Call 911, <https://www.troopers.ny.gov/>
- c. **New York Police Department (NYPD)** Contact your local Precinct: 1st Precinct: (212) 334-0611, Emergency: Call 911, <https://www1.nyc.gov/site/nypd/index.page>
- d. New York Police Department Sex Crimes Report Line (212) 267-7273

D. Amnesty Policy for Alcohol and/or Drug Use

Students should not be afraid to report an incident of sexual misconduct merely because they were drinking alcohol or using drugs at the time of the incident, whether they were a victim, witness, or bystander. Mildred Elley has adopted an amnesty policy for alcohol and/or drug use regarding incidents of sexual misconduct. The health and safety of every student at Mildred Elley is of utmost importance. Mildred Elley recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Mildred Elley strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to college associates. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to the College associates or law enforcement will not be subject to the College's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

E. Disclosures During Advocacy Events

Individuals occasionally disclose information regarding sexual misconduct during a public awareness and/or advocacy event and other similar public events. These events typically serve the purpose of encouraging survivors and raising awareness about issues related to sexual violence, as opposed to serving as a forum in which formal reports are made. Accordingly, the College is not obligated to begin an investigation based on information disclosed at these events, however, any individual always remains free to file a report with the College if they choose to do so. The College may use information provided at such events to inform its efforts for additional education and prevention efforts regarding sexual misconduct and sexual violence.

F. Campus Alerts

When certain crimes occur in certain areas on and/or near campus that represent a serious or continuing threat to the Community, the College is obligated under federal law to issue a timely warning to protect the safety of others. Crimes triggering a timely warning might include, for example, a rapist who is still present on campus. When a timely warning is issued, the warning will never identify any victims or reporting individuals. See the Mildred Elley Annual Fire and

Security Report for more information on the Campus Emergency Notification System. This report can be found on the Mildred Elley website.

G. Campus Crime Data

When the Title IX Coordinator receives reports of sexual misconduct and certain other crimes that occur in certain locations on and/or near campus, federal and New York State laws require the Title IX Coordinator to include those reports in the College's Jeanne Clery Campus and Security Survey as well as in the College's Annual Fire and Security Report. This is merely an anonymous count without – identifying the reporting individual or the specifics of the crime.

VI. Section 6: Resources, Support Services, and Protection for Victims

Mildred Elley is committed to supporting victims and survivors of sexual misconduct and sexual violence, regardless of when, where, or who committed the acts in question. In Section 3, the College has collected information and resources that may be helpful. If there are other resources needed, the College encourages reaching out to the campus Title IX Coordinator, who can help obtain those resources. If you are uncertain who your campus Title IX Coordinator is, a list of the New York campus Title IX Coordinators is provided in Section 3 of this policy. If you are in immediate danger at any point, call 911!

A. Obtaining Immediate Medical Attention

If you need immediate medical attention because of rape, sexual assault, domestic violence, or dating violence, please call 911 and/or consider visiting a hospital, urgent care center, or medical provider. Below is a list of emergency medical facilities and other medical providers near each campus. New York State law requires that all hospitals in the State offer forensic rape examinations (sometimes also called 'forensic sexual assault examinations' or simply 'rape kits'). Hospitals must notify the victim/survivor that they can choose to have the forensic rape exam and its related charges billed to the NYS Office of Victim Services at no cost to the victim/survivor. After the exam, you might receive other medical services or counseling services for which the hospital might charge you or bill your health insurance; if your insurance plan is through someone else (such as your parent), you should tell hospital staff if you do not want your insurance policyholder to be notified about your access to these services.

Especially in incidents of rape or sexual assault, it may be important to receive a forensic examination as soon as possible to preserve evidence and/or to receive protection from sexually transmitted infections or pregnancy. To best preserve evidence, you should seek an exam as soon as possible and avoid showering, washing, changing clothes, discarding clothes, combing hair, or otherwise altering your physical appearance until the exam is complete. Even if you do not want evidence collected, you should get examined by a doctor to minimize physical injuries, potential pregnancy, and possible exposure to sexually transmitted infections. For more information about what to do after an assault, please call the NYS Sexual Violence Hotline at 1-800-942-6906 (available 24/7/365) to be connected to your local rape crisis center or visit the National Sexual Violence Resource Center website at www.nsvrc.org.

- a. **Safe Horizon Rape & Sexual Assault Hotline** (212)227-3000, <https://www.safehorizon.org>
- b. **Crime Victims/Stalking Hotline:** (866)689-4357,
- c. **Domestic Violence Hotline:** (800)621-4673 (English/Spanish),
- d. **TDD Assistance:** (866)604-5350
- e. **New York City Alliance Against Sexual Assault Helpline:** (212) 514-SAFE (7233),
32 Broadway, Suite 1101 New York, NY 10004, <http://www.svfreenyc.org>
- f. **Counseling and Psychotherapy Center Manhattan Probation** (800) 455-8726
100 Centre Street, 14th Floor New York, NY 10013
- g. **Manhattan Institute for Psychoanalysis Trauma Treatment Center** (212) 422 -1221
80 Broad Street., 9th Fl New York, NY 10005
- h. **Crime Victims Treatment Center (CVTC)** (212) 523-4728, Hotline (866) 689-4357 or
(212) 523-4728, 40 Exchange Place, Suite 50, New York 10005
- i. **New York Presbyterian Hospital – Columbia Presbyterian – DOVE Program:** (212) 305-9060,
Hotline (212) 305-9060, 622 West 168th Street, New York 10032
- j. **NYCHHC- Bellevue Hospital Center Rape Crisis Program** (212) 562-3435, Hotline (212) 227-3000 or
(800) 621-4673462, First Avenue CD Building, Ground Floor, New York 10016
- k. **Barnard Columbia Rape Crisis/Anti-Violence Support Center** (212) 854-4366,
Hotline (212) 854-4357, 301 Lerner Hall, Columbia University 29020 Broadway, NY 10027
- l. **NYC Anti-Violence Project Hotline** (212)714-1141, <https://avp.org/>
116 Nassau Street, 3rd Floor, New York, NY 10038,

- m. **New York State Domestic Violence and Sexual Assault Hotline** (800)942-6909
<http://www.opdv.ny.gov>
- n. **NYC District Attorney's Crime/Special Victims Bureau** (212)335-9373
- o. **New York State Coalition Against Sexual Assault** 1.(800)942-6906, <http://nyscasa.org>
- p. **National Sexual Assault Hotline** 1(800)656.HOPE (4673), <https://www.rainn.org>
- q. **National Domestic Violence Hotline** (1.800.799.7233), <https://www.thehotline.org>

Information regarding forensic examinations and sexually transmitted infections and other resources available through the New York State Office of Victim Services, are available through your campus Title IX Coordinator or by contacting the New York State Office of Victim Services directly: 1-800-247-8035 or <https://ovs.ny.gov/contact-us>.

B. On-Campus and Off-Campus Resources and Support Services

Individuals subjected to sexual misconduct often need other types of support. Even if you think you are okay and that you do not need help, the College encourages you to reach out to someone. The College's on-campus resource is the Title IX Coordinator. In addition, there are various off-campus resources that you can use if you prefer not to seek help from on-campus resources. Below is a list of on-campus and off-campus resources for each Mildred Elley New York State campus, including counselors, advocates, and Community resources. If you have any questions or are uncertain where to go, your campus Title IX Coordinator can help you.

- a. **Safe Horizon Rape & Sexual Assault Hotline** (212)227-3000, <https://www.safehorizon.org>
- b. **Crime Victims/Stalking Hotline:** (866)689-4357,
- c. **Domestic Violence Hotline:** (800)621-4673 (English/Spanish),
- d. **TDD Assistance:** (866)604-5350
- e. **New York City Alliance Against Sexual Assault Helpline:** (212) 514-SAFE (7233),
<http://www.svfreenyc.org>, 32 Broadway, Suite 1101 New York, NY 10004
- f. **Counseling and Psychotherapy Center Manhattan Probation** (800) 455-8726
100 Centre Street, 14th Floor New York, NY 10013
- g. **Manhattan Institute for Psychoanalysis Trauma Treatment Center** (212) 422 -1221
80 Broad Street., 9th Fl New York, NY 10005
- h. **Crime Victims Treatment Center (CVTC)** (212) 523-4728,
Hotline (866) 689-4357 or (212) 523-4728 40 Exchange Place, Suite 50, New York 10005
- i. **New York Presbyterian Hospital – Columbia Presbyterian – DOVE Program** (212) 305-9060,
Hotline (212) 305-9060, 622 West 168th Street, New York 10032
- j. **NYCHHC- Bellevue Hospital Center Rape Crisis Program** (212) 562-3435, Hotline (212) 227-3000 or
(800) 621-4673462, First Avenue CD Building, Ground Floor, New York 10016
- k. **Barnard Columbia Rape Crisis/Anti-Violence Support Center** (212) 854-4366,
Hotline (212) 854-4357, 301 Lerner Hall, Columbia University 29020 Broadway, New York 10027
- l. **NYC Anti-Violence Project** Hotline (212)714-1141, <https://avp.org/>
116 Nassau Street, 3rd Floor, New York, NY 10038,
- m. **New York State Domestic Violence and Sexual Assault Hotline** (800)942-6909 <http://www.opdv.ny.gov>
- n. **NYC District Attorney's Crime/Special Victims Bureau** (212)335-9373
- o. **New York State Coalition Against Sexual Assault** 1.(800)942-6906, <http://nyscasa.org>
- p. **National Sexual Assault Hotline** 1(800)656.HOPE (4673), <https://www.rainn.org>
- q. **National Domestic Violence Hotline** (1.800.799.7233), <https://www.thehotline.org>

The above list is not exhaustive. You can find other resources by dialing 2-1-1 for free, confidential help finding an extensive list of resources, including law enforcement and public safety assistance, legal services, hospitals that conduct sexual assault forensic exams, confidential counseling services, and more. 2-1-1 is available 24/7, and many of the resources to which they can refer you also are available 24/7, are confidential, and are low-cost or free of charge.

C. Protections and Campus Accommodations

In addition to the above on-campus and off-campus resources, the College is prepared to offer you certain protections and reasonable campus accommodations. Below is a list of protections and campus accommodations that may be available, if appropriate. To request any of the below protections and/or campus accommodations, please contact your campus Title IX Coordinator. Your Title IX Coordinator will then make the necessary arrangements, including coordinating with other campus offices as needed, to maintain your privacy. If you are not sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in Section 3.

- a. Issuing a 'no contact' order against the individual.
 - i. A 'no contact' order requires that if the accused, victim, or reporting individual observes each other in a public place, it will be the responsibility of the accused to leave area immediately and without directly contacting the reporting individual and/or victim. If necessary, the College may establish a schedule for the accused and the reporting individual to access College buildings and property at separate times. Violating the 'no contact' order could subject the accused to additional consequences and/or the involvement of law enforcement.
 - ii. Both the accused and the victim will, upon request and consistent with these policies, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of the 'no contact' order including potential modification. Each will be allowed to submit evidence in support of their request.
- b. Assistance from College associates in obtaining an order of protection or restraining order from law enforcement.
 - i. Orders of protection and restraining orders are similar to 'no contact' orders, except that they are imposed by the local police instead of not by the College. If an accused individual violates an order of protection or restraining order, they could be arrested. The College reserves the right to impose consequences on accused individuals who violate orders of protection and restraining orders, such as imposing additional conduct charges and/or subjecting the accused to interim suspension.
- c. Assistance from College campus security in calling on and assisting law enforcement in effecting an arrest when the accused individual violates an order of protection.
- d. When the accused individual or victim is a student determined to present a continuing threat to the health and safety of the Community, to subject the accused or victim to interim suspension pending the outcome of the disciplinary process consistent with the law and the college's policies and procedures. Both the accused or victim and the reporting individual shall, upon request and consistent with the college's policies and procedures, receive a prompt review, reasonable under the circumstances, of the need for and terms of an interim suspension, including potential medication. Each shall be allowed to submit evidence in support of his or her request.
- e. Determinations of whether a student poses a continuing threat to the health and safety of the Community are made by individuals at each campus. In making such determinations, these individuals act in good faith and take into consideration:
 - i. Whether the accused individual has a history of violent behavior or is a repeat offender
 - ii. Whether the reporting individual is a minor
 - iii. The nature of the allegation in question
 - iv. Behavior subsequent to the allegation
 - v. The potential risk of harm or disruption to the Community and the reporting individual
 - vi. Other relevant factors, such as whether the alleged behavior represents an escalation of past incidents, the possession and/or use of a weapon and/or force, whether the College possesses other means to obtain evidence (e.g. security footage), whether available information reveals a pattern of perpetration at a given location or by a particular group and whether alternatives to interim suspension are available.
- f. When the threat posed implicates mental health issues, the student will be required to provide the College with documentation from an appropriate healthcare provider to return to campus. Additional safety precautions may also be taken where the College deems it necessary.
- g. When certain crimes occur in certain areas on and/or near campus that represent a serious or continuing threat to the Community, the College is obligated under federal law to issue a timely warning, to protect the safety of others. Crimes triggering a timely warning might include, for example, a rapist who is still present on campus. When a timely warning is issued, the warning will never identify any victims or reporting individuals.
- h. Obtaining reasonable and available interim measures and accommodations for changes in the individual's academics, housing, employment, transportation, or other applicable arrangements to help ensure safety, prevent retaliation, and avoid a hostile environment consistent with the college's policies and procedures.

- i. Students have the right to request a review of the need for and terms of any interim measure and/or accommodation implemented by the college.
- j. Other protections, services, and accommodations that may be appropriate.

VII. Section 7: Disciplinary Process for Students Committing Sexual Misconduct

When a student commits or is believed to have committed sexual misconduct – whether committed against another student, other member of the Community, or non-member of the Community – the student will likely face student conduct charges and be subjected to the college’s disciplinary process. All accused students are entitled to a presumption of ‘not responsible’ (not guilty), and all processes will be conducted in a fair, impartial, thorough, and timely manner. At all times, the burden of proof is on the College to establish that the alleged violation of this policy was committed by the student in question. The standard of evidence required in both the Student Conduct Hearing and in the Appeal Hearing, if one is sought, is a preponderance of evidence. ‘Preponderance of evidence’ means that the relevant Code of Conduct committee must decide in favor of the party having, as a whole, the stronger evidence that the violation was or was not committed, however slight the edge may be. ‘Preponderance of evidence’ is sometimes described as ‘more likely than not’ or ‘51% probability’. The evidence should be sufficient to incline a fair and impartial mind to one side of the issue over the other, but it is not necessary for that mind to be completely free from all reasonable doubt. ‘Preponderance of evidence’ is a different and lesser standard of evidence than that used in criminal proceedings; rather, it is the standard of evidence often used in civil court proceedings.

A. Student Conduct Committee Process

Reports of potential and actual violations of this policy, as listed and described in **Prohibited Behavior** in **Section 4** above, will be processed as follows. All written notifications referenced below will be provided by college associates to students in a manner that requires the Charged Student to acknowledge receipt, such as certified mail or email, return receipt requested or hand delivery with a signed receipt.

- a. All submitted incident reports regarding incidents of sexual misconduct will be reviewed by the Title IX Coordinator.
- b. A designee must be appointed if the Title IX Coordinator has a conflict of interest or bias against the accuser or the accused student.
- c. If appropriate, the Title IX Coordinator (or their designee) will investigate the reported incident. Students reporting an incident of sexual misconduct – whether done so privately, confidentially, or anonymously – have the option of requesting that the College not investigate; however, under certain circumstances, the College may determine that an investigation is necessary to protect the health and safety of other students. When the College determines that an investigation is necessary, the student who submitted the incident report will be notified in writing. Students who have anonymously submitted a report regarding an incident of sexual misconduct should be aware that their anonymity may inhibit the College’s ability to conduct a full investigation of the incident and/or communicate with the student regarding actions taken.
- d. Investigations will be conducted in a fair, impartial, thorough, and timely manner. If it is determined during the investigation that a student may have violated the policies described in this policy, the Title IX Coordinator will file student conduct charges against the student and schedule a Student Conduct Hearing on the alleged violation, to be held at a campus location and date determined by the Title IX Coordinator. The date selected by the Title IX Coordinator will be timely in that it will provide an accused student a reasonable amount of time to prepare for the Student Conduct Hearing while also not constituting an unreasonable delay in resolving the charges. When an alleged violation involves more than one student, or when more than one violation is alleged to have been committed by a student, the Title IX Coordinator may, in his/her discretion, schedule separate Student Conduct Hearings.
- e. When the Title IX Coordinator files student conduct charges against a student, the Title IX Coordinator will promptly notify such student in writing of the allegations made against them, the specific College policy violation committed by the student if the alleged facts are determined to have occurred, the time and date on which the violation allegedly occurred, possible consequences and/or sanctions against the student for such violation, information regarding how the student can dispute the violation alleged (including the date, time, and location of a Student Conduct Hearing at which the student will be entitled to present evidence), and what (if any) temporary measures will be imposed upon the student while the Student Conduct Hearing is in progress (e.g., temporary suspension). Where the alleged violation involves sexual misconduct, the written notice will also notify the student of their right to be accompanied at the Student Conduct Hearing by an advisor of their choice.
- f. The Student Conduct Hearing will be conducted in a fair, impartial, and thorough manner. The Student Conduct Hearing will be presided over by a panel of impartial individuals selected by the Title IX

Coordinator. The panel will hear all evidence presented on the alleged violation. During the Student Conduct Hearing, the accused student will have the opportunity to present evidence in their defense and to be accompanied by an advisor of their choice. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct may, if they desire to present evidence of the incident and to be accompanied by an advisor of their choice.

- g. After all evidence has been presented in the Student Conduct Hearing, the panel will render a decision within a reasonable amount of time as to whether the accused student is 'responsible' (guilty) or 'not responsible' (not guilty) for the violation and will impose consequences and/or sanctions on an accused student found 'responsible', if appropriate. If the accused student fails to or declines to attend the Student Conduct Hearing, the Student Conduct Hearing will be held without the accused student present and the panel may reach a decision of 'responsible' and impose consequences and/or sanctions even in the accused student's absence. A full and fair record of the Student Conduct Hearing will be preserved and maintained by the College for five years.
- h. The Student Conduct Hearing panel's decision regarding the accused student's responsibility and the imposed consequences/sanctions (if any), including the rationale in support of such consequences/sanctions, will be provided to the accused student in writing within five (5) business days of the Student Conduct Hearing. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct will also receive a written copy of the same information on the same day as the accused student.
- i. In addition to the written notification of the panel's decision and the imposed consequences/sanctions (if any), an accused student found 'responsible' will also receive written notice regarding their right to appeal the panel's decision and/or imposed consequences/sanctions. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct will also receive a written copy of the same information on the same day as the accused student.
- j. An accused student found 'responsible' may commence their appeal by following the procedures described in the paragraphs titled 'Appeals Process' below. An appeal may also be initiated by the individual who reported the incident and/or was subjected to the alleged sexual misconduct by following the same procedures. In the event an appeal is requested, the Student Conduct Hearing panel's decision will be protected from public release by the College until the Appeals Process is complete and final, unless the law requires otherwise; however, the students involved may choose whether to discuss or disclose the outcome of the Student Conduct Hearing.
- k. If a student does not commence an appeal within the required timeframe (i.e., ten business days from receiving written notification of the Student Conduct Hearing panel's decision). The Student Conduct Hearing panel's decision becomes final.

B. Appeal Process

Any student found 'responsible' by a Student Conduct Hearing panel may appeal the panel's decisions, including its determination of responsibility and/or the consequences/sanctions imposed. An appeal may also be requested by the individual who reported the incident and/or was subjected to the alleged sexual misconduct.

If a student wishes to appeal the decision of the Student Conduct Hearing panel, the student must submit a written request for an appeal to the Title IX Coordinator within ten business days (i.e., non-holiday weekdays) of receiving written notification of the panel's decision. The written request for appeal must include a brief statement of whether the student objects to the Student Conduct Hearing panel's determination of responsibility, the imposed consequences/sanctions, or both, as well as include a brief statement of why the Student Conduct Hearing panel's determination of responsibility and/or imposed consequences/sanctions were inappropriate. Upon receiving the student's written request for appeal, the Title IX Coordinator will schedule an Appeal Hearing in a timely manner at a campus location and date determined by the Title IX Coordinator. Upon scheduling the Appeal Hearing, the Title IX Coordinator will provide written notification of the location, date, and time to the students involved.

The Appeal Hearing will be conducted in a fair, impartial, and thorough manner. The Appeal Hearing will be presided over by a panel of impartial individuals selected by the Title IX Coordinator. No individual who served on the Student Conduct Hearing panel can serve on the Appeal Hearing panel. The panel will hear all arguments presented in determining whether the Student Conduct Hearing panel's decisions were appropriate. After all arguments have been presented, the Appeal Hearing panel will render a decision in a timely manner on the appealed issues and, if appropriate, impose revised consequences/sanctions on a student. Within five (5) days of the Appeal Hearing, the students involved will receive written notification of the Appeal Hearing panel's decision and the rationale for such decision. The Appeal Hearing panel's decisions are final and are not subject to further appeal.

C. Possible Sanctions

Sanctions may be imposed because of a Student Conduct Hearing and/or an Appeal Hearing. The College reserves the right to immediately suspend that student from campus until the time of the Student Conduct Hearing and/or Appeal Hearing. If at any point (whether during or prior to any such hearing) a student's presence on campus creates a threat to the health, safety, and/or well-being of other students or other members of the Community.

The following list of possible sanctions is not exhaustive. Sanctions may be imposed singularly or in any combination. Other sanctions may be imposed by a Student Conduct Hearing panel and/or Appeal Hearing panel as the panel members may deem appropriate. Pursuant to New York State law, all students involved – both the accused and the victim – will receive written notice of any imposed sanction(s) and the rationale in support of such sanction(s).

- a. No Sanction: A determination that a student is 'not responsible'. In these instances, the student conduct charges against the student will be dismissed and the student's name will be cleared.
- b. Written Warning: A written notice that the student is violating or has violated institutional regulations.
- c. Probation: A written reprimand for violation of specified regulations which places the student in a probationary status for a designated time. Violation of any College rules or policies during a probationary period may result in the imposition of additional and/or more severe disciplinary sanctions.
- d. Discretionary Sanction: Work assignment, essay, or other discretionary assignment.
- e. Loss of Privileges: Denial of specified privileges for a designated period.
- f. Restitution: Financial reimbursement for damages to property.
- g. Community Service: A stated number of hours, set in writing, of donated service.
- h. Permanent 'No Contact' Order: A permanent 'no contact' order (effective for the duration of the student's enrollment at the college) requiring the student found 'responsible' to stay away from the student against whom he/she has committed misconduct. This may be imposed in addition to any interim 'no contact' order already issued.
- i. College Suspension: Separation of the student from the College for a definite period, after which the student is eligible to return. Conditions for readmission may be specified. This sanction automatically results in a Transcript Notation sanction.
- j. Disciplinary Dismissal from the College (Expulsion): Permanent termination of status as a student of the College. This sanction automatically results in a Transcript Notation sanction.
- k. Transcript Notation: For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S. C. 1092(f)(1)(i)(I) –(Viii), Mildred Elley will make a notation on the transcript of students found responsible after a disciplinary hearing that they were "Suspended after a finding of responsibility for a Code of Conduct violation" or "Expelled after a finding of responsibility for a Code of Conduct violation," as appropriate. For a charged student who withdraws from the College while such charges are pending, and declines to complete the disciplinary process, Mildred Elley will make a notation stating, "Withdrew with conduct charges pending."
- l. Other sanctions as deemed appropriate by the Student Conduct Hearing panel and/or Appeal Hearing panel.

Transcript notations regarding expulsion, suspension, and withdrawal shall be permanent. Suspended students may appeal such notation and seek its removal after one year after the conclusion of the suspension. A student subjected to suspension or expulsion, and by extension subjected to an automatic transcript notation, may appeal this sanction by commencing the appeals process within the required timeframe (see paragraphs entitled 'Appeals Process' above). If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

VIII.

Section 8: Student Rights

The following rights are guaranteed to students by New York State's "Enough Is Enough" law. Please read them carefully. If you have any questions, you can always ask your campus Title IX Coordinator. If you are not sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in Section 3. The rights listed in the Student Bill of Rights will also be discussed with you and/or provided to you when you disclose or report an incident of sexual misconduct to any College associate, whether they are a confidential resource or an associate who can guarantee privacy.

A. Student Bill of Rights

All students have the right to:

- a. Make a report to local law enforcement and/or the State Police;
- b. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
- c. Decide whether to disclose a crime or violation and participate in the student conduct process and/or criminal justice process free from pressure by the college;
- d. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
- e. Be treated with dignity and receive from the college courteous, fair, and respectful health care and counseling services, where available;
- f. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
- g. Describe the incident to as few college associates as practicable and not be required to unnecessarily repeat a description of the incident;
- h. Be protected from retaliation by the college, any student, the accused and/or their friends, family, and acquaintances within the jurisdiction of the college;
- i. Access to at least one level of appeal of a determination;
- j. Be accompanied by an advisor of choice who may assist and advise a reporting individual, or accused individual, throughout the student conduct process, including during all meetings and hearings related to such process; and
- k. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or student conduct process of the college.

B. Additional Rights: All reporting individuals are advised of their right to:

- a. Notify College campus security, local law enforcement, and/or State Police;
- b. Have emergency access to a Title IX Coordinator or other College associates trained in interviewing victims of sexual assault who will be available upon the first instance of disclosure by the reporting individual to provide information regarding options to proceed and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible; to explain that the criminal justice process utilizes different standards of proof and evidence and that any questions about whether a specific incident violates New York State criminal laws should be addressed to law enforcement or to the local district attorney; and to explain whether he/she is able to offer the reporting individual confidentiality or privacy and to inform the reporting individual of other reporting options;
- c. Disclose confidentially the incident to College associate, who may offer privacy and/or confidentiality in accordance with applicable laws, as appropriate, and who can assist in obtaining services and resources for reporting individuals;
- d. Disclose confidentially the incident and obtain services from the State or local government;
- e. File a report of sexual assault, domestic violence, dating violence, and/or stalking; have the right to consult the Title IX Coordinator and other appropriate College associate for information and assistance; and have the right to have reports investigated in accordance with College policy, including the right that the reporting individual's identity will remain private at all times if the reporting individuals wishes to maintain privacy;
- f. Disclose, if the accused is an employee of the College, the incident to the College's Head of Human Resources and/or have the right to request that a confidential or private employee assist in reporting the incident to the Head of Human Resources;
- g. Receive assistance from college associates in initiating legal proceedings in family court or civil court;
- h. Withdraw a complaint or withdraw from involvement in the College student conduct process at any time.

Every student is afforded the following rights:

- i. The right to request that student conduct charges be filed against the accused in proceedings governed by New York State's "Enough Is Enough" law (Education Law 129-B) and the procedures established by the College in this policy;
- j. The right to a process in all student conduct cases where a student is accused of sexual assault, domestic violence, dating violence, stalking, or other sexual misconduct that violates this policy, that includes, at a minimum:
 - i. notice describing the date, time, location, and factual allegations concerning the violation; reference to the specific policy provisions alleged to have been violated; and possible sanctions for the violation;

- ii. an opportunity to offer evidence during an investigation, and to present evidence and testimony at a student conduct hearing, where appropriate, and to have access to a full and fair record of any such hearing; and
 - iii. access to at least one level of appeal of a determination before a panel that is fair and impartial and does not include individuals with a conflict of interest.
- k. Throughout proceedings involving such an accusation, the right for both the reporting individual and the accused:
 - i. to be accompanied by an advisor of choice who may assist and advise throughout the student conduct process, including during all meetings and hearings related to the process;
 - ii. to a prompt response to any complaint and to have the complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the rights of the accused (including the right to a presumption that the accused is 'not responsible' until a finding of responsibility is made pursuant to New York State's "Enough Is Enough" law and the college's policies described in this policy), and other issues including but not limited to domestic violence, dating violence, stalking, and sexual assault;
 - iii. to an investigation and student conduct process that is fair, impartial, and provides a meaningful opportunity to be heard, and that is not conducted by individuals with a conflict of interest;
 - iv. to have the College's student conduct process run concurrently with a criminal justice investigation and proceeding, except where law enforcement requests a temporary delay to gather evidence;
 - v. to review and present relevant available evidence in the case file or otherwise in the possession or control of the College;
 - vi. to exclude their own prior sexual history with persons other than the other party in the student conduct process and/or their own mental health diagnosis and treatment from admittance in the stage of College's student conduct proceedings where responsibility is determined;
 - vii. to receive advance written notice of:
 - 1. any meeting they is required or eligible to attend
 - 2. any specific rule or law alleged to have been violated and in what manner
 - 3. the consequences and/or sanctions that may be imposed because of the student conduct process; and
 - 4. the determination of the student conduct hearing panel and the rationale for any consequences/sanctions imposed;
 - viii. to make an impact statement during the point of student conduct proceedings where appropriate consequences/sanctions are being determined;
 - ix. to be informed of the possible consequences/sanctions that may be imposed upon the outcome of the student conduct process; to simultaneous written notification of the outcome of the student conduct process, including any consequences/sanctions imposed; and the rationale for the consequences/sanctions imposed;
 - x. to choose whether to disclose or discuss the outcome of the student conduct process; and
 - xi. to have all information obtained during the student conduct process be protected from public release until the student conduct appeals panel makes a final determination (unless federal and/or State law requires otherwise).

GLOSSARY

Academic Advising

A meeting between a student and an advisor (usually the student's Department Chair) to discuss the student's academic plan of study, and/or career plans.

Add/Drop

For details, see the *Add/Drop Period and Process* section of the Catalog.

Campus Cafe

This is the system used by the Institution students to access grades and other information such as degree audits and course evaluations. Students will receive a packet during Orientation on the use of this system.

Contact Hours

The number of hours a class meets per week.

Credit Hours

Credit hours are the number of hours the course is allocated. Mildred Elley courses may vary from one to four credits hours. Please refer to the *Course Description* section of the catalog.

Disability

The physical and/or learning challenge—permanent or temporary—of a student that may impact their academic plan. Accommodations are provided for students with documented disabilities. Please refer to the *Office of Academic Support and Advising* section of this Catalog.

FAFSA (Financial Aid: Free Application for Federal Student Aid)

A form that all students applying for financial assistance are required to complete in order to determine eligibility for financial aid. This form is available from the Office of Financial Aid.

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Financial Aid/Assistance

Money available from various sources to help students pay for college. Students must establish eligibility.

Full-Time Student

A student with a course load of at least 12 credit hours in a semester (2 modules), as defined by eligibility for federal financial aid.

GPA (Grade Point Average)

A system of recording academic achievement based on an average of a student's grades. The student's semester GPA is an average of grade points earned during that semester, ranging from 0.0 to 4.0.

Internship

A work experience paid or non-paid, that provides students with practical experience, most often in their field of study.

LOA (Leave of Absence)

Please refer to the *LOA* section of this Catalog.

Prerequisites

Specific conditions, requirements, or courses that must be completed before enrolling in another course. Course prerequisites (if any) can be found within each course description.

Registrar

The official at the Institution who is responsible for maintaining student records. The Office of the Registrar plans and oversees registration, academic record maintenance, transcript preparation, the degree audit report system, and curricular records.

Registration Hold/Other Holds

Students may be blocked from registering for courses or from accessing other information on the Student Information System by "holds" that may be placed for various reasons, including Institution or departmental advising requirements, invalid admissions status, outstanding financial obligations, unreturned equipment or library materials, suspension and disciplinary action, or non-compliance with other Institution policies.

Syllabus

A course outline typically provided on the first day of class by the instructor that describes course requirements, topics to be covered, required reading, grading criteria, faculty expectations, deadlines, exam dates, class attendance requirements, and other relevant course information.

Transcript

A record of all the courses a student has taken with the grades that the student earned in each course.

Transfer Credits

Guidelines regarding these Transfer Credits are outlined in the Catalog under the *Transfer Credit Policy* section.

Tuition

The amount of money that colleges charge for coursework and other instruction. Tuition does not cover fees, cost of books, and other materials.

Tutoring

A method of providing education assistance to students through additional instruction outside of class. The OASA (Office of Academic Support and Advising) will work with individuals or small groups to increase their understanding of course material.

Withdrawal

Guidelines regarding Withdrawal are outlined in the Catalog under the *Withdrawal* section

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Approvals & Accreditation:

Approved by the Board of Regents of the University of the State of New York to offer the Associate in Occupational Studies (A.O.S.) degrees, and undergraduate Certificate programs. Its programs are registered by the New York State Education Department (NYSED). As a degree-granting institution of higher education, Mildred Elley is a member of the University of the State of New York (USNY).

Approved by the Veterans of the Armed Forces and the Office of Vocational Services for Individuals with Disabilities (VESID). Approved to enroll non-immigrant international students by the Department of Homeland Security.

Accredited by the Middle States Commission on Higher Education (MSCHE).

**Department of
Nursing**

**Department of
Medical Assisting**

**Department of
Massage Therapy**

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