Utica College is chartered by the Board of Regents of the University of the State of New York to operate as an institution of higher learning offering instruction and research in the liberal arts, sciences and professions. The general management of the business, property, and affairs of, and the establishment of policies for, Utica College, an education corporation existing under the Education Law of the State of New York, is vested in a Board of Trustees, currently consisting of 38 members. Except as its powers may be limited by law or the College’s charter, as amended from time to time, the Board shall have all powers necessary or advisable in order to enable it to manage the business and affairs of the College and to control the property and fix the policies of the College. The College’s charter and by-laws, as well as a current listing of the members of the Board of Trustees of the College and the College’s administrative officers, can be found at www.utica.edu.

The College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104-2680, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College’s Graduate Programs are approved by the New York State Education Department, Office of Higher Education, Room 979 EBA, 89 Washington Avenue, Albany, New York 12234, (518) 474-5851.
The Utica College Teacher Certification programs are accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years, from June 26, 2006 to June 26, 2011. The Entry Level Graduate Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), located at 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245, accreditation@apta.org, www.capteonline.org. The Graduate Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA.

NON-DISCRIMINATION POLICY

Utica College is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, creed, color, sex, pregnancy, ethnic or national origin, religion, marital status, age, sexual orientation, veteran status, disability, citizenship status, genetic predisposition, domestic violence victim status, or protected status under applicable local, state, or federal law. This nondiscrimination policy covers admissions, employment, and access to and treatment in Utica College programs, services, and activities.

The 504 ADA Compliance Officer for Utica College is R. Barry White, Vice President for Financial Affairs (315-792-3011).

Utica College has designated the Director of Learning Services in the Office of Learning Services (315-792-3276) as the individual responsible for inquiries, complaints, and coordination of compliance under the Americans with Disabilities Act of 1990 (as amended) and Section 504 of the Rehabilitation Act of 1973 on behalf of students.

Utica College has designated the Dean of Students in the Office of Student Affairs (315-792-3100) as the individual responsible for inquiries, complaints, and coordination of compliance under Title IX of the Education Amendments of 1972 on behalf of students.

Utica College has designated a Military/Veterans Liaison individual who directs the College’s efforts to comply with the applicable law and regulations on behalf of veterans. This individual is currently located in the Office of Online and Extended Studies (315-792-3001).

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About Utica College

Utica College is a private comprehensive college in a suburban setting, with a liberal educational philosophy and an informal, personal atmosphere. On a modern campus on the southwestern edge of the medium-sized city of Utica, New York, Utica College’s more than 3,600 full- and part-time students benefit from full-time faculty involvement in all facets of the institution’s academic life.

Consistent with the College’s founding undergraduate mission, Utica College provides a graduate education environment that integrates the traditions of liberal learning with the development and maturation of cutting-edge professional skills. Utica College holds that education is a learning process that is a continuing, exciting, challenging, enlightening, and fulfilling experience requiring commitment, discipline, and excellence. This philosophy ensures that students are challenged intellectually and prepared as civic and professional leaders.

Graduate programs are offered in the following schools of the College: School of Arts and Sciences, School of Business and Justice Studies, and School of Health Professions and Education. The Office of Graduate Studies provides support for on-campus graduate students and coordinates graduate research policies and procedures, leave of absence, application for readmission and continuous enrollment processes for all graduate students. The Office of Online and Extended Studies serves as a central point of contact for online students for support and problem resolution.

The student body at Utica College is diverse, made up of men and women from many socio-economic and cultural backgrounds. They represent a wide variety of ethnic groups and include a significant number of non-traditional students and veterans. Some of Utica College’s students commute from Utica and nearby Mohawk Valley communities, while others come from all parts of the United States and other countries. Graduate students may pursue their studies residentially or through online or distance-based instruction.

This catalog contains information about specific programs as well as the policies and procedures that govern graduate education at Utica College.

### Mission Statement

Utica College educates students for rewarding careers, responsible citizenship, and fulfilling lives by integrating liberal and professional study, by creating a community of learners with diverse experiences and perspectives, by balancing its local heritage with a global perspective, by encouraging lifelong learning, and by promoting scholarship in the belief that the discovery and application of knowledge enrich teaching and learning.

The Utica College Community Values:

- individual attention for our students
- lifelong learning
- pragmatic approaches to teaching and learning
- continual improvement in our educational and operational quality
- diversity of perspective, background, and experience in an increasingly global society
- community and professional service
- ethical behavior and integrity in all that we do
- freedom of expression and the open sharing of ideas and creativity
- open, honest, and collegial communication
- the well-being of others

### GRADUATE EDUCATION AT UC

Utica College’s graduate programs prepare professionals to meet the present and future challenges posed by the increasing complexity of our global society and to assume the leadership roles necessary to guide their organizations through the ever-changing information and technology age.

Graduate education at Utica College shares the undergraduate mission of liberal, professional, and specialized study by addressing a wide range of human issues, while focusing on the acquisition of knowledge in the context of a profession. The Utica College graduate programs are committed to preparing well-educated men and women who have developed the necessary competencies for their careers, and who are responsive and sensitive to the needs of the communities in which they reside, study, and work.

### FOR FURTHER INFORMATION:

For further information about Utica College and admissions material, contact:

Utica College
Office of Graduate Admissions
1600 Burrstone Road
Utica, NY 13502-4892
Telephone: (315) 792-3010
Fax: (315) 792-3003
E-mail: gradadmissions@utica.edu
Web site: www.utica.edu/admissions-grad

For further information or materials regarding our online programs, contact:

Utica College
Online Degree Programs
Telephone: (866) 295-3106
Web site: www.onlineuticacollege.com
Student Life

Office of Graduate Studies

The Office of Graduate Studies (OGS) is designed specifically to support the day-to-day needs of campus-based graduate students while enhancing the experience and success of all graduate students. The mission of OGS is to provide a quality, streamlined graduate experience by supporting graduate students and faculty, administering effective and consistent policies and procedures, and connecting graduate students to each other and Utica College. The office supports the Graduate Student Association (GSA) and looks for ways to improve communication among all graduate students. OGS is available to assist with questions when answers are not easily found, connecting students with the appropriate office as needed. Located in 124 White Hall, they can be reached at (315) 792-3335 or online at www.utica.edu/ogs.

Office of Online and Extended Studies

The Office of Online and Extended Studies (OES) offers support services, student success initiatives, and innovation for Utica College’s suite of online and non-traditional programs. The mission of OES is to provide Utica College students, faculty, and staff with a broad range of services, and help lead the way for future development in both the online and non-traditional learning space. They can be reached at (315) 792-3001 or online at www.utica.edu/oes.

Conduct

Students at Utica College have enrolled freely and are expected to conduct themselves in a manner supportive of the educational mission of the institution. Integrity, respect for the person and property of others, and a commitment to intellectual and personal growth in a diverse population are values deemed fundamental to membership in this College community.

As members of the Utica College community, students are assumed to be responsible for their actions. Students are expected to conduct themselves in accordance with the Utica College Code of Student Conduct, which is outlined in detail in the Student Handbook.

If a student is charged with violating the Code of Student Conduct, that student will have charges addressed through the student disciplinary process. It is Utica College’s policy under ordinary circumstances that, pending disciplinary action, the status of students will not be altered or their rights to be present on campus and to attend classes suspended. However, the College reserves the right to immediately alter a student’s status and deny access to campus whenever it is deemed necessary for reasons relating to the student’s physical or emotional safety and well-being, or for reasons relating to the safety of students, faculty, staff, or property. In such cases, students may be suspended pending disciplinary action.

Campus Dining Services

Campus Dining Services operates several dining and beverage facilities across campus. Located in the Strebels Student Center, the Strebels Dining Commons is an all-you-can-eat dining hall; the Pioneer Café provides classic grill favorites; Subway is known for their freshly prepared subs, wraps, and salads; and the Pub is scheduled to open in Fall 2011. Le Bistro is located in the Gordon Science Center and serves Starbucks Coffee, ready-made deli sandwiches, and gourmet desserts. Common Grounds, located in Gannett Library, has a variety of coffee, tea, and smoothies. For menus and hours, visit uticadiningservices.com.

Campus Safety

The Office of Campus Safety is dedicated to ensuring the personal safety and well-being of Utica College’s students, employees, and guests. Safety officers are responsible for maintaining order and safety both within campus buildings and throughout the campus grounds, and for providing protection from theft, misuse, and vandalism of personal and campus property. Safety officers are also responsible for enforcing the College’s safety rules and regulations. Officers conduct themselves with the highest degree of professionalism, and are committed to maintaining good campus and community relations. Each year the Office of Campus Safety publishes a safety awareness brochure that contains campus safety policies and resources as well as statistics on campus crime as required by law.

Students living off campus must also register their vehicles with the Office of Campus Safety at no charge to receive their campus PARKING PERMIT. For more information about Campus Safety, visit www.utica.edu/safety.

Student Health Center

Located on the second floor of Strebels Center, Utica College’s Student Health Center strives to meet students’ needs during illness and injury, and promotes optimum health and wellness. When college is in session during the fall and spring semesters, all registered full and part time students are eligible to receive medical care at the Student Health Center. Service is free unless otherwise noted. In order to receive services, the student must turn in a completed health form and immunization records. The Student Health Center provides medical care for students with acute short term illnesses. Call the Student Health Center at (315) 792-3094 to schedule an appointment.

If medical care is needed after hours, there are two urgent care centers and two local hospitals in the immediate area. The urgent care centers are: Slocum Dickson on Burrstone Road and Faxton/Fast Track also on Burrstone Road. The local hospitals are St. Elizabeth’s and Faxton-St. Luke’s Healthcare. The cost of these services is the responsibility of the student.

Health Insurance

All full time undergraduate and graduate students must carry Health Insurance. Utica College offers a health insurance plan for students who do not have alternate coverage. Health insurance covers medical services not available at or through the Student Health Center. Full time students who already have alternate health insurance and do not want the student health insurance must complete an online waiver each year the student enrolls at Utica College.

Proof of Immunization

All full- and part-time graduate and undergraduate students, including students who have residencies or take classes on campus, must provide the Student Health Center with proof of immunization for Measles, Mumps, and Rubella or proof of immunity as demonstrated by positive titers for Measles, Mumps, and Rubella. All students must show proof of vaccination against meningitis or sign a waiver form declining the vaccination. The immunization form is the last page of the health form. Online students have a special distance learners immunization form only. A brochure explaining the requirements and Utica College’s policy can be obtained at the Student...
Health Center. Call the Student Health Center at (315) 792-3094 or visit utica.edu/student/health for more information.

LIBRARY

The Frank E. Gannett Memorial Library provides a physical and virtual (http://www.utica.edu/library) focal point for learning, teaching, and research. The Utica College identification card serves as a library card and is required for many library services. Computer workstations and laptops, networked print stations, photocopiers, a flatbed scanner, and microform readers are available in the library. Group study rooms are outfitted with computers and large screen monitors. The Media Center houses the VHS, DVD, and audio recordings that are used in classes. The Media Center is open Monday-Friday from 8:00 a.m. to 10:00 p.m. when classes are in session. Students can get research help by contacting a librarian by email, phone, or by filling out a Web form, and can also request in-depth help by scheduling a research appointment. Appointments can be conducted by phone for commuters and distance students. Additionally, the library offers 24/7 virtual reference service, staffed by librarians at Utica College and around the world, whereby reference questions are answered via real-time chat.

Interlibrary loan plays a key role in expanding access to library collections throughout the state, across the country, and internationally. Students who need resources that the Gannett Library does not own may request them through the Interlibrary loan service, free of charge.

For more information about the Gannett Library's resources, services, and hours of operation, visit www.utica.edu/library or e-mail to library@utica.edu.

STUDENT ACTIVITIES

The Office of Student Activities provides student ID cards, organizes campus-wide programming, and maintains a list of interest and affinity groups created by students for students. One of these organizations is the Graduate Student Association (GSA), which serves as a liaison and advocate to the College administration on behalf of the campus-based and online graduate students.

Get more detailed information about student life by checking out the official Student Handbook online at www.utica.edu/student/media/handbook.pdf.

STUDENT SUCCESS

Utica College is committed to fostering student success through providing services that support and guide students in their personal and academic lives. Here are several offices that may be most relevant to graduate students.

ACADEMIC SUPPORT SERVICES CENTER

The Academic Support Services Center, located in 109 Hubbard Hall, includes several offices that provide a wide range of counseling services for students focusing on personal, vocational, and academic concerns, and the services are available to all students without cost.

COUNSELING SERVICES

Counseling Services are designed to help students regain a sense of control over events that inhibit their success as students. While personal counseling is available through the Center, referral to off-campus agencies and/or counseling services is also obtainable through the counseling staff.

HOUSING

Utica College offers some different types of housing for Graduate Students, whether it is college owned housing or listings of off-campus facilities rented to our graduate students. For more information, visit www.utica.edu/reslife.

OFFICE OF LEARNING SERVICES

The Office of Learning Services provides advisement, advocacy, and academic support to students who identify themselves as having a disability. Working closely with staff and faculty, the learning services staff partners with students to design appropriate learning accommodations to foster student success. In general, for students who have any questions or concerns of a personal or academic nature, contacting the Academic Support Services Center would be a wise first step. For more information about the offices within the Academic Support Services Center and their services, visit www.utica.edu/student/development.

CAREER SERVICES

Career Services, located in room 206 of the Strebel Student Center, assists students in preparing for or furthering a career based on their interests and goals. Its services are available to all students and alumni. Career Services offers a full range of services designed to help students explore their professional interests, understand the importance of proper planning and preparation in goal setting, and assist in the successful transition from academic to professional life. Individualized assistance is provided in developing and critiquing resume and cover letters as well as interview preparation. Students also may request up to 20 complimentary business cards and 10 free sheets of resume paper. For more information, visit www.utica.edu/careerservices.

THE WRITING CENTER

The Writing Center, located in 216 Hubbard Hall, provides support for writers in process through peer tutoring, online resources, and access to a writer's library. Devoted to "serious conversation about writing," the Writing Center can help writers in the process of understanding a writing task, generating and arranging ideas, crafting language, and preparing finished work. Hours vary during each semester and are posted on the door of the center. For information regarding the Center staff, services, hours, and related links, see www.utica.edu/writingcenter.

UTICA COLLEGE ALUMNI ASSOCIATION

Graduates of Utica College automatically become members of the Utica College Alumni Association upon Commencement. The Association is governed by the National Alumni Council (NAC). The Alumni members of the NAC have distinguished themselves through their professional or community work and their service to Utica College. With the assistance of the NAC, the Office of Alumni and Parent Relations coordinates services and activities for alumni and students, including: alumni regional events, volunteer opportunities, the annual fall Homecoming events, and the various alumni awards. Other volunteer opportunities in which graduates may become involved include the Alumni Admissions Program, the Pioneer Career Network, career and networking events, and the Annual Fund campaign. The Pioneer, Utica College’s alumni magazine, is sent to all alumni to keep them informed about the Utica College community. The Office of Alumni and Parent Relations is located in Champlin House. Information about services and events is available at www.utica.edu/alumni.

THE WRITING CENTER
Admissions Requirements

Admission to Utica College

Applying to graduate programs at Utica College is a comprehensive process that warrants thorough consideration and preparation. Each program's faculty evaluates admissibility based on a broad package of application materials that includes not only test scores and grades, but also research interests, past employment, portfolios, recommendations, and a statement of goals. When preparing an application package, it is critical to carefully consider each component of the process in an effort to present the strongest application possible. Space in many of our programs is limited and, as a result, admission is highly competitive.

Utica College seeks to admit graduate students who show evidence of being able to succeed in and benefit from rigorous academic programs. To qualify for admission to a graduate degree, an applicant must have a baccalaureate degree from a regionally accredited four-year institution.

Admissions decisions are based on consideration of undergraduate academic record, admission test scores (if applicable), written personal statements, and letters of recommendation.

Each graduate department decides on the admissibility of its students. Each department may also consider admission by exception for a limited number of students who do not qualify for regular admission but have other strengths.

Students who are uncertain about the strength of their application are advised to contact the Graduate Admissions office for advisement at (315) 792-3010.

Application information is available by contacting the Graduate Admissions Office at (315) 792-3010 or e-mail John Rowe, graduate admissions director, at jrowe@utica.edu.

Graduate and professional examinations

• Graduate Record Examinations (GRE): For those degrees that require the Graduate Record Examinations, please go to their Web site at www.ets.org. The GRE is administered at various sites and locations at scheduled dates throughout the year.

• Miller Analogies Test (MAT): The graduate admissions office administers the Miller Analogies Test (MAT) on campus via online testing for those degree programs that accept it for admission.

The test, which is an hour long, can be taken anytime during normal business hours and is scored immediately after you take it. The fee is $75 (subject to change at any time). Please contact John Rowe, graduate admissions director at (315) 792-3010 or e-mail him at jrowe@utica.edu to arrange for a time to take the test. Review materials for the Miller Analogies Test are available at no cost in the Graduate Admissions Office.

• New York State Teacher Certification Examinations: Many education graduate programs require the successful passage of the Liberal Arts and Studies Test (LAST) and/or a Content Specialty Test (CST) for admission.

These examinations are given at set times at sites throughout New York state and the northeastern U.S. Be aware that it takes approximately one month for the results of these exams to be made available, so prospective students should plan ahead in taking them in order to meet application deadlines.

A copy of an official transcript for initial review and advisement can be emailed to gradadmissions@utica.edu, faxed to (315) 223-2530 or mailed to:

Office of Graduate Admissions
Transcript Review Service
Utica College
1600 Burrstone Road
Utica, NY 13502

International Graduate Students

All Utica College graduate programs welcome applications from prospective international students. International students should have all transcripts and degrees officially evaluated by a reputable accrediting agency such as WES (www.wes.org). Non-native speakers of English need to take the TOEFL test (www.ets.org) and earn a minimum score of 550 on the paper-based examination or a minimum score of 213 on the computer-based examination.

Prospective international students will also need to submit a proof of funds with an international student financial statement and third party verification. For more information about graduate study for international students, please contact the Graduate Admissions Office at (315) 792-3010 or e-mail John Rowe, graduate admissions director, at jrowe@utica.edu.

Transcript Evaluation Service

Utica College recognizes that many students with undergraduate degrees may want to look into graduate programs at Utica College that will prepare them for professional licensure in elementary and secondary education, occupational therapy or physical therapy. However, their undergraduate degree may not be in an area or subject that allows them to easily transition into one of these graduate programs and may require other coursework to be taken before applying.

The graduate admissions office works in conjunction with the faculty members of the education, occupational therapy and physical therapy departments and the MSLS committee to provide transcript evaluation of a prospective graduate student's undergraduate transcripts in order to determine what other coursework is necessary to apply for the graduate programs that lead to professional licensure.

Prospective graduate students who want their transcripts evaluated for programs in these departments should contact the graduate admissions office at (315) 792-3010 or email gradadmissions@utica.edu.
For fall applicants, the tests should be taken in September, December or February before the next fall semester. For spring applicants, the tests should be taken in April, June, July or August before the next spring semester. Those applicants interested in the apprenticeship program should take these examinations no later than September of the year before the start of the next year’s cohort (May).

For more information on the New York State Teacher Certification Examinations, please go to their Web site at www.nystce.nesinc.com.

BUSINESS ADMINISTRATION

Applicants to the MBA in Economic Crime and Fraud Management program:

Applicants are required to have a BS degree with a 3.0 or better GPA. Those applicants with a BS degree in other than business may be required to complete up to 12 hours of prerequisite classes in addition to the 30-hour program. Applicants with BA degrees must present evidence through previous study of math and computer skills equivalent to those contained in a BS degree, as well as completing up to 12 hours of prerequisites. A GMAT score may be required, at the discretion of the MBA program director, for applicants with less than a 3.0 undergraduate GPA.

Applicants to the MBA in Professional Accountancy program:

Applicants are required to have a BS degree in Accounting or a BS degree in Business with a concentration in Accounting with an overall 3.0 or better undergraduate GPA for admission. Applicants with less than a 3.0 undergraduate GPA may be asked, at the discretion of the MBA program director, to submit a GMAT score. Applicants with limited accounting experience should have an undergraduate record that indicates a high potential to be successful on professional exams, such as the CPA, CMA, or CFE. Applicants with limited undergraduate course work in accounting may need to satisfy accounting prerequisites. Applicants whose previous academic record shows areas of weakness may be required to submit a GMAT exam score prior to the final admission decision.

CYBERSECURITY

Applicants to the MS in Cybersecurity - Intelligence and Forensics Program:

Applicants are required to have a BS degree with a 3.0 or better overall GPA. Applicants must submit three letters of recommendation. Those applicants with a BS degree in a discipline other than Cybersecurity, Intelligence, or Computer Forensics may be required to complete up to 12 hours of prerequisite online classes at Utica College or accredited institution in addition to the 30-hour program. Applicants with BA degrees must present evidence through previous study of math and computer skills equivalent to those contained in a Utica College BS degree, as well as potentially completing up to 12 hours of prerequisites. A GMAT score may be required, at the discretion of the MS Cybersecurity – Intelligence and Forensics program chair, for applicants with less than a 3.0 undergraduate GPA. Candidates who do not possess the above necessary background knowledge will still be considered for conditional admission to the program if they possess unique or more extensive experience or certifications recognized in the field.

ECONOMIC CRIME MANAGEMENT

Applicants to the Economic Crime Management program must have:

• Undergraduate GPA of at least 3.0.
• 3 years of fraud-related experience from areas in both the private and public sectors such as fraud investigation & detection, law enforcement, loss prevention, auditing, compliance.
• A letter of support from applicant's employer.
• 2 letters of recommendation.

A GMAT score may be required at the discretion of the ECM Program Director for those candidates with less than a 3.0 undergraduate GPA.

EDUCATION

Applicants to the Childhood and Childhood and Special Education Program:

• Bachelor's degree from an accredited institution.
• Overall GPA of 3.0 on a 4.0 scale.
• Two letters of recommendation.
• A major or major equivalent in an appropriate liberal arts area.
• Multi-Subject Content Specialty Test (CST), Miller Analogies Test (MAT), or Graduate Record Exam (GRE). (CST is preferred).

Additional requirements, which may be satisfied at the graduate or undergraduate level:

• 6 credits in each of the following areas: English, science, math, history; and
• One year of college level study in a language other than English;
• One course in the fine arts.

Applicants to Adolescence Education and Adolescence and Special Education Programs:

• Bachelor's degree from an accredited institution.
• Overall GPA of 3.0 on a 4.0 scale.
• Two letters of recommendation.
• Scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Applicants to the Educational Leadership and Administration Programs:

• Bachelor's degree from an accredited institution.
• Overall GPA of 3.0 on a 4.0 scale.
• Two letters of recommendation.
• Scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Applicants to the Certificate of Advanced Study in Educational Leadership (CAS) – School District Leader, School Building Leader:

• Completed application.
• Bachelor's degree from an accredited institution.
• Must hold an initial, professional, or permanent teaching certificate.
• Current resume with at least three references with current phone numbers.
• Three letters of recommendation: 1) One from a school administrator 2) One from an immediate supervisor 3) One from a practicing administrator of their choice.
Internal transfers within the Education department:
Students who are enrolled in the education department and who wish to leave one education program and matriculate into another must complete the appropriate application forms and must meet all admissions requirements for the new program. Candidates will be reviewed on the same basis as any new applicant to the College. When a candidate is admitted into a new program within the education department, Utica College courses that were completed as part of the old program will automatically transfer to the new program. When calculating cumulative GPA all courses taken at Utica College will apply.

HEALTH CARE ADMINISTRATION
Applicants to the Health Care Administration program must have:
• Bachelor's degree from an accredited institution.
• Overall GPA of 3.0 on a 4.0 scale.
• Three letters of recommendation.
• An essay detailing the potential student's intellectual goals.
• Three years of experience in a health care and/or management position.

LIBERAL STUDIES
Applicants to the Liberal Studies program must have:
• A bachelor's degree from an accredited institution.
• Overall GPA of 3.0 on a 4.0 scale.
• Three letters of recommendation.
• An essay detailing the potential student's intellectual goals.
• Three years of experience in a health care and/or management position.

OCCUPATIONAL THERAPY
Utica College participates in the OTCAS centralized application service. All graduate OT applicants must apply through OTCAS. Please go to https://portal.otcas.org.
Applicants to the Occupational Therapy program must have:
• A bachelor's degree with a "B" average (GPA of 3.0 or higher on a 4.0 scale) from an accredited institution.
• Successful completion of designated prerequisite courses with a minimum grade of C. These courses include:
  - Anatomy and Physiology I & II
  - General Psychology
  - Statistics
  - Research Methods
  - Introduction to Sociology or Diversity
  - Human Development
  - Upper level sociology or anthropology course exploring multi-cultural perspectives of health
  - Upper level anatomy course such as Gross Anatomy or Neuroanatomy
  - Abnormal psychology
  - Biomechanics such as Kinesiology
  - Medical conditions and terminology
• Two personal recommendations (one from a currently practicing occupational therapist and one from an academic professor).
• Knowledge of the profession through work or volunteer experience. Applicants should complete 25 hours of volunteer/observation experience with an occupational therapy practitioner in at least two different practice settings and write a reflective summary of those experiences.
• A physical health examination, completion of designated health requirements, and accident and health insurance.
• CPR certification for adult/child/infant.
For more information, contact the Office of Graduate Admissions at (315) 792-3010 Email gradadmissions@utica.edu.

Note for Canadian Applicants: If you choose to do clinicals in Canada, there is an additional fee charged by National Field Placement Services for students who attend programs in the US. You will be responsible for paying this fee as it is not part of your tuition.
For more information:
National Field Placement Services
Ann Hamilton Fieldwork Placement Coordinator
Phail: 1-866-294-5160
email: ann@nfps.ca
Questions about field placements should be directed to the Office of Graduate Admissions at (315) 792-3010 or by email to gradadmissions@utica.edu.
Information for Canadian Students who wish to attend Utica College’s M.S. OT program and then return to Canada to practice can be found by going to the CAOT website (www.caot.ca) or calling 1-800-434-2268.

ENTRY LEVEL PHYSICAL THERAPY (DPT)
Utica College participates in the centralized Application process for PT (PTCAS). To apply, please go to their website at www.ptcas.org.
Applicants to the graduate physical therapy program (DPT) must have:
• A bachelor's degree with a "B" average (3.0 or higher) from an accredited institution.
• Two personal recommendations (one from a currently practicing physical therapist and one from an academic professor).
• For non-native speakers of English, a minimum TOEFL score of 550 on the paper-based examination, and a minimum TOEFL score of 210 on the computer-based examination.
• Knowledge of the profession through work or volunteer experience. A broad overview of the profession is preferable to experience in a limited area. More than one experience is required (total 40 hours). Complete a Clinical Observation Sheet for each experience. Complete at least 10 hours of this experience in an acute care/hospital setting with the remainder of the experience in one or more other settings.
• An academic history that includes the courses listed below. All courses should have been taken through the appropriate departments, e.g. Biology, Chemistry, Physics, Psychology. All prerequisite courses must have been completed prior to the start of the Physical Therapy Program. All science courses must have been taken within 10 years prior to applying. Students must earn grades of "B" or better in the following science courses:
  a. Biological Sciences: two courses (anatomy/physiology course with laboratory would meet this requirement).
  b. Upper Level Science: one upper level course (300–400) of at least 3 credits with a biology focus. This course can be taken through another department such as Exercise Science or Kinesiology but preferably should be taken through the biology department. Examples of courses that would fulfill the requirement are: Neuroscience, Principles of Motor Control, and Biology of Aging.
  c. Physical Sciences: four courses, two courses in general chemistry with laboratory (equivalent to 8 semesters hours) and two courses in physics with laboratory (equivalent to 8 semester hours).
Students must earn grades of "C" of better in the following:
  a. Psychology: three courses, one being general or introductory psychology.
  b. Statistics: one course. (Content should include descriptive statistics, differences between two means, correlation, and beginning concepts of analysis of variance.)

Note for Canadian Applicants: All Canadian applicants to Utica College need to review the requirements of the Canadian Alliance of Physiotherapy Regulators regarding credentialing in Canada for "internationally educated applicants." Please go to www.alliancept.org for more information.
**POST-PROFESSIONAL (TRANSITIONAL) DOCTOR OF PHYSICAL THERAPY**

Applicants who are licensed physical therapists and are applying to the post-professional transitional Doctor of Physical Therapy program must provide proof of licensure. Applicants must provide copies of all current physical therapy licenses in the United States, including the dates obtained. Applicants must hold a physical therapy license or be deemed license-eligible by the State of New York.

For non-native speakers of English, a minimum TOEFL score of 550 on the paper-based examination, and a minimum TOEFL score of 213 on the computer-based examination.

Post-professional transitional DPT applications are reviewed, on a rolling basis, for three separate entry cohorts (January, May and August). For more information, visit the graduate website at www.utica.edu/admissions-grad.

**FINANCIAL AID POLICIES AND PROCEDURES**

**ACADEMIC PROGRESS**

This policy refers to graduate students who are receiving student loans and other federally-funded financial aid. In addition to meeting the standards for receiving financial aid, students must also meet the standards of their academic program at Utica College.

1. Standards for Receiving Aid:
   a. Full-time graduate students must earn an average of 5 credits per semester, complete a master's program within 6 academic years, and maintain a cumulative GPA of 2.0 or better after their first academic year.
   b. Part-time graduate students (i.e., students registered for fewer than 9 credit hours per semester) must earn at least 50 percent of the credit hours attempted each term and must maintain a cumulative GPA of 2.0 or better after their first academic year.

2. Standards for New York State Tuition Assistance Program (TAP): Note that the criteria for the TAP satisfactory progress differs from the federal and Utica College satisfactory academic progress criteria.

<table>
<thead>
<tr>
<th>T.A.P. pmt. no.</th>
<th>Min. no. new credits required*</th>
<th>Credits required prev. sem.**</th>
<th>Total earned credits</th>
<th>Min. cumulative</th>
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<td>12</td>
<td>12</td>
<td>21</td>
<td>2.6</td>
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* Credit equivalent units: Master's thesis in progress (9 hours maximum); preparation for comprehensive/ qualifying examinations (6 hours maximum); other preparation as approved (12 hours maximum).

** Failing grades are included in the number of credits completed per semester. Incomplete grades are not completed credits and are calculated as failing in the GPA. Only passing grades are included in the number of credits earned.
3. Failure to Meet Academic Standards: Students who fail to meet the criteria for federal, college, and/or TAP for satisfactory academic progress will be notified by the Office of Student Financial Services. Students should contact their Student Financial Services counselor to discuss their options. Students who fail to make satisfactory academic progress will lose eligibility for financial aid from federal, state, and College sources. Students may appeal for reinstatement of aid on the basis of physical illness or extraordinary personal difficulty, due to unusual circumstances. The dean of student success and Provost will consider the student’s full history when determining if a waiver is appropriate. For further details regarding aid reinstatement, contact the Office of Student Financial Services.

FINANCIAL AID

1. Forms of Aid:

There are two main forms of financial assistance: grants and loans. Grants (often called graduate awards) are direct awards for which repayment is not required. Federal loans usually are guaranteed and offered at low interest; repayment is not required. Federal loans usually are awarded on an annual basis. Students are responsible for reapplying each year. Students are responsible for reapplying each year.

2. Sources of Aid:

a. Federal Direct Subsidized Stafford/Ford Loans: Students make application by filing the FAFSA and completing a promissory note. The loan is submitted to the U.S. Department of Education for approval.

   i. Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct Stafford/Ford Loan, a student must be: (1) a U.S. citizen or permanent resident alien; and (2) enrolled in or admitted as a matriculated student, at least half-time, at Utica College. (3) An approved needs test must be on file in the Utica College Office of Student Financial Services.

   ii. Loan Schedule: Graduate students may borrow up to $20,500 per academic year. Students are eligible for a full interest subsidy during the time they are in school and a six-month grace period after school before repayment must begin. Loan fees are deducted from the loan prior to disbursement of funds. The interest rate is fixed and changes annually on July 1.

   iii. Rights and Responsibilities of Recipients: Students may borrow at a relatively low interest rate, with no repayments as long as they remain enrolled at least half-time and for the grace period after they cease to be at least a half-time student. Refer to the statement of borrower’s rights and responsibilities on the promissory note for further details.

   b. Federal Direct Unsubsidized Stafford/Ford Loan: Available to students who do not qualify for the basic Federal Subsidized Stafford Loan or who are not eligible for the full Federal Direct Subsidized Stafford/Ford Loan amount. Borrowers are responsible for payment of the interest that accrues on unsubsidized loans while they are in school. The rate is subject to change annually. Interest may be capitalized.


   b. Students must provide documentation of all income by the deadline, if requested, to the Office of Student Financial Services. Documentation includes, but is not limited to, signed income tax forms, 1099 forms, and letters from sources such as social security, welfare, pension, etc.

   c. Students only need to return the award letter if they are declining any portion of aid offered.

4. Appeal Procedure:

Students who feel that they have been given an inappropriate financial aid award may do the following:

a. Submit a letter of appeal and a complete application form to the Office of Student Financial Service.

b. If the student remains dissatisfied with the award, the student may request in writing a review by the Admissions and Financial Aid Committee. The committee will not review requests for changes of an individual award that entail a revision of general policies.

RETURN OF TITLE IV

Utica College follows prescribed regulations when determining the amount of Title IV aid that will be returned to the Federal Processor if a student receiving such aid officially withdraws from all courses, drops out, or is expelled from the College on or after his or her first day of classes. Additionally, students who unofficially withdraw from Utica College are also subject to a Return of the Title IV funds.

TUITION AND EXPENSES

All students are responsible for any College debts they have incurred, including library fees, parking fines, tuition, fees, monetary penalties, fines, and any changes in their financial aid packages. A student will not receive a transcript until all bills, including the graduation fee, have been paid. A student who is graduating will not receive a diploma and will not be able to obtain transcripts until all outstanding debts have been paid.

For a list of current tuition rates, fees, and other expenses, contact the Office of Student Financial Services at (315) 792-3179.
ACADEMIC PROGRESS

Any student whose academic record falls below Utica College standards, or otherwise indicates an inability to meet program retention criteria, may be denied permission for further study. All requirements for master's degree programs must be completed within six years of the initial date of matriculation in the program. Failure to observe the six-year limitation shall result in dismissal from the program.

ADVISING

All matriculated students are required to contact their advisers prior to registering for courses. The signature of the adviser is required on the Course Selection Sheet. Students will not be allowed to register if the Course Selection Sheet is not signed. Subsequent course schedule changes also require approval. Students enrolling in programs with a distance education format may fulfill this requirement via computer or other technology, provided the faculty member approves the course selections.

ANIMAL SUBJECTS IN RESEARCH

Students wishing to conduct research involving non-human animals must obtain approval from the Institutional Animal Care and Use Committee. Contact the Office of Academic Affairs at (315) 792-3122 for details.

ATHLETIC ELIGIBILITY

Eligibility for intercollegiate competition is governed by the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), and the New York State Women's Collegiate Athletic Conference (NYSWCAA). Regulations require that a student be matriculated full-time with a minimum of 12 semester hours to be eligible for intercollegiate athletics. Additionally, a student must maintain good academic standing according to the requirements of the graduate program.

AUDITING

A full-time matriculated student in good standing may, with the permission of the instructor, attend a course as an auditor. Registration is required.

Part-time or non-matriculated students who wish to audit a course may do so with the permission of the instructor, provided they register for the course and pay the tuition charge. An auditor receives a grade of AU and does not participate in the course examinations or other work except at the option of the instructor. A student may change from audit to credit status no later than the second week of class. Students may not audit courses in the Economic Crime Management Program, or courses where they have not met prerequisite requirements.

ACADEMIC POLICIES AND PROCEDURES

ABSENCES

Faculty establish the attendance requirements for courses they teach. If a student incurs excessive absences, the student’s grade may be lowered or a grade of F assigned for the course.

ACADEMIC DISMISSAL

A warning letter will be issued to any student who receives a grade of C or F, or has a GPA of less than 3.0 after having completed 12 (twelve) credit hours. A copy of this letter will go to the student’s adviser. A student who receives a grade of F will be placed on probation and must reattempt the course, in the next semester as an active student, and earn a grade of B or better, prior to taking any other classes. Failure to achieve a B on reattempting the course will result in dismissal from the program. The student is allowed to reattempt the course only once. A letter of dismissal will be issued by the Academic Standards Committee to any student who has a GPA of less than 3.0 after having completed 21 (twenty-one) credit hours or who receives 3 (three) grades of C or a second grade of F. This dismissal decision may be appealed to the Academic Standards Committee. Students who wish to appeal should consult with Academic Support Services. A second dismissal is considered to be a permanent separation from the college.

ACADEMIC FREEDOM

Utica College fully affirms the principle of academic freedom and endorses the American Association of University Professors Statement on the Academic Freedom of Students. The preamble of that statement is quoted below.

“Free inquiry and free expressions are essential attributes to the community of scholars. As members of that community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. The freedom to learn depends on appropriate opportunities and conditions in the classroom, on campus, and in the larger community. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Students should endeavor to exercise their freedom with maturity and responsibility.”

Students are responsible for abiding by the regulations set forth in the catalog and the student handbook. While they may seek the advice of a counselor, final responsibility for any decision reached or action taken is theirs.

CLINICAL EDUCATION EXPERIENCE

Clinical Education is an integral component of the entry level physical therapy graduate program. Clinical education experiences are designed to provide support and integration of the academic course work in the clinical environment. Students must demonstrate the ability to meet the academic and professional standards of the program, demonstrate effective interpersonal communication and critical thinking skills necessary for the clinical setting, and be recommended by the faculty in order to participate in these courses.

COMPLAINT PROCEDURE

See Grievance Procedure.

CONFIDENTIALITY FOR STUDENT EMPLOYEES

See Student Employees.

CONTINUOUS ENROLLMENT

Students who have completed all of the course requirements for their graduate degree, except for the thesis, research project, or comprehensive exam, must maintain continuous enrollment until their final thesis or project has been approved or the comprehensive exam has been taken and passed. This can be accomplished by enrolling in a 997 course and paying the appropriate tuition every semester until completion. The six-year time limit for completion of the degree includes all time accumulated through enrollment in a 997 course. Failure to enroll in a 997 course will result in loss of matriculated status.
COPYRIGHTED MATERIAL AND UNAUTHORIZED PEER-TO-PEER FILE SHARING

Notice of Utica College Policy Concerning Unauthorized Distribution of Copyrighted Material and Unauthorized Peer-To-Peer File Sharing

Utica College is committed to educating the Utica College community concerning unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing. Furthermore, the Education Opportunity Act of 2008 requires that this notice be sent to members of the College community annually.

Users of the Utica College computing network are prohibited from the unauthorized copying, distribution, alteration, use, or translation of copyrighted materials, software, motion pictures, music, or other media without the express written permission of the copyright holder.

Violation of this policy puts users at risk for losing computing privileges, being charged with a violation of the Utica College Student Code of Conduct and resultant disciplinary sanctions, being disciplined as an employee, and/or facing civil or criminal liability. The following links on Utica College’s Web site set forth Utica College’s file-sharing policies and provide access and information to help users comply with those policies.

- Utica College policy on Copyright and Peer-to-Peer File Sharing: http://www.utica.edu/policies/index.cfm
- How you can legally access music, movies, games, software, and other copyrighted materials: https://www.utica.edu/academic/iits/copyright/legal_options.cfm
- Copyright laws, copyright protections and your rights: www.copyright.gov/title17/92chap5.html
- Peer 2 Peer and U @ UC, a tutorial: http://utica.edu/academic/iits/copyright/p2movie/index.html

While file sharing is not in and of itself illegal, unauthorized file sharing of copyrighted materials, including music and motion pictures, is a violation of copyright laws and can subject you to civil and criminal sanctions. In addition, downloading and/or using peer-to-peer software can be hazardous to your computer and the Utica College network, as many shared files can contain spyware or viruses.

Anyone found to violate the rights of a copyright owner is deemed an infringer of the copyright. Civil remedies for infringement include injunctions, forfeiture, seizure, and actual damages and profits suffered due to the infringement. In addition, in lieu of actual damages, the copyright owner may elect to pursue statutory damages ranging from $200.00 to $150,000.00 in the case of willful infringement. The court may also award the copyright owner reasonable attorneys’ fees and costs related to prosecuting the action.

Infringers additionally may face criminal liability if they willfully infringe a copyright in certain situations. Violations of the above carry possible jail time (increased for multiple offenses) and fines, as well as seizure, forfeiture, and distribution of any copies or means by which the copies are made.

Article 17, Chapter 5 of the United States Code sets forth the laws concerning Copyright Infringement and Remedies. Violation of Utica College’s copyright and file-sharing policies will subject individuals to appropriate disciplinary action, including, but not limited to mandatory training, loss of campus data network privileges, referral to the Office of Student Affairs for additional action through the student disciplinary process.

For the full disciplinary procedures as outlined in the Copyright and Peer-to-Peer File Sharing policy, please see https://www.utica.edu/academic/iits/copyright/resources.cfm or the College’s established disciplinary procedures for students as outlined in the Student Handbook. Utica College additionally takes its obligations pursuant to the Digital Millennium Copyright Act (DMCA) very seriously. If Utica College receives a notice concerning a possible infringement, the DMCA requires Utica College to take certain steps to ensure illegal file sharing or other copyright violations occurring on the Utica College network have been stopped. If Utica College receives such a notice about copyright-infringing material your computer, your computer privileges will be temporarily suspended and you will be required to remove the infringing material from your computer.

COURSE CANCELLATION

The College reserves the right to cancel any course if registration for it does not justify continuance and to make changes in courses, regulations, curricula, and fees at any time.

Graduate level courses at Utica College are numbered in series at the 500, 600, 700, or 800 level. Courses at the 500 level are open to both graduate and undergraduate students, courses at the 600, 700, and 800 level are for graduate students only.

As an educational institution chartered within New York state, Utica College conforms to the Carnegie Unit, originally promulgated by the Carnegie Foundation and adopted by the New York State Board of Regents as a credit hour measurement. The credit hour is used consistently across U.S. higher education, and is the equivalent of 50 minutes of lecture time for a single student per week over the course of a 15-week semester with expectation of at least twice that time in supplementary assignments (i.e., homework).

CURRICULUM CHANGES

The College reserves the right to make changes in courses, regulations, curricula, and fees at any time.

DEFERRED ENTRY

Students accepted into a graduate program at Utica College may request to defer entry for up to one year, subject to approval by the director of the graduate program in question. Before deferred entry is granted, the student must pay the tuition deposit which is non-refundable. In order to defer entry beyond one year, a student must re-apply after the first year and pay a second tuition deposit.

DISMISSAL

See Academic Dismissal.

E-MAIL

All students, staff, and faculty are issued an official UC e-mail account. Information on using your UC e-mail account can be found on www.utica.edu/helpsheets. Your UC e-mail account is the primary official channel through which the College will communicate with you. Therefore students, staff, and faculty must check their account regularly and are expected to use their UC e-mail account for official communication with UC students, staff, and faculty.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

See Student Records.

FIELD EXPERIENCE IN CAREER PROGRAMS, ELIGIBILITY FOR

Some graduate programs have field or clinical education components that are designed to provide support and integration of the academic course work in field settings. Students must demonstrate the ability to meet the academic and professional standards of the program, demonstrate effective interpersonal communication and critical thinking skills necessary for the setting, and be recommended by the faculty for the field placements.

FINANCIAL CHANGES

The College reserves the right to make changes in tuition and fees at any time.

FORMS

Required forms noted in this document are available online at the Graduate Studies Web site, www.utica.edu/ogs.

GRADE CHANGES

Once a grade has been reported, it may not be changed except to correct an error. All such cases must be reported by the course instructor and require the approval of the provost. If a student believes that the grade reported by the course instructor is not accurate and after talking with the
instructor still believes there is an error, the student may petition the Academic Standards Committee for a grade change. (For further information, see Grievance and Complaint Procedure.)

GRADE POINT AVERAGE
Grade points are awarded on the basis of 4.0 for each credit hour of A grade, 3.7 for A-, 3.3 for B+, 3.0 for B, 2.7 for B-, 2.3 for a C+, 2.0 for C, and 0 for F. Grades of AU and P are not calculated into the grade point average. For most courses at Utica College, students receive three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester’s registration schedule inform students of the number of credit hours for each course. In this catalog, the number of credit hours is indicated in parentheses after the course listing.

GRADING SYSTEM
The grading system used at Utica College is a letter system: A, A-, B+, B, B-, C+, C, and P, which are passing grades, AU (Audit), and F failing. Only courses designated as such in the graduate catalog may be taken on a pass/fail basis.

A grade of Incomplete (I) may be granted only if it can be demonstrated that it would be unfair to hold a student to the normal time limits for the course. A request for a grade of Incomplete must be completed by both the student and the instructor and requires the approval of the assistant vice president for academic affairs/dean. The amount of time granted to complete the Incomplete will be set by the instructor at the time the grade is submitted. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time. Completing requirements for a course does not remove the Incomplete from the record. The I remains a permanent part of the academic record and transcript so that the change from the Incomplete to a grade can be clearly identified. An Incomplete may affect student financial aid. Contact the Office of Student Financial Services for more information.

For courses that, by design extend beyond the end of the semester, a grade of V (for variable length) may be issued by the instructor. The grade of V is a neutral grade and is replaced by the letter grade earned at the conclusion of the course.

GRADUATION APPROVAL
It is the student’s final responsibility to ensure that all degree requirements have been completed. Students can review their progress toward degree completion at any time using the Degree Evaluation function, which is in the Student Services tab in BannerWeb for students.

To be approved for graduation, a student must:
- Complete all course requirements with satisfactory academic standing including a minimum cumulative grade point average of 3.0.
- Be enrolled in a credit bearing course or in a 997 continuous enrollment course for the semester in which they seek graduation.
- Submit to the Registrar’s Office an Application for Degree at the beginning of the semester at the completion of which the student anticipates graduating.
- Obtain acceptance of the thesis or project from the committee members or pass the comprehensive exam.
- If appropriate, deposit two required paper copies and a digital copy of the thesis or project in the Office of Graduate Studies that gets approved by the dean of the school in which the student is matriculated, and
- Satisfy all financial obligations to the College, including the graduation fee. Verification of completion of the requirements for graduation is achieved by the student submitting to the dean of their school a Graduate Degree Approval Form (Exam), or submitting the requisite thesis copies with the Phase III: Final Approval Form, signed by all committee members to the Office of Graduate Studies, which ever is appropriate.

When all of these criteria have been met, the dean shall recommend the student to the provost for certification by the Faculty Senate that the student has met all of the requirements for graduation.

GRIEVANCE AND COMPLAINT PROCEDURES
Students who believe that they have been treated unfairly by the College have the right to file a grievance or complaint. Students are encouraged to resolve complaints informally with the faculty or administrators most closely involved in the alleged problem. If a student wishes to take more formal action, the student may file a complaint. In resolving complaints, the College will adhere to the following principles:

1. The College will attempt to investigate and resolve formal complaints in a reasonable time frame;
2. Final determination of formal complaints will be made by a person or persons not directly involved in the alleged problem;
3. No adverse action will be taken against anyone for filing a complaint.

If a student wishes to be absolved from adhering to a particular administrative regulation or procedure, believes an administrative regulation has been unfairly applied, or feels unfairly treated on an administrative matter, the student should discuss the problem with the school dean. Depending on the nature of the complaint the dean will reach a conclusion in the matter, or refer the individual to the appropriate administrative officer for resolution. In either case, the person will be required to submit a petition in writing and will be informed of the outcome in writing.

If the matter cannot be resolved to the student’s satisfaction, the student may submit a petition to the Academic Standards Committee. The committee will consider the petition and inform the student by letter of the decision reached and the action taken. Appeals of actions taken by any administrative officer should be submitted in writing to the president of the College.

Any appeals of actions taken by the president of the College should be submitted to the chairperson of the Board of Trustees.

HUMAN SUBJECTS IN RESEARCH
Federal regulations developed by the National Institute of Health require the protection of the rights of human subjects used in research of any kind. Utica College acknowledges its responsibility for protecting the rights and welfare of human subjects of research. The College’s policies and procedures are consistent with the applicable federal regulations and apply to all activities that include research with human subjects and:

1. Are sponsored by the College; or
2. Are conducted by or under the direction of any employee, student, or agent of the College in connection with his or her institutional responsibilities; or
3. Are conducted by or under the direction of any employee, student, or agent of the College using any property or facility of the College; or
4. Involve the use of the College’s non-public information.

Utica College policy states that no research with human subjects shall be conducted until the Institutional Review Board has approved the research protocol. Before such approval is granted, proper consideration shall be given to the risks to the subjects, the anticipated benefits to the subjects and others, the importance of the knowledge that reasonably may be expected to result, and the informed consent process to be employed.

Further information on the use of human subjects in research may be found in the Utica College publication “IRB Manual: Policies and Procedures for the Protection of Human Subjects of Research” available on the web at www.utica.edu/irb and in the Office of the Provost. To obtain a copy call (315) 792-3335 or (315) 792-3122.

INDEPENDENT STUDY OR PROJECT
An independent study or project is endorsed at the graduate level when it contributes significantly to the student’s overall objectives and satisfies the graduate academic standards of Utica College. An independent study or project may only be undertaken beyond subject matter covered by the courses listed.
in the catalog. Graduate students undertaking an independent study or project must be matriculated and have at least a 3.0 cumulative grade point average. No more than a total of six credit hours of independent study and project may count as credit toward a graduate degree. All independent studies and projects must have the written approval of the instructor, the student’s graduate program director, and the school dean before the student registers for or begins the independent study or project. Tuition for an independent study or project is the per-credit rate for the appropriate program.

INTELLECTUAL HONESTY
The faculty at Utica College expects intellectual honesty from students. Intellectual honesty is necessary for the free exchange of ideas. Plagiarism, a serious form of intellectual dishonesty, is defined as the use of ideas and phrases in the writings of others as one’s own without crediting the source. Cheating refers to both giving and receiving unauthorized assistance in taking examinations. Students who assist other students in acts of plagiarism and/or cheating, or who otherwise contribute to acts of intellectual dishonesty, are subject to the appropriate penalties.

Utica College faculty are authorized to assign academic penalties for intellectual dishonesty, including the grade of “F for cheating.” Students who receive an “F for cheating” forfeit their right to withdraw from the course without penalty. Students who wish to appeal a penalty should consult with Academic Support Services. Appeals are heard by the Academic Standards Committee, which may recommend a more or less severe penalty.

INTELLECTUAL RIGHTS
Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to the work of all authors and publishers in all media. It encompasses the free expression of ideas. Plagiarism, the use of ideas and phrases in the writings of others as one’s own without crediting the source. Cheating refers to both giving and receiving unauthorized assistance in taking examinations. Students who assist other students in acts of plagiarism and/or cheating, or who otherwise contribute to acts of intellectual dishonesty, are subject to the appropriate penalties.

LEAVE OF ABSENCE
Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances. To request a leave of absence, students must complete the appropriate Leave of Absence form and provide appropriate documentation where requested. Non-Medical leave of absence will be granted for one semester at a time only. Only in exceptional circumstances will a non-medical leave of absence be granted for more than two semesters; this includes summer for those programs where students are expected to take summer classes. Time accumulated during a leave of absence does not count toward the time limitation for completion of a graduate degree.

A leave of absence may NOT be used in place of enrolling in a 997 course (see “Continuous Enrollment”).

MAKE-UP EXAMINATIONS
If a student is unable to take a scheduled examination, a make-up examination in a course may be given at the discretion of the faculty member. Such examinations must be taken during the semester in which the examination was missed, unless a grade of Incomplete is given for sufficient reason. This does not include comprehensive examinations. Students who are unable to take a comprehensive examination on the scheduled day must wait until the next scheduled offering.

MATRICULATION
Matriculation refers to a student being accepted into a degree awarding program. Matriculated students can only be matriculated into one program at one institution at a time. Students who hold bachelor’s degrees from accredited institutions may take graduate courses without being accepted into a degree awarding program and are considered non-matriculated. A maximum of six credit hours can be taken as a non-matriculated student.

PETITIONS
See Grievance and Complaint Procedures.

POLICY AND PROCEDURE CHANGES
The College reserves the right to make changes in policies and procedures at any time.

PROFESSIONAL BEHAVIOR
Utica College expects its faculty and students to observe traditional canons of scholarly discourse, academic behavior, and due process. Students, as well as faculty, are expected to exhibit the high level of personal integrity that society must demand of professionals. Utica College insists on the greatest degree of freedom of inquiry, teaching, learning, and expression for all its members. The exercise of these rights must not violate the free exercise of the same rights by other members of the community. Failure to comply with these standards may result in dismissal from the College. For further information consult the retention policies of the individual graduate programs.

REFUND POLICY
The date on which a student notifies the School of Graduate and Extended Studies of his or her complete withdrawal will be used as the basis for determining tuition refund. There is no rebate applicable to deferred fees or other fees (see also the housing policy in the student handbook). The following refund schedule applies only to the standard fall and spring terms for complete withdrawal from the college.

Tuition
• 100% on or before scheduled drop/add deadline for the term.
• 90% through the 7 days following drop/add deadline for the term.
• 50% through the 14 days following drop/add deadline for the term.
• 25% through the 24 days following drop/add deadline for the term.

See the Schedule of Classes for your program for the specific applicable term dates.

POLICIES AND PROCEDURES

RESEARCH REQUIREMENTS
1. Policy:
In keeping with the requirements of the New York State Department of Education, Utica College requires that all graduate students complete one or more of the following: a thesis based on independent research, an appropriate capstone project, or a comprehensive exam.

The New York State Education Department classifies master’s degrees as either “academic” or “professional” in nature. Master’s degrees classified as “academic” require “contributions to knowledge of the subject matter rather than specific applications of knowledge to professional practices.” A “professional” master’s degree “must have as [its] primary purpose knowledge for application in professional practice.” Research at the graduate level requires the impartial gathering of information and the evaluation and interpretation of that information to reach objective conclusions or applications. “Academic” research for a “thesis” usually involves the creation of new knowledge or interpretations,
Thesis or Project Procedures:

2. Phase I: Committee Application:
Each graduate thesis or project requires a committee of up to three members. The committee chair must be a faculty member from the department in which the student is matriculated and up to two additional members, of whom only one may be from the same program as the chair. All committee members must be approved by the director of the program in which the student is matriculated. The completed Phase I: Committee Application Form must be submitted to the Office of Graduate Studies.

b. Phase II: Proposal Approval:
Each student must submit a proposal and have it approved prior to beginning the research thesis or project. For complete information and requirements for the proposal, students must obtain a copy of the Research Proposal Requirements document from the program in which they are matriculated. Once the proposal is completed, it must be signed by all members of the student’s committee. The completed Phase II: Proposal Approval Form must be submitted to the Office of Graduate Studies. Signature by all committee members on this form constitutes approval of the proposal.

Once a research proposal is approved the student may need to seek approval from Utica College’s Institutional Review Board (IRB) if human subjects are being used in the research See “Human Subjects in Research”.

c. Phase III: Final Approval of Thesis or Project:
The student must make the completed thesis or project available to each committee member at least 6 weeks prior to the anticipated date of graduation. Following receipt of the completed thesis or project, the committee may recommend (i) acceptance, (ii) conditional acceptance with minor modifications requiring approval by the committee chair, (iii) conditional acceptance with major modifications requiring approval by each of the committee members, or (iv) rejection.

When the thesis or project is accepted, the student is responsible for submitting to the Office of Graduate Studies, no later than five weeks before the anticipated date of graduation:

- The completed Phase III: Final Approval Form;
- Two printed, unbound copies of the text on acid-free or archival-quality paper; and
- One digital copy on a CD or DVD.

The thesis or project receives final approval when approved by the Dean for Graduate Studies. The Office of Graduate Studies shall deposit one bound copy in the College library and one bound copy in the department office.

3. Comprehensive Exam Procedures:

Comprehensive exams are offered once a semester by the relevant academic program. Detailed dates and location(s) are published each semester. If a student is unable to take an exam at the scheduled time and place, he or she must wait until the next regularly scheduled offering.

Students who have completed their coursework and are preparing to take a comprehensive exam must enroll in a 997 course – Continuous Enrollment. See “Continuous Enrollment.”

Residency

It is expected that all graduate credits shall be taken at Utica College. The acceptance of transfer credit and other exceptions to the residency policy are at the discretion of the graduate program director and the School Dean. Both the program director and the School Dean must give written approval for these exceptions.

Schedule Changes

1. Any change in schedule must be approved by the Office of the Registrar to become effective. Failure to do so will result in a grade of F for the course.
2. Semester courses may be added or changed only during the first week of the term.
3. Semester courses may be dropped without academic penalty no later than two weeks after the official mid-term date of each term, however withdrawing may impact future eligibility for financial aid.
4. The schedule of deadline dates for add, change, and drop of courses is published each semester.
5. Courses dropped after the official drop date will receive a grade of WF.
6. Schedule changes require the signature of an adviser.
7. See “Refund Policy” for details of tuition refunds and Return of Title IV.

Student Employees, Confidentiality for

Students working in Utica College offices (student employees, resident assistants, student interns, or graduate assistants) are considered employees of the College, and as such are sometimes required to handle confidential materials. Students are asked to sign a statement of confidentiality. If a student knowingly reveals information learned in confidence while working in a College office, the College reserves the right to take disciplinary action.

StUDENT RECORDS, ACCESS TO AND RELEASE OF

Students have the right to access and control access to their educational records as provided in the federal Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment. These include the rights to view and challenge the content of specified records, to control the release of personal and academic information to third parties, and to suppress all or some information categorized as “directory information” by legislation.

The policy of Utica College on access to and release of student data/information follows. Pursuant to the Family Education Rights and Privacy Act of 1974, this will constitute official notice of the following information:

1. Official files containing material directly related to students are maintained in the following locations on campus:
   a. The Office of the Registrar maintains the student’s official academic record, admissions material, copies of correspondence with the student, and copies of information concerning the student’s academic record sent to prospective employers or other educational institutions at his or her request. These files are maintained by the registrar.
   b. The Academic Support Services Center maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major, or is on academic probation. These copies are maintained by the director of student development.
   c. The Office of Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director, Office of Student Financial Services.
   d. The Office of Student Employment maintains files containing information related to a student’s employment in all campus-based work programs. These files are maintained by the Office of Student Employment.
e. The Office of Opportunity Programs maintains files for students enrolled in those programs containing academic records, admissions material, and copies of correspondence with the student. These files are maintained by the director of opportunity programs.

f. Once a student has opened a credential file with the Office of Career Services, the office will send copies of this file to prospective employers or graduate schools at the student's request for a period of 5 years after opening their file. These files are maintained by the Office of Career Services.

g. The Office of Student Affairs maintains files of students who have had cases adjudicated through the College's student disciplinary system. The student disciplinary system is used to resolve cases of students who are charged with violating the Code of Student Conduct. These files are maintained by the coordinator of student conduct systems.

h. The Office of Residence Life maintains files related to students who live in campus residences. The files contain records of the students' housing history, including violations of residential policies and regulations. These files are maintained by the director of residence life.

i. The Office of Graduate Studies maintains files for students enrolled in graduate programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the Director of Graduate Program Operations.

j. The Office of Online and Extended Studies maintains files for students in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the Executive Director of Strategic Operations.

k. Corporate and Professional Programs maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the Executive Director of Corporate and Professional Programs.

l. The Division of Advancement maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence, and are maintained by the coordinator of research and records.

m. The Office of Marketing and Communications maintains files on students who submit information for press releases. These files are maintained by the director of media relations.

n. The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the relevant school.

2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:

   a. Utica College officials, faculty members, and employees—including student employees, trustees, and persons under contract to the College—who have legitimate educational interests.

   b. Authorized representatives of certain federal and state officials, including the comptroller general, the secretary of education, etc. Please note that representatives of investigating agencies specifically are excluded.

   c. Organizations conducting studies for educational agencies for the purpose of developing, validating, or administering predictive tests, or administering student aid programs and improving instruction.

   d. Accrediting organizations in order to carry out their accrediting functions.

   e. In compliance with judicial order pursuant to any lawfully issued subpoena.

   f. Parents of students who are dependents of their parents for income tax purposes.

3. No person, other than those enumerated in #2 above may have access to a student's record without his or her written consent.

4. Records maintained in the Office of the Registrar constitute the official record and are maintained permanently. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica College.

5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of $1 for the first page requested and 10 cents for each additional page, with the exception of transcripts which will be made available at a charge of $5 per copy.

6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the president of the College to convene a formal hearing. The president or a faculty or staff member appointed by the president, who shall have no direct interest in the outcome, will conduct the hearing. The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The decision will be rendered in writing by the official conducting the hearing within a reasonable time after the conclusion of the hearing.

7. The Act permits the College to release directory information. Directory information will include the following categories: the student's name, home town, home address, residency status, campus or local address, telephone number, e-mail address, date and place of birth, academic level, major field of study, weight and height of athletic team members, dates of attendance at Utica College, registration status (full- vs. part-time), degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially recognized activities and sports. Students who do not wish to have any or all of this information released without prior consent should notify the Office of the Registrar in writing. In the absence of such notification, directory information will be released when it is deemed appropriate by College officials.

8. The Act permits the College to reveal the results of disciplinary proceedings against students accused of violent crimes who have been found responsible for violating the College’s rules or policies. The College is also permitted to notify parents if a student younger than 21 is caught drinking or using illegal drugs.

STUDY AT OTHER INSTITUTIONS

See Transfer Credit.

TRANSFER CREDIT

As an institution of higher learning, Utica College strives to protect the integrity of its degree offerings. A maximum of six graduate credits graded B or higher from a regionally accredited institution may be applied to a Utica College graduate program at the time of matriculation. The credits must have been completed within six years of the initial date of matriculation at Utica College and must be equivalent to the courses being replaced. Both the program director or chair and the school dean must give written approval for the acceptance of transfer credits.

Matriculated Utica College students must obtain prior written approval from the program director or chair before taking courses at another institution for credit at Utica College. Approval is not granted if the same or an equivalent course is offered at Utica College. Students who undertake such a
study must meet all graduation requirements for the program in which they are matriculated. In addition, for a course to be transferred, the student must have achieved a grade of B or better in the course. Students who already have transferred six hours of credit from another college may not transfer additional course work.

WAIVED COURSES

Under certain circumstances a required course may be waived, meaning that the student does not have to take that course. A waived course implies that a student has sufficient knowledge in that particular area. However, no credits are awarded for waived courses. Course credit is only granted through completion or transfer of a course (see “Transfer Credit”). Students who have had a course waived should consult with their adviser to identify a sequence of courses that will ensure they will have the necessary credits to graduate.

Moreover, it is the student's ultimate responsibility to ensure that all degree requirements have been completed. Students can review their progress toward degree completion at any time using the Degree Evaluation function, which is in the Student Services tab in BannerWeb for students.

WITHDRAWAL

Students who withdraw from the College must notify the office of their school, the office of the registrar and the Office of Student Financial Services. Withdrawal notification must be made in writing. Unless this is done, a student's grade for all current courses will automatically be an F, and the student will not be eligible to receive a refund. Students who withdraw from the College up to two weeks after the official midterm date of the term will receive grades of WD (withdrawn). Students who withdraw after the date will receive grades of WF. Students may be placed on probation, depending on the conditions of their withdrawal. Students who receive aid may also be subject to a Return of Title IV calculation and may fail to make successful academic progress, resulting in the loss of eligibility for financial aid.
Programs Of Study

All academic programs at Utica College are registered by the New York State Education Department, Office of Higher Education, Room 979 EBA, 89 Washington Ave., Albany, New York 12234, (518) 474-5851. The College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104-2680, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The Graduate Education Program is approved by the New York State Education Department. The Utica College Teacher Certification programs, which are designed to ground students in the values, knowledge, and practices for teachers and leaders in inclusive classrooms and schools in the belief that educators can facilitate learning for all children, are accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years, from June 26, 2006 to June 26, 2011.

The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA.

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**ONLINE PROGRAM**

**MBA - Economic Crime and Fraud Management**

Utilization of the Internet for e-commerce and e-business, the availability of information, and the globalization and competitiveness of business have combined to create opportunities and pressures for the commission of criminal frauds. Worldwide financial losses from fraud have reached staggering proportions, and recent surveys indicate that traditional frauds as well as frauds enhanced by the use of technology will continue to experience significant growth over the next decade. The need for managers who understand how frauds are committed and who have the skills to manage the fraud risk through cutting edge prevention, detection, and investigation techniques will continue to be critical in the 21st century.

The Master of Business Administration degree program in Fraud Management provides students who have completed their undergraduate education in related academic areas or students currently employed in law enforcement or industries impacted by fraud or security issues to obtain professional skills in management specific to the prevention and detection of fraud. The program, which can be completed in two-and-one-half years of part-time study, utilizes a flexible distance learning format, two on-campus residencies (a three-day residency during the term when students enroll in their first management core course [MGT 601], and a three-day residency during the term that students enroll in the second management core course [MGT 602]), and study at home.

**ACADEMIC REQUIREMENTS (30 CREDIT HOURS)**

(PLUS PREREQUISITES)

There are several prerequisites that must be met before commencing the 30-credit-hour program of study in the MBA in Fraud Management. Students who have completed these prerequisites or their equivalents through undergraduate or graduate course work need not complete the courses listed below. Students who need to satisfy one or more of the prerequisites should enroll in Utica College courses designed specifically to satisfy those prerequisites, as set forth below:

**Management Courses**
- MGT 601 – Core Topics in Management I (6)
- MGT 602 – Core Topics in Management II (6)
- MGT 619 – Strategic Management and Leadership (3)
- ECN 607 – Quantitative Analysis for Management (3)

**Fraud Management Required Courses**
- ECM 603 – Management of Fraud Prevention and Detection (3)
- ECM 604 – Seminar in Fraud Management (3)

**Fraud Management Elective Courses**
Select two electives from the following:
- ECM 535* – Legal and Regulatory Issues for Fraud Management (3)
- ECM 623 – Advanced Fraud Investigation and Analysis (3)
- ECM 632 – Information and Communication Security (3)

**UC COURSE SATISFYING PREREQUISITES**

**Principles of Microeconomics:**
- ECN 511 – Economic Analysis of Public Policy Issues

**Financial and Managerial Accounting:**
- ACC 501 – Introduction to Accounting

**Principles of Management/Marketing:**
- MGT 501 – Management and Marketing

**Corporate Finance:**
- FIN 533 – Corporate Finance

**Law of Economic Crime and Economic Crime Investigation:**
- ECM 535* – Legal and Investigative Issues for Fraud Management

*If taken as prerequisite, ECM 535 still counts as a concentration elective.

*Note: Under certain circumstances a required course may be waived, meaning that the student does not have to take that course. A waived course implies that a student has sufficient knowledge in that particular area. However, no credits are awarded for waived courses. See "Waived Courses" in the Academic Policies and Procedures section of this Catalog for additional information.

For up-to-date program information, please visit www.utica.edu/programs
Cyber crime – such as online fraud, cyber terrorism, and cyber espionage – is on the rise. Our national security, personal safety, and economic health are at risk. To address the growing need for professionals with the advanced knowledge to anticipate and repel sophisticated attack and infiltration attempts on computer systems, Utica College designed the online Master of Science degree program in Cybersecurity – Intelligence and Forensics.

A leader in economic crime programs for over 20 years, Utica has designed this innovative new program to combine hands-on training in state-of-the-art cybersecurity and computer forensic practices with coursework on leadership and planning adapted specifically to the cyber realm.

Utica's online M.S. in Cybersecurity – Intelligence and Forensics offers students advanced training and hands-on experience in intelligence, critical infrastructures, and investigative principles as they relate to cybercrime, including:

• An understanding of the major concepts in cybersecurity, computer forensics, cyber intelligence and counterintelligence, and cyber terrorism
• The application of cyber technology to field operations
• Ethics as applied to cybersecurity operations and policy
• A practical knowledge of cybercrime investigations, including methods of maintaining the integrity of cyber evidence.

The program offers two specializations targeted to students with different interests in this exciting field.

**Cybersecurity - Intelligence and Forensics**

**Designed for professionals interested in cyber intelligence and counterintelligence, cyber counterterrorism, and cyber countersabotage, the curriculum covers analysis of global and national cybersecurity policies, the study and protection of critical infrastructures, as well as operations involving cyber threats and defense.**
CYBERSECURITY - INTELLIGENCE AND FORENSICS
continued

ACADEMIC REQUIREMENTS (30 CREDIT HOURS)

Major Course Requirements (18 credit hours)
- CYB 605 – Principles of Cybersecurity (3)
- CYB 610 – Cyber Intelligence (3)
- CYB 633 – Critical National Infrastructures and National Security (3)
- CYB 673 – Principles of Cybercrime Investigations (3)
- CYB 695 – Capstone Project I (3)
- CYB 696 – Capstone Project II (3)

Cybersecurity Specialization Requirements (12 credit hours)
- CYB 615 – Cyber Counterintelligence (3)
- CYB 616 – Domestic Terrorism and Extremist Groups (3)
- CYB 617 – Counterterrorism and Cyber Conflict (3)
- CYB 667 – Critical incident Command, Response and All Hazards (3)
- CYB 689 – Advanced Topics in Cybersecurity (3)

Computer Forensics Specialization Requirements (12 credit hours)
- CYB 624 – Advanced Topics in Cybercrime Investigations (3)
- CYB 651 – Computer Forensics Investigations I (3)
- CYB 652 – Computer Forensics Investigations II (3)
- CYB 653 – Advanced Telecommunications Forensics (3)
- CYB 659 – Advanced Topics in Computer Forensics (3)

ECONOMIC CRIME MANAGEMENT

The nature of fraud is becoming more technologically complex and costly in a post-industrial, knowledge-based, global environment. Estimates of losses as a result of economic crimes exceed $200 billion per year, 20 times the losses attributed to conventional crimes. All industries—including banking, cellular, credit card, securities, and insurance—have been adversely impacted by the growth of economic crime. There is a critical need for executives who understand the nature of economic crime and are capable of directing their organizations into the twenty-first century.

The master of science degree program in Economic Crime Management—the only graduate level program of its kind in the United States—provides professional education to members of private corporations, government agencies, and professional associations who aspire to advance their competencies in managing corporate and advanced technological resources devoted to combating economic crime. The program, which can be completed in two years of part-time study, utilizes a flexible distance learning format, brief on-campus residencies, and study at home. Students spend four days in residency for two yearly terms, completing their coursework via the Internet. There is a third optional residency Web seminar program. Students must meet minimum equipment needs to participate. Each residency provides opportunities for students to achieve hands-on, technology-related skill learning through labs and demonstrations. This schedule allows students wishing to lead organizations operating in a global environment to acquire the requisite knowledge, skills, and vision with minimal impact on their full time positions.

The Economic Crime Management program combines the areas of management, technology, analytical skills, and a knowledge and understanding of economic crime from a global perspective. The master's degree program was developed in cooperation with the Board of Advisors of the Economic Crime Institute (ECI), a body comprised of individuals who are leaders in various industries and governmental organizations that are adversely impacted by economic crime.

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)

Management Courses (9)
- ECM 601 – Professional Seminar (3)
- ECM 611 – Organizational Theory, Structure, and Design (3)
- ECM 612 – The Manager in a Global Environment (3)

Economic Crime Courses (6 credit hours)
- ECM 622 – Legal Concepts of Criminal Fraud and Corporate Criminal Liability (3)
- ECM 627 – Fraud Management: Risk Management and Compliance

Technology Courses (9 credit hours)
- ECM 631 – Fraud Management and Technology (3)
- ECM 632 – Information and Communication Security (3)
- ECM 633 – Networks and Internet Security (3)

Analytical Skills (6 credit hours)
- ECM 626 – Financial Investigations (3)
- ECM 642 – Advanced Fraud Analysis (3)

Cumulative Experience (6 credit hours)
- ECM 651 – Professional Project I (3) or ECM 653 – Thesis I (3)
- ECM 652 – Professional Project II (3) or ECM 654 – Thesis II (3)
Ten graduate level programs of study are available for students interested in pursuing master’s degrees in education.

- **The Master of Science degree program in Childhood Education** is designed for students who seek certification to teach children in grades 1–6.

- **The Master of Science degree program in Adolescence Education** is designed for candidates seeking certification to teach biology, chemistry, English, mathematics, physics, or social studies to students in grades 7–12.

- **The Master of Science degree program in Childhood and Special Education** is designed for candidates seeking initial certification in both childhood and special education, grades 1-6.

- **The Master of Science degree program in Adolescence and Special Education** is designed for candidates seeking initial certification in both adolescence and special education, grades 7-12.

- **The Adolescence Education—Apprenticeship Teacher Certification Program** is a specialized option for students in the high-need teaching areas of foreign language, mathematics, science, and technology education. The program leads to the Master of Science degree. Students in this program must complete an intensive 200-hour course of study during the summer. They then finish their degree program while engaged in mentored teaching as full-time employees of a local school district.

- **The Master of Science degree program in Special Education Teacher Certification** is designed for candidates who have initial, provisional, or professional certification in early childhood, childhood, or adolescence education and who wish to add certification in special education.

- **The Master of Science in Education degree program in Leadership and Instruction for Inclusive Classrooms** provides certified teachers and related professionals the values, knowledge, and practices needed to work in inclusive elementary and secondary school classrooms. The Master of Science in Education degree program provides courses of study appropriate for students seeking professional teacher certification at any grade level.

- **The Master of Science Degree program in Educational Leadership and Administration and the Certificate of Advanced Study (CAS) programs in School Building Leader and School District Leader** are designed for candidates seeking New York State Certification as school building leader (principal) or school district leader (superintendent).

Graduates will understand and know how to apply the New York State Learning Standards to their daily lesson and curriculum planning for all students; demonstrate leadership skills in community and professional contexts; use technology to enhance their teaching; and adopt a variety of technological solutions in their classrooms for all students. Graduates will also have the knowledge, values, and teaching practices necessary for quality inclusive teaching; understand the importance of collaboration and possess the skills necessary to collaborate effectively with family, community, and colleagues; and use critical thinking, problem solving, and methods of inquiry in professional contests.

All of the education programs at Utica College are accredited by the Teacher Education Accreditation Council (TEAC) and have been registered with the New York State Education Department. Completion of all programs requires a mandated research project, thesis, comprehensive exam or capstone course (see ‘Academic Policies and Procedures’ for further information).

**NON-MATRICULATED STUDENTS**

Students who hold baccalaureate degrees from accredited institutions may take graduate education courses without enrolling in a degree program. However, students wishing to change their status from non-matriculated to matriculated must be accepted into the degree program before taking their third graduate level education course at Utica College.

A maximum of six credit hours can be taken as a non-matriculated student (See “Matriculation” in the Academic Policies and Procedures section of this Catalog).

**INTERNAL TRANSFERS WITHIN THE EDUCATION DEPARTMENT**

Students who are enrolled in the education department and who wish to leave one education program and matriculate into another must complete the appropriate application forms and must meet all admissions requirements for the new program. Candidates will be reviewed on the same basis as any new applicant to the College. When a candidate is admitted into a new program within the education department, Utica College courses that were completed as part of the old program will automatically transfer to the new program. When calculating cumulative GPA all courses taken at Utica College will apply.
This is a program of study for candidates who have a liberal arts degree, but who do not meet the New York State requirements for Initial Certification in Childhood Education. Students who wish to add certification to teach English, biology, chemistry, physics, mathematics, or social studies for grades 5-9 may do so by taking additional courses.

In addition, students must meet the following requirements (which may be satisfied at either the graduate or undergraduate level):

- 6 credits in each of the following areas: English, science, math, history; and
- one year of college-level study in a language other than English; and
- one course in the fine arts

**ACADEMIC REQUIREMENTS (49 CREDIT HOURS)**

**Required Courses (31 credit hours)**

- EDU 501 – Foundations of Literacy (3)
- EDU 502 – Literacy and Comprehension: Birth-Childhood (3)
- EDU 511 – Introduction to Teaching (1)*
- EDU 516 – Social Studies/Literacy Methods: Birth-Childhood (3)
- EDU 521 – Foundations of American Education (3)
- EDU 544 – Science and Technology Methods, Birth-Childhood (3)
- EDU 545 – Mathematics Methods, Birth-Childhood (3)
- EDU 615 – Learning and Cognition (3)*
- EDU 621 – Inclusive Classroom Strategies I (3)
- EDU 632 – Data-Based Decision Making (3)*
- PSY 604 – Child and Adolescent Development: Implications For Educators (3)

**Content Area Electives (6 credit hours)**

Choose two courses (total of 6 credit hours) in your certification content area or other area as approved by your adviser.

**Student Teaching Internship (9 credit hours)**

- EDU 671 – Student Teaching Seminar (1)

  and

- EDU 675 – Student Teaching I (4) or EDU 577 – Mentored Internship I (4)
- EDU 676 – Student Teaching II (4) or EDU 578 – Mentored Internship II (4)

**Professional Development in Education (3 credit hours)**

Choose one course

- EDU 697 – Professional Development in Education: Graduate Dossier (3)

  or

- EDU 699V – Professional Development in Education: Inquiry Project (3)

* Students are advised to take EDU 511, EDU 615, and EDU 632 early in their sequence of study.

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**MIDDLE CHILDHOOD EXTENSION**

May be taken in conjunction with Childhood (1–6) Education Program

**Grades 7–9**

**Academic Requirements (9 credit hours)**

- EDU 503 – Literacy and Comprehension: Middle Adolescent (3)
- EDU 512 – Practical Teaching Methodologies (3)
- EDU 533 – Adolescent English/Language Arts Methods (3)
  or
- EDU 534 – Adolescent Social Studies Methods (3)
  or
- EDU 535 – Adolescent Mathematics Methods (3)
  or
- EDU 537 – Adolescent Science Methods (3)
CHILDHOOD AND SPECIAL EDUCATION
GRAD 1-6, MASTER OF SCIENCE DEGREE

This is a program of study for candidates who have a liberal arts degree, but who do not meet the New York State requirements for Initial Certification in Childhood and Special Education. Students who wish to add certification to teach English, biology, chemistry, physics, mathematics, or social studies for grades 5–9 may do so by taking additional courses.

In addition, students must meet the following requirements (which may be satisfied at either the graduate or undergraduate level):

- 6 credits in each of the following areas: English, science, math, history; and
- one year of college level study in a language other than English
- one course in the fine arts

ACADEMIC REQUIREMENTS (58 CREDIT HOURS)

Required Courses (40 credit hours)

EDU 501 – Foundations of Literacy (3)
EDU 502 – Literacy and Comprehension: Birth-Childhood (3)
EDU 511 – Introduction to Teaching (1)*
EDU 516 – Social Studies/Literacy Methods: Birth-Childhood (3)
EDU 521 – Foundations of American Education (3)
EDU 525 – Assessment of Children and Youth with Special Needs (3)
EDU 526 – Childhood Special Education Methods (3)
EDU 528 – Methods and Curriculum: Pervasive Disabilities (3)
EDU 544 – Science and Technology Methods, Birth-Childhood (3)
EDU 545 – Mathematics Methods, Birth-Childhood (3)
EDU 615 – Learning and Cognition (3)*
EDU 621 – Inclusive Classroom Strategies (3)
EDU 632 – Data-Based Decision Making (3)*
PSY 604 – Child and Adolescent Development: Implications For Educators (3)

Content Area Electives (6 credit hours required)

Choose two courses in your certification content area or other area as approved by your adviser.

Student Teaching Internship (9 credit hours)*

EDU 671 – Student Teaching Seminar (1)
EDU 675 – Student Teaching I (4) or EDU 677 – Mentored Internship (4)
EDU 676 – Student Teaching II (4) or EDU 678 – Mentored Internship (4)

Professional Development in Education (3 credit hours)

Choose one course

EDU 697 – Professional Development in Education: Graduate Dossier (3)
EDU 699V – Professional Development in Education: Inquiry Project (3)

* Students are advised to take EDU 511, EDU 615, and EDU 632 early in their sequence of study.

ADOLESCENCE AND SPECIAL EDUCATION
GRAD 7-12, MASTER OF SCIENCE DEGREE

This is a program of study for candidates who have a bachelor’s degree in the subject area they plan to teach but who do not meet the New York State requirements for Initial Dual Certification in Adolescence and Special Education. Teaching areas open to students at Utica College are English, mathematics, biology, chemistry, physics, and the social studies (degrees in economics, history, government, politics, or an equivalent degree to the sociology/anthropology degree awarded by Utica College). Students who wish to add certification to teach grades 5-6 may do so by taking additional courses.

In addition, students must meet the following requirements (which may be satisfied at either the graduate or undergraduate level):

- one year of college-level study in a language other than English

ACADEMIC REQUIREMENTS (55 CREDIT HOURS)

Required Courses (37 credit hours)

EDU 501 – Foundations of Literacy (3)
EDU 503 – Literacy and Comprehension: Middle-Adolescent (3)
EDU 511 – Introduction to Teaching (1)*
EDU 512 – Practical Teaching Methodologies (3)
EDU 521 – Foundations of American Education (3)
EDU 525 – Assessment of Children and Youth with Special Needs (3)
EDU 527 – Adolescence Special Education Methods (3)
EDU 528 – Methods and Curriculum: Pervasive Disabilities (3)
EDU 533 – Adolescent English/Language Arts Methods (3) or EDU 534 – Adolescent Social Studies Methods (3) or EDU 535 – Adolescent Mathematics Methods (3) or EDU 537 – Adolescent Science Methods (3)
EDU 615 – Learning and Cognition (3)*
EDU 621 – Inclusive Classroom Strategies I (3)
EDU 632 – Data-Based Decision Making (3)*
PSY 604 – Child and Adolescent Development: Implications For Educators (3)

Content Area Electives (6 credit hours required)

Choose two courses in your certification content area or other area as approved by your adviser.

Student Teaching Internship (12 credit hours)

EDU 571 – Student Teaching Seminar (0)
EDU 575 – Student Teaching I (6) or EDU 577 – Mentored Internship (6)
EDU 576 – Student Teaching II (6) or EDU 578 – Mentored Internship (6)

Thesis or Comprehensive Exam

* Students are advised to take EDU 511, EDU 615, and EDU 632 early in their sequence of study.
Adolescence Education
Grades 7-12, Master of Science Degree

This is a program of study for candidates who have a bachelor’s degree in the subject area they plan to teach but who do not meet the New York State requirements for initial certification in adolescence education. Teaching areas open to students at Utica College are English, mathematics, biology, chemistry, physics, and the social studies (degrees in economics, history, government, politics, or an equivalent degree to the sociology/anthropology degree awarded by Utica College). Students who wish to add certification to teach grades 5–6 may do so by taking additional courses. In addition, students must meet the following requirement (which may be satisfied at either the graduate or undergraduate level):

• One year of college-level study in a language other than English

Students seeking certification to teach social studies must also meet the following requirements (which may be satisfied at either the graduate or undergraduate level)

• Principles of Macroeconomics (3 credits)
• American National Government (3 credits)
• 21 credit hours in history

Academic Requirements (46 Credit Hours)

Required Courses (28 credit hours)
- EDU 501 – Foundations of Literacy (3)
- EDU 503 – Literacy and Comprehension: Middle-Adolescent (3)
- EDU 511 – Introduction to Teaching (1)*
- EDU 512 – Practical Teaching Methodologies (3)
- EDU 521 – Foundations of American Education (3)
- EDU 533 – Adolescent English/Language Arts Methods (3)
- EDU 534 – Adolescent Social Studies Methods (3)
- EDU 535 – Adolescent Mathematics Methods (3)
- EDU 537 – Adolescent Science Methods (3)
- EDU 615 – Learning and Cognition (3) *
- EDU 621 – Inclusive Classroom Strategies (3)
- EDU 632 – Data-Based Decision Making (3)*
- PSY 604 – Child and Adolescent Development: Implications For Educators (3)

Content Area Electives (6 credit hours)
Choose two courses (total of 6 credit hours) in your certification content area or other area as approved by your adviser.

Student Teaching Internship (12 credit hours)
- EDU 671 – Student Teaching Seminar (1)
- EDU 675 – Student Teaching I (4) or EDU 677 – Mentored Internship I (4)
- EDU 676 – Student Teaching II (4) or EDU 678 – Mentored Internship II (4)

Professional Development in Education (3 credit hours)
Choose one course
- EDU 697 – Professional Development in Education: Graduate Dossier (3)
- EDU 699V – Professional Development in Education: Inquiry Project (3)

* Students are advised to take EDU 511, EDU 615, and EDU 632 early in their sequence of study.

Middle Childhood Extension
May be taken in conjunction with Childhood (1-6) Education Program
Grades 7–9

Academic Requirements (9 credit hours)
- EDU 503 – Literacy and Comprehension: Middle Adolescent (3)
- EDU 512 – Practical Teaching Methodologies (3)
- EDU 533 – Adolescent English/Language Arts Methods (3)
- EDU 534 – Adolescent Social Studies Methods (3)
- EDU 535 – Adolescent Mathematics Methods (3)
- EDU 537 – Adolescent Science Methods (3)

For up-to-date program information, please visit www.utica.edu/programs
ASSOCIATE DEGREE

This is a program of study designed for candidates who possess a baccalaureate degree with a college major in a high-need subject area (currently French, Spanish, biology, chemistry, earth science, physics, mathematics, or technology) with a minimum cumulative undergraduate grade point average of 3.0 and who have received passing scores on the Liberal Arts and Sciences Test (LAST) and the Content Specialty Test (CST) in the subject area they plan to teach. Students in the Adolescence Education – Apprenticeship Teacher Certification Program must complete an intensive 200-hour course of study during the summer. They then finish their degree program while engaged in mentored teaching as full-time employees of a local school district. In addition, students must meet the following requirement (which may be satisfied at either the graduate or undergraduate level):

• one year of college-level work in a language other than English
• See page 15 for detailed admission requirements

ACADEMIC REQUIREMENTS (38 CREDIT HOURS)

Required Courses (29 credit hours)
EDU 506 – Foundations of Teaching (9)
EDU 507 – Mentoring I (1)
EDU 508 – Mentoring II (1)
EDU 524 – Methods of Teaching in the Content Areas (3)
EDU 503 – Literacy and Comprehension: Middle Adolescence (3)
EDU 501 – Foundations of Literacy (3)
EDU 615 – Learning and Cognition (3)*
EDU 621 – Inclusive Classroom Strategies (3)
EDU 632 – Data-Based Decision Making (3)*

Content Area Electives (6 credit hours)
Choose two courses (total of 6 credit hours) in your certification content area or other area as approved by your adviser.

Professional Development in Education (3 credit hours)
Choose one course
EDU 697 – Professional Development in Education: Graduate Dossier (3)
EDU 699V – Professional Development in Education: Inquiry Project (3)

* Students are advised to take EDU 615, and EDU 632 early in their sequence of study.

ADOLESCENCE EDUCATION APPRENTICESHIP —
TEACHER CERTIFICATION PROGRAM

This is a program of study designed for candidates who possess a baccalaureate degree with a college major in a high-need subject area (currently French, Spanish, biology, chemistry, earth science, physics, mathematics, or technology) with a minimum cumulative undergraduate grade point average of 3.0 and who have received passing scores on the Liberal Arts and Sciences Test (LAST) and the Content Specialty Test (CST) in the subject area they plan to teach. Students in the Adolescence Education – Apprenticeship Teacher Certification Program must complete an intensive 200-hour course of study during the summer. They then finish their degree program while engaged in mentored teaching as full-time employees of a local school district. In addition, students must meet the following requirement (which may be satisfied at either the graduate or undergraduate level):

• one year of college-level work in a language other than English
• See page 15 for detailed admission requirements

ACADEMIC REQUIREMENTS (38 CREDIT HOURS)

Required Courses (29 credit hours)
EDU 506 – Foundations of Teaching (9)
EDU 507 – Mentoring I (1)
EDU 508 – Mentoring II (1)
EDU 524 – Methods of Teaching in the Content Areas (3)
EDU 503 – Literacy and Comprehension: Middle Adolescence (3)
EDU 501 – Foundations of Literacy (3)
EDU 615 – Learning and Cognition (3)*
EDU 621 – Inclusive Classroom Strategies (3)
EDU 632 – Data-Based Decision Making (3)*

Content Area Electives (6 credit hours)
Choose two courses (total of 6 credit hours) in your certification content area or other area as approved by your adviser.

Professional Development in Education (3 credit hours)
Choose one course
EDU 697 – Professional Development in Education: Graduate Dossier (3)
EDU 699V – Professional Development in Education: Inquiry Project (3)

* Students are advised to take EDU 615, and EDU 632 early in their sequence of study.

SPECIAL EDUCATION
TEACHER CERTIFICATION PROGRAM

This is a program of study for candidates who have initial certification and wish to add certification in special education and are seeking to meet the New York State requirements for permanent or professional certification.

ACADEMIC REQUIREMENTS (39 CREDIT HOURS)

Required Courses (27 credit hours)
EDU 525 – Assessment of Children and Youth with Special Needs (3)
EDU 526 – Childhood Special Education Methods (3)
EDU 527 – Adolescence Special Education Methods (3)
EDU 528 – Methods and Curriculum: Pervasive Disabilities (3)
EDU 615 – Learning and Cognition (3)*
EDU 616 – Environmental Design for Effective Inclusion (3)
EDU 621 – Inclusive Classroom Strategies I (3)
EDU 622 – Inclusive Classroom Strategies II (3)
EDU 632 – Data-Based Decision Making (3)*

Content Area Electives (6 credit hours required)
Choose two courses in your certification content area or other area as approved by your adviser.

Student Teaching Internship (6 credit hours)
EDU 571 – Student Teaching Seminar (0)
EDU 575 – Student Teaching I (6)
or
EDU 577 – Mentored Internship I (6)

Thesis or Comprehensive Exam

* Students are advised to take EDU 615, and EDU 632 early in their sequence of study.
LEADERSHIP AND INSTRUCTION FOR INCLUSIVE CLASSROOMS

MASTER OF SCIENCE IN EDUCATION DEGREE

This is a program of study designed for candidates who already have provisional or initial certification and are seeking to meet the New York State requirements for professional certification, and candidates who are not seeking teacher certification. The latter group includes education-related or health-service workers and others who desire a master's degree for their own personal or professional needs.

ACADEMIC REQUIREMENTS (32 CREDIT HOURS)

Required Courses (26 credit hours)
- EDU 604 – Inclusive Practicum (2)
- EDU 615 – Learning and Cognition (3)*
- EDU 616 – Environmental Design for Effective Inclusion (3)
- EDU 621 – Inclusive Classroom Strategies I (3)
- EDU 622 – Inclusive Classroom Strategies II (3)
- EDU 625 – Leadership and Collaboration for Quality Inclusion (3)
- EDU 626 – Current Issues in Inclusive Education (3)
- EDU 632 – Data-based Decision Making (3)*
- EDU 633 – Data Interpretation and Analysis (3)

Content Area Electives (6 credit hours)
Choose two courses (total of 6 credit hours) in your certification content area or other area as approved by your co-adviser.

Professional Development in Education (3 credit hours)
Choose one course
- EDU 697 – Professional Development in Education: Graduate Dossier (3)
- EDU 699V – Professional Development in Education: Inquiry Project (3)

* Students are advised to take EDU 615, and EDU 632 early in their sequence of study.

EDUCATIONAL LEADERSHIP AND ADMINISTRATION

MASTER OF SCIENCE DEGREE

This is a program of study for candidates seeking a master's degree and New York State certification as a school building leader. By completion of the program, to be certified as school building leaders, candidates must hold a permanent or professional teaching certificate, three years of teaching experience, and successfully complete the written and performance components of the State assessment in school building leadership.

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)

Required Courses (36 credit hours)
- EDU 603 – School Administration: Models of Leadership (3)
- EDU 615 – Learning and Cognition (3)*
- EDU 632 – Data-based Decision Making (3)*
- EDU 634 – Educational Administration: Theory, Research, and Practice (3)
- EDU 635 – Theory and Practice in Supervision (3)
- EDU 636 – Human Resources and Labor Relations (3)
- EDU 637 – Student Support and Community Communication: Research and Practice (3)
- EDU 638 – School Business Management and Finance (3)
- EDU 644 – Principles of Data-Based Curriculum, Instructional Planning and Assessment (3)
- EDU 647 – School Law (3)
- EDU 648 – Leadership of Special Programs (3)
- EDU 670 – Administrative Internship (3)

Thesis or Comprehensive Exam

* Students are advised to take EDU 615, and EDU 632 early in their sequence of study.
Certificate of Advanced Study (CAS)  
School Building Leader

This is a program of study for candidates seeking New York State certification as school building leader. By completion of the program, to be certified as school building leaders, candidates must hold a permanent or professional teaching certificate, three years of teaching experience, and successfully complete the written and performance components of the State assessment in school building leadership.

Academic Requirements (30 Credit Hours)

Required Courses (30 credit hours)
- EDU 603 – School Administration: Models of Leadership (3)
- EDU 634 – Educational Administration: Theory, Research, and Practice (3)
- EDU 635 – Theory and Practice in Supervision (3)
- EDU 636 – Human Resources and Labor Relations (3)
- EDU 637 – Student Support and Community Communication: Research and Practice (3)
- EDU 638 – School Business Management and Finance (3)
- EDU 644 – Principles of Data-Based Curriculum, Instructional Planning and Assessment (3)
- EDU 647 – School Law (3)
- EDU 648 – Leadership of Special Programs (3)
- EDU 670 – Administrative Internship (3)

Certificate of Advanced Study (CAS)  
School District Leader

This is a program of study for candidates seeking New York State certification as school district leader. By completion of the program, to be certified as school district leaders, candidates must hold a permanent or professional teaching certificate, three years of teaching experience, complete a minimum of 60 credit hours of approved graduate study above the bachelor's degree, and successfully complete the written and performance components of the State assessment in school district leadership.

Academic Requirements (36 Credit Hours)

Required Courses (36 credits)
- EDU 603 – School Administration: Models of Leadership (3)
- EDU 634 – Educational Administration: Theory, Research, and Practice (3)
- EDU 635 – Theory and Practice in Supervision (3)
- EDU 636 – Human Resources and Labor Relations (3)
- EDU 637 – Student Support and Community Communication: Research and Practice (3)
- EDU 638 – School Business Management and Finance (3)
- EDU 644 – Principles of Data-Based Curriculum, Instructional Planning and Assessment (3)
- EDU 647 – School Law (3)
- EDU 648 – Leadership of Special Programs (3)
- EDU 657 – Becoming a Superintendent: Creating a Vision (3)
- EDU 658 – Leadership for Political Systems and Change (3)
- EDU 670 – Administrative Internship (3)

Electives (24 credit hours)
Candidates who need additional graduate course work to meet the requirement of a school district leader may select from among the following courses, based on the candidate's leadership goals and in consultation with an academic adviser.

Electives
- EDU 615 – Learning and Cognition (3)
- EDU 616 – Environmental Design for Effective Inclusion (3)
- EDU 621 – Inclusive Classroom Strategies I (3)
- EDU 622 – Inclusive Classroom Strategies II (3)
- EDU 625 – Leadership and Collaboration for Quality Inclusion (3)
- EDU 626 – Current Issues in Inclusive Education (3)
- EDU 632 – Data-Based Decision Making (3)
- EDU 633 – Data Interpretation and Analysis (3)
Advanced Certificate in Gerontology

The Certificate in Gerontology is a graduate-level program consisting of courses designed to address aging issues in three critical areas. Students can choose from a service delivery focus, a public policy focus, or a community design focus. Students interested in any of these professional tracks can complete their entire 18-credit program in one year, taking only one three-credit course per eight-week session. The entire program is offered in a flexible distance learning format with no required residencies.

This certificate program is designed not only to strengthen the marketability and job performance of the enrolled students, but also to provide knowledge of aging issues through a short-term graduate program. While designed for those professionals whose goal is a credential in gerontology, it can also be considered a supplement to master's degree doctoral programs, especially in the disciplines of occupational therapy, physical therapy, therapeutic recreation, health care management, social work (MSW), public health (MPH), and planning (MSP). The curriculum is structured to focus on practice more than theory, with the intent of empowering graduates to immediately apply knowledge to their professional roles.

A baccalaureate degree from a regionally accredited institution is required, as is appropriate access to the Internet. A minimum GPA of 3.0 is preferred, but exceptions may be made at the discretion of the Director of Gerontology if the student's activities since college demonstrate the ability to succeed in graduate study. Students admitted who do not meet the minimum requirements will be on probationary status until they have completed 9 credits. After the completion of 9 credits, the student must have a 3.0 GPA in order to remain in the program.

ACADEMIC REQUIREMENTS (18 CREDIT HOURS)

Required Courses (9 credit hours)
- GNT 503 – Perspectives in Gerontology (3)
- GNT 505 – Culture, Gender, and Aging (3)
- GNT 695 – Capstone Project (3)

Electives (9 credit hours, chosen according to professional interest)
- ECN 535 – The Economics of Health and Health Care Policy (3)
- GNT 603 – Public Health Care Policies of Aging (3)
- GNT 605 – Social Service Delivery Issues (3)
- GNT 613 – Grant-Writing, Program Planning and Evaluation (3)
- GNT 615 – Community Design/Health and Mobility Issues (3)
- GNT 616 – Living Communities/Planning (3)

Health Care Administration

There are three critical dimensions to Utica's online MS in Health Care Administration that are woven into each core course: management, leadership, and continuum of care. These dimensions are offered to help students understand the foundational theories that integrate with current and future best practices in health care. They are defined as:

Management:
Theoretical underpinnings of management practices in the service industry. The theories and concepts provide a foundation of understanding the "why" of the science of health care administration.

Leadership:
Exploration and analysis of best practices in leading health care professional, organizational development. Focus is on creating future state models and scenarios that students can adopt in leading change. Leadership components explore the "who," and "what" dimensions of student learning.

Continuum of Care:
Health care best practices evolve from customer centric continuum of care strategies. Through study of best practice models and cases students learn the "how," and "when" of health care administrative excellence.

Gradsuates of Utica College's MS in Health Care Administration will be prepared to:
- Enter the health care workforce with an ability to function at an administrative level of competence in order to make sound financial, marketing, strategic planning, and human relations decisions
- Provide leadership qualities required in management positions in order to motivate and supervise employees
- Function within a continuum of care environment in order to meet the needs of long term care throughout the life span
- Communicate effectively with health care consumers, family members, third party reimbursement agencies, colleagues, and others

ACADEMIC REQUIREMENTS (41 CREDIT HOURS)

Required Courses (38 credit hours)
- HCA 521 – Health Care Systems: A Continuum of Care (3)
- HCA 525 – Organizational Leadership (3)
- HCA 527 – Ethical and Legal Issues (3)
- HCA 531 – Leadership in Marketing and Strategic Planning (3)
- HCA 612 – Advanced Seminar (3)
- HCA 613 – Health Care Administrator Leader (3)
- HCA 614 – Quality Management and Performance Improvement in Evidenced Based Health Care (3)
- HCA 615 – Human Resource Management (3)
- ACC 501 – Introduction to Accounting (3)
- GNT 503 – Perspectives in Gerontology (3)
- ECN 535 – Introduction to Economics (3)
- HCA 799 – Capstone Project (5)

Electives Courses (3 credit hours)
- ANT 505 – Culture, Gender, Aging (3)
- FIN 533 – Introduction to Financial Management (3)
- GNT 603 – Long Term Care Policy (3)
- HCA 621 – Nursing Home Administration (3)
- HCA 627 – Health Informatics (3)
- HCA 631 – International Health Care Systems (3)
- HCA 645 – Clinical Research (3)
Liberal Studies

The Master of Science degree in Liberal Studies offers students an opportunity for intellectual growth and career enhancement through innovative, student-centered interdisciplinary study. It is a flexible alternative to a disciplinary degree that provides students opportunities to design curricula that will be of direct benefit to them in their chosen career. The program is designed to allow students from a variety of academic backgrounds to explore a broad range of subjects. While the program’s content will differ for each student, it will serve to broaden the individual’s perspective and enhance their ability to think critically, clearly, and analytically. All students must choose one of three areas of study: Humanities (includes courses in English, history, humanities, and philosophy), Natural Sciences and Mathematics (includes courses in biology, chemistry, geology, mathematics, and physics), and Social Sciences (includes courses in anthropology, economics, and sociology). The Master of Science degree in Liberal Studies is a fully accredited graduate degree program approved by the New York State Education Department. Students may enroll full-time or part-time, spring, summer, and fall. For more information about this program, contact John Rowe, director of graduate admissions, at (315) 792-3010, or by e-mail at gradadmissions@utica.edu.

ACADEMIC REQUIREMENTS (31–37 CREDIT HOURS)

There are three areas of study within the M.S.L.S. program: Humanities (includes courses in English, history, humanities, and philosophy), Natural Sciences and Mathematics (includes courses in biology, chemistry, geology, mathematics, and physics), and Social Sciences (includes courses in anthropology, economics, and sociology).

All students must:

- Take LST 604 (Graduate Liberal Studies Seminar) during the first 15 credit hours.
- Take LST 601 (Research and Writing in the Sciences) or LST 602 (Research in the Humanities) or LST 603 (Research Methods in the Social Sciences) during the first 15 credit hours.
- Take a minimum of four courses (12 credits) in one of the three areas of study. Students develop an interdisciplinary program of study that must be approved by the major professor in consultation with the thesis committee. Write a thesis or research project or complete a set of comprehensive exams. Students opting to write a thesis or research project must take LST 691 and LST 692 (Research I and II) which will help students complete their thesis or research project. Students are encouraged to determine a thesis or research project topic as early as possible in their program. Projects must be approved by the student's thesis committee.
- Students wishing to take comprehensive exams must submit a request that details why a comprehensive exam is more appropriate to their program of study than a thesis or project. This request must also include the fields of study the student believes are most appropriate to this exam and how the fields interrelate. If the exam option is approved by both the thesis committee and the M.S.L.S. committee, the thesis adviser will write two of the four questions for the exam. Two additional questions will be written by other members of the thesis committee. Once the written portion of the comprehensive exams is passed, students will then undergo an oral examination with their committee members. Students taking comprehensive exams will take LST 691 (Research I) and one additional course.

Foundational Methods Courses (4 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LST 604</td>
<td>Graduate Liberal Studies Seminar (1)</td>
</tr>
</tbody>
</table>

and select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>LST 601</td>
<td>Research and Writing in the Sciences (3)</td>
</tr>
<tr>
<td>LST 602</td>
<td>Research in the Humanities (3)</td>
</tr>
<tr>
<td>LST 603</td>
<td>Research Methods in the Social Sciences (3)</td>
</tr>
</tbody>
</table>

AREA OF STUDY COURSES (12 CREDITS)

Select four from a single Area of Study.

Humanities:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 367</td>
<td>Approaches to Shakespeare (3)</td>
</tr>
<tr>
<td>ENG 396</td>
<td>Liberal Studies Ethnic American Fiction (3)</td>
</tr>
<tr>
<td>HIS 515</td>
<td>The African-American Experience (3)</td>
</tr>
<tr>
<td>HIS 516</td>
<td>Public History (3)</td>
</tr>
<tr>
<td>HIS 517</td>
<td>Nationalism and Ethnic Identity in Europe (3)</td>
</tr>
<tr>
<td>HIS 518</td>
<td>Historiography (3)</td>
</tr>
<tr>
<td>HIS 619</td>
<td>Readings in African-American History (3)</td>
</tr>
<tr>
<td>HUM 600</td>
<td>Humanities Seminar (3)</td>
</tr>
<tr>
<td>PHI 503</td>
<td>Environmental Ethics (3)</td>
</tr>
<tr>
<td>PHI 504</td>
<td>Evolution and its Discontents (3)</td>
</tr>
<tr>
<td>PHI 505</td>
<td>Ethical Issues in Contemporary Science and Technology (3)</td>
</tr>
</tbody>
</table>

Natural Sciences and Mathematics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 528</td>
<td>Science and Fiction (3)</td>
</tr>
<tr>
<td>BIO 538</td>
<td>Animal Behavior (3)</td>
</tr>
<tr>
<td>BIO 538L</td>
<td>Animal Behavior Laboratory (1)</td>
</tr>
<tr>
<td>BIO 543</td>
<td>Neuroscience (3)</td>
</tr>
<tr>
<td>BIO 600</td>
<td>Special Topics in Biology (3)</td>
</tr>
<tr>
<td>BIO 654</td>
<td>“The Coming Plague”: Emerging Infectious Diseases, Biological Weapons and Public Health (3)</td>
</tr>
<tr>
<td>CHE 505</td>
<td>Environmental Chemistry (3)</td>
</tr>
<tr>
<td>CHE 514</td>
<td>History of Chemistry (3)</td>
</tr>
<tr>
<td>GOL 505</td>
<td>Earth System Science (3)</td>
</tr>
<tr>
<td>LST 640</td>
<td>Contemporary Issues in Science (3)</td>
</tr>
<tr>
<td>MAT 503</td>
<td>History of Mathematics (3)</td>
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<tr>
<td>MAT 505</td>
<td>Problem Solving in Mathematics (3)</td>
</tr>
<tr>
<td>MAT 535</td>
<td>Contemporary Mathematics (3)</td>
</tr>
<tr>
<td>MAT 551</td>
<td>Classical and Modern Geometry (3)</td>
</tr>
<tr>
<td>PHY 503</td>
<td>The History of Physics (3)</td>
</tr>
<tr>
<td>PHY 517</td>
<td>Principles of Physical Science (3)</td>
</tr>
</tbody>
</table>

continued
LIBERAL STUDIES

continued

Social Sciences:
ANT 535 – Forensic Anthropology (3)
ANT 545 – Historical Archaeology (3)
ANT 547 – Archaeological Field School (6)
ANT 551 – Contemporary Issues in Native American Life and Culture (3)
ECN 511 – Economic Analysis of Policy Issues (3)
ECN 565 – The Economics of Global Economy (3)
PSY 607 – Psychology and the Visual Arts (3)
SOC 537 – Science and Social Power (3)
SOC 552 – Minority Experience in American Society (3)

Elective Courses (9 credits)
Select three courses from the list above, preferably from other areas of study, or other graduate courses with approval of major professor.

Thesis Research (6 credits)
LST 691 – Research I (3 or 6)
LST 692 – Research II (3 or 6)

OCCUPATIONAL THERAPY

Occupational therapists are health care professionals who assist clients and their families to participate in meaningful daily life activities (or occupations), gain or restore independence, and promote a satisfying, healthy lifestyle. Occupational therapists use occupations as the means and the goal of prevention and intervention. They provide skilled services across the lifespan in a wide variety of settings, including homes, schools, community centers, rehabilitation centers, hospitals, and skilled nursing facilities.

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD, 20824-1220; phone, (800) 729-2682. Graduates of this program who have successfully met all academic and fieldwork requirements and Utica College graduation criteria are eligible to sit for the national certification examination for occupational therapists that is administered by the National Board for Certification in Occupational Therapy (NBCOT), located at 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD, 20877-4150. In addition, most states require licensure to practice occupational therapy; however, state regulatory boards usually accept the results of the NBCOT certification examination to determine eligibility for licensure. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination and/or to obtain a state license as an occupational therapist.

The occupational therapy curriculum is designed to integrate foundational knowledge, skills, and attitudes that students learn and develop from studies in the liberal arts with professional education at the graduate level. Students may earn a bachelor of science degree in health studies while completing the first year of the occupational therapy program. Students who have already earned a bachelor’s degree may also enter the occupational therapy program as graduate students. Using an adult learning model and a case-based approach to learning, the curriculum is designed to facilitate the development of occupational therapy practitioners who are responsible, self-directed, life-long learners, and the leaders of the future. The occupational therapy faculty members recognize the reciprocal nature of the teaching-learning process and use collaborative teaching methods. Students are provided individualized and relevant learning opportunities and experiences to foster their development as liberally educated, ethical professionals who are capable of assuming leadership roles in a diverse, changing community. To that end, the program promotes students’ development of knowledge, skills, and attitudes as they relate to:

• a central focus on occupation as the means and end of occupational therapy;
• critical thinking as the basis for clinical reasoning, reflective practice, and synthesis of research;
• being an ethical, highly competent professional who makes decisions that are congruent with professional, ethical principles;
• respect for self, others, and our environment, peaceful interaction, celebration of diversity, and service to others; and
• competencies as a highly effective entry-level occupational therapy practitioner.

continued
OCCUPATIONAL THERAPY

ACADEMIC REQUIREMENTS

First Year
OCT 505 – Theoretical Basis of Occupational Therapy (3)
OCT 506 – Human Occupations (3)
OCT 525 – Case-based Learning (3)
OCT 549 – Research Seminar I (3)
OCT 551 – Community I (1)
OCT 553 – Fieldwork Level 1A (1)
OCT 561 – Professional Roles 1: Development (3)
OCT 571 – Occupational Performance: Adolescents and Young Adults (6)
OCT 572 – Occupational Performance: Adults (6)

Second Year
OCT 601 – Occupational Performance: Children (6)
OCT 602 – Synthesis: Occupation-based Practice with Children (5-6 weeks) (2)
OCT 606 – Professional Writing (3)
OCT 615 – Synthesis: Theory to Practice (2)
OCT 633 – Fieldwork 1B (1)
OCT 637 – Occupational Therapy Manager (3)
OCT 649 – Research Seminar II (3)
OCT 652 – Community II (1)
OCT 655 – Community III (1)
OCT 663 – Advanced Professional Roles (3)
OCT 654 – Fieldwork Level IIA (6)
OCT 656 – Fieldwork Level IIIB (6)
OCT 657 – Fieldwork Level IIC (0-4 credits) optional
OCT 669 – Research Seminar III (3)

PHYSICAL THERAPY

Health care professionals promote optimal health and well-being. Physical therapists focus on fostering concepts of health, wellness and fitness, injury prevention and maximizing functional outcomes for patients/clients and their families. Physical therapists function in a variety of settings within the community: hospitals, rehabilitation centers, pediatric facilities, geriatric treatment centers, extended care facilities, industry, sports medicine, private offices, and school systems. Physical therapists encounter patients of all ages, from newborn to elderly. Physical therapists assume responsibility for the patients, clients, and families with whom they interact. These professionals respond to the diverse, dynamic, and complex needs of society and recognize the value of lifelong learning and the application of new knowledge.

The Physical Therapy department offers both an entry-level graduate program for initial entry to the profession, and a transitional program for licensed physical therapists who wish to upgrade their credential to the DPT. Both programs lead to the Doctor of Physical Therapy degree.

ENTRY-LEVEL PROGRAM

The entry level program is registered by the New York State Education Department and is accredited by the Commission on Accreditation in Physical Therapy Education. The curriculum is designed to build upon a strong undergraduate preparation grounded in liberal studies that affords students opportunities to integrate foundational knowledge with professional education.

The curriculum emphasizes the concept that the process of learning is equal in importance to the acquisition of knowledge. Designed in a problem-based learning (PBL) format, the curriculum places particular emphasis on self-directed, student-centered learning. Problem-based learning is an interactive educational model that uses small group discussion of clinically relevant problems (case studies) to provide the context for learning. Through carefully designed problems, the PBL process strives to guide, stimulate and challenge students to acquire a comprehensive and integrated knowledge base.

The mission of the Utica College Physical Therapy program is to prepare graduates, using principles of problem-based learning that build on strong undergraduate education in liberal studies, to function in a complex health care system and diverse society.

Graduates are prepared to enter the profession of physical therapy to:

• provide comprehensive physical therapy care to individuals across the lifespan and in a variety of practice settings;
• assume the multi-faceted role of patient/client manager that includes advocate, educator, supervisor, and consultant;
• utilize lifelong learning; and
• demonstrate behaviors that exemplify integrity, leadership, professional collaboration and social awareness.

continued
PHYSICAL THERAPY  
continued

ACADEMIC REQUIREMENTS

DOCTORAL PROGRAM IN PHYSICAL THERAPY: COURSE SEQUENCE

Fall Year 1: Module I (18 credits)
PHT 538 – Introduction to Teaching and Learning (1)
PHT 541 – Case Based Discussion I (6)
PHT 543 – Clinical Laboratory I (3)
PHT 544 – Anatomy I (3)
PHT 545 – Critical Inquiry Seminar I (3)
PHT 548 – Therapeutic Foundations (1)
PHT 549 – Caring for the Community I (1)

Spring Year 1: Module II (19 credits)
PHT 551 – Case Based Discussion II (6)
PHT 553 – Clinical Laboratory II (3)
PHT 554 – Anatomy II (3)
PHT 555 – Critical Inquiry Seminar II (3)
PHT 557 – Professional Practice I (3)
PHT 559 – Caring for the Community II (1)

Fall Year 2: Module III (16 credits)
PHT 619 – Clinical Education I (8)
PHT 629 – Clinical Education II (8)

Spring Year 2: Module IV (18 credits)
PHT 641 – Case Based Discussion IV (6)
PHT 643 – Clinical Laboratory IV (3)
PHT 644 – Anatomy IV (3)
PHT 645 – Critical Inquiry Seminar IV (3)
PHT 649 – Research I (2)
PHT 659 – Caring for the Community II (1)

Fall Year 3: Module V (18 credits)
PHT 741 – Case Based Discussion V (6)
PHT 743 – Clinical Laboratory V (3)
PHT 744 – Anatomy V (3)
PHT 745 – Critical Inquiry Seminar V (2)
PHT 747 – Professional Practice II (2)
PHT 749 – Research II (1)
PHT 759 – Caring for the Community III (1)

Spring Year 3: Module VI (16 credits)
PHT 769 – Clinical Education III (8)
PHT 779 – Clinical Education IV (8)

ONLINE PROGRAM

Post-Professional Transitional Program for Licensed Physical Therapists

Utica College’s highly regarded online post-professional transitional Doctor of Physical Therapy (PPtDPT) offers practicing licensed physical therapists the post-professional degree they need to advance their careers via a convenient online format. Courses are all facilitated by qualified and experienced clinicians with real world experience.

Designed specifically for licensed physical therapy professionals with BS/MS degree credentials, the online post-professional tDPT program is competitively priced and committed to provide each student with an individualized program of study that takes into account prior education and work experience. While a student in the program can take as many of the course offerings as they wish, our goal is to streamline the process so that tDPT students only take the courses they need. Students can complete the tDPT program in as few as 12-16 months. The online tDPT curriculum is designed to augment your current knowledge, gained through entry-level education that was designed prior to the advent of doctoral level preparation. This program provides guidance to obtain the professional recognition and credentials consistent with the clinical practice expectations in a direct-access environment. It builds on the skills, knowledge and experience of practicing clinicians and entitles graduates to the title of Doctor of Physical Therapy (DPT).

Today’s clinician must be prepared to act as consultant, educator, administrator, and clinical scholar, which requires advanced skills in critical thinking in addition to the traditional entry-level preparation of the past. As of January 28, 2010, there were 9 CAPTE accredited MS/MPT programs in the United States, and 203 accredited DPT programs, with nine DPT programs in development.

ACADEMIC ONLINE REQUIREMENTS

Required Courses
PHT 701 – Foundation of Autonomous Practice
PHT 712 – Prevention and Wellness
PHT 721 – Diagnostic Imaging I
PHT 722 – Diagnostic Imaging II
PHT 723 – Pharmacology and Pathophysiology I
PHT 724 – Pharmacology and Pathophysiology II
PHT 716 – Global Health Care Issues
PHT 816 – Capstone Practicum

CAPSTONE THREADS
Gerontology
Teaching and Learning
Health Care Administration
Case Report Writing

Variable credit for PHT 701 and PHT 712 depends on evaluation of credentials;
Variable credit for PHT 816 depends on the structure and focus of the practicum.
Courses

The figure in parentheses following the title of the course indicates the number of credit hours for that course. Courses with variable credit are shown with the range of credit available, for example (1-6). The College reserves the right to cancel any course if enrollment does not warrant its continuation, and make changes in the curriculum at any time.

Please consult your adviser for any prerequisites.

Accounting

ACC 501 Introduction to Accounting (3) Introduction to financial statement communication, information processing, measuring business income, and introduction to use of accounting information for managerial decisions. Topics include financial statements, cash flows, budgets, and performance evaluation.

ACC 541 Corporate Financial Reporting (3) Financial reporting system for business entities; environment, information systems, financial statements, current assets and liabilities, income measurement, long-term finance, shareholders' equity, and taxation.

ACC 601 Seminar in Advanced Managerial Accounting (3) Managerial accounting, decision & control models, planning & control under conditions of uncertainty; contemporary issues in cost management.

ACC 602 Seminar in Professional Accounting Practice (3) The study of accounting theory and its implications for professional ethics, measurement, financial statements, and current topics including but not limited to consolidations, off-balance sheet debt, and reporting fraud.

ACC 603 Taxes and Business Strategy (3) Effects of taxes on business, tax deferrals, organization form, implicit taxes, compensation, tax planning, retirement plans, multi-national issues in tax planning.

ACC 604 Seminar in Assurance & Forensic Auditing (3) Control and auditing of mainframe and networked information systems; assessment of audit risk, assurance methods, causes, consequences, prevention of audit failure.

All-College

UCC 501 College Elective (1-9)

UCC 580 Int’l Cinematic Studies Spainish (3) UCC 590 Independent Study (1-6) Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

UCC 600 Contemporary Topics (3) Topics in various contemporary issues. May vary from semester to semester.

UCC 690 Independent Study (0-6) Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

UCC 997 Continuous Enrollment (0) See ‘Continuous Enrollment’ in the section on Academic Policies.

Anthropology

ANT 500 Contemporary Topics (3) ANT 525 Ancient Cities (3) Development and functioning of ancient cities, with emphasis on the archaeology of the ancient Near East. Importance of sedentism, agriculture, and imperialism for functioning of ancient cities.

ANT 527 Religion in the Ancient World (3) Ancient religions of the Near East that led to the development of Western religious traditions. Archaeological and anthropological perspectives on religions of Mesopotamia and the Levant, including the development of Judaism and early Christianity.

ANT 535 Forensic Anthropology (3) Basics of forensic archeology and human remains recovery. Skeletal analysis; personal identification; courtroom testimony; police procedures; mass fatal incident planning.

ANT 545 Historical Archeology (3) Archeological exploration of social history of European, African, and Asian peoples in North America after 1500 C.E. Field excavation; site interpretation; archival research; artifact identification.

ANT 547 Archeological Field School (6) Practical experience in archeological fieldwork. Exploration of regional and cultural tradition through field trips and documentary research. Project locations may vary, and may include both domestic and international sites.

ANT 551 Contemporary Issues of Native American Life (3) Relations of Native Americans to larger society at the beginning of the 21st century. Focus on identity, economic development, health, environment, and legal and political issues. Seminar format. Prerequisite: One of the following: ANT 101, SOC 151, SOC 252, SOS 101, or permission of instructor.

ANT 600 Special Topics (3) Biology

BIO 524 Tropical Ecology (3) Study of relationship between tropical organisms and their environment, with special emphasis on biodiversity, and population, community, and ecosystem ecology of tropical environments. Required field trip to the tropics.

BIO 528 Science and Fiction (3) Popular fiction, cinema and video as a teaching and learning tool in biology.

BIO 538 Animal Behavior (3) Evolutionary and ecological approach to the study of animal behavior. Identification of major patterns and processes of behavior and ultimate and indirect causes influencing behavior; discussion of classic and current methodologies for studying behavior.

BIO 600 Selected Topics (3) Advanced study of a selected topic in biology not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

BIO 690 Independent Study (1-6) Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

BIO 700 Independent Study (1-6) Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Biology

BIO 524 Tropical Ecology (3) Study of relationship between tropical organisms and their environment, with special emphasis on biodiversity, and population, community, and ecosystem ecology of tropical environments. Required field trip to the tropics.

BIO 528 Science and Fiction (3) Popular fiction, cinema and video as a teaching and learning tool in biology.

BIO 538 Animal Behavior (3) Evolutionary and ecological approach to the study of animal behavior. Identification of major patterns and processes of behavior and ultimate and indirect causes influencing behavior; discussion of classic and current methodologies for studying behavior.

BIO 600 Selected Topics (3) Advanced study of a selected topic in biology not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

BIO 690 Independent Study (1-6) Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Chemistry

CHE 505 Environmental Chemistry (3) Sources, reactions, transport, effects and fates of chemical species in water, soil, and the environment. Global and local problems to localized concerns. Safety, handling, storage, and disposal of chemicals in a laboratory environment.

CHE 514 History of Chemistry (3) Study of the growth of chemistry from the 1600s to 1950 using readings about and by the originating philosophers and researchers, including historically significant experiments.

CHE 590 Independent Study (1-6) Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

CHE 600 Selected Topics (3) Advanced study of a selected topic in chemistry not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

CHE 690 Independent Study (1-6) Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Criminal Justice

CRJ 601 Leadership and Planning in Criminal Justice (3) Principles of leadership and planned change as related to criminal justice administration. Review of organizational theory concepts applied to public sector organizations. Case study approach.

CRJ 603 Homeland Security and Emergency Management (3) Inter-agency and inter-governmental collaboration on Homeland Security initiatives and emergency management procedures, including the guidelines and requirements of the Federal Emergency Management Agency (FEMA).

CRJ 611 Public Sector Accounting and Budgeting (3) Uses of accounting information for decision-making by outside user and management. The sources and uses of accounting information. Range of budgeting strategies and plans presented for case study analysis.

CRJ 612 Homeland Security Leadership in Criminal Justice Organizations (3) Actions and mindset necessary to develop personal leadership; the relationship of research in a topic of interest between the student and the instructor.

CRJ 615 Law and Public Policy (3) Main approaches to ethics and issues of social justice. Models are presented for individual and organizational ethical behavior.

CRJ 616 Ethical Leadership (3) Ethical principles as related to criminal justice. Addressed administrative ethical issues as related to various sectors of criminal justice system. Case study approach.

CRJ 623 Research for Decision Making (3) Quantitative and qualitative research methods for public policy decision making and evaluation. Types of information, sampling, and the use of statistical inference are presented in the context of criminal justice management issues.

CRJ 671 Public Sector Personnel Administration (3) Major concepts and trends in human resource administration with particular attention to public sector and not-for-profit organizations. Administrative activities related to hiring processes, employee evaluation, and compensation.

CRJ 675 Terrorism and Counterterrorism (3) Evolution of terrorism; organization and tactics of terrorist organizations and rogue states; and legal and operational issues of counterterrorism.

CRJ 677 Technological Challenges in Criminal Justice (3) Management issues related to technology in criminal justice organizations and operations. Terms and operations involving informational technology, network security, information security, and contingency planning.

CRJ 691 Leadership and Planning: Major Project I (3) A professional project proposal will be developed on an issue or function that provides planned change in a criminal justice organization. The project will be developed consistent with the project proposal guidelines of the Criminal Justice Administration program.

CRJ 692 Leadership and Planning: Major Project II (3) Continuation and completion of project developed in CRJ 691.

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Cybersecurity

CTB 605 Principles of Cybersecurity (3) Foundational concepts and processes for information security in cyberspace: incident response, reporting, containment, and restoration of the information infrastructure.

CTB 610 Cyber Intelligence (3) Foundational concepts and processes in the sub-discipline of cyber intelligence.

CTB 615 Cyber Counterintelligence (3) Concepts and processes of cyber counterintelligence in cyberspace: counterintelligence missions, defense and offensive counterintelligence, and counterintelligence.

CTB 616 Domestic Terrorism and Extremist Groups (3) History, emergence, and growth of paramilitary, hate, and terrorist groups within the United States; assessment of capabilities and activities within context of cybersecurity issues, political activism, and the law.

CTB 617 Counterterrorism and Cyber Conflict (1) Evolution of intelligence, terrorism, counterterrorism, and cyber conflict.

CTB 624 Advanced Topics in Cybercrime (3) Computer and/or network forensics investigations: digital evidence collection and analysis, legal, ethical, jurisdictional, and privacy issues.

CTB 633 Critical National Infrastructures and National Security (3) Major critical infrastructure protection issues, technologies, and approaches as they relate to telecommunications, energy, banking and finance, transportation, the Internet, and emergency services.

CTB 651 Computer Forensics Investigations I (3) Techniques and tools of computer forensics investigation, preservation, acquisition, recovery, and analysis of evidence obtained from portable and stationary computer systems, cell phones, and personal digital assistants (PDAs).

CTB 652 Computer Forensics Investigations II (3) Intrusion forensics and network traffic analysis.

CTB 653 Advanced Telecommunications Forensics (3) Advanced topics and concepts in cybersecurity and computer forensics: cyber defence tools, attack methods, and technologies.

CTB 667 Critical Incident Command, Response, and Airports (3) Command and response issues for management of critical all-hazard incidents; field common structure and multijurisdictional issues relating to cyber conflict.

CTB 673 Principles of Cybercrime Investigations (3) Legal and technical aspects of cybercrime investigations; Comparison with techniques of traditional investigations.

CTB 689 Advanced Topics in Cybersecurity (3) State-of-the-art advances, emerging trends, and threats in cybersecurity.

CTB 695 Capstone Project I (3) Capstone project: development and completion of a proposal that is consistent with the graduate research proposal guidelines.

CTB 696 Capstone Project II (3) Capstone project: completion of capstone project proposed in CYB695 consistent with graduate research guidelines.

CTB 697 Research Seminar (1) Seminar in advanced fields of cybersecurity and network forensics.

CTB 698 Research Practicum (1) Practical experience in the application of new and projected cybersecurity technologies.

Economic Crime

ECM 535 Legal and Regulatory Issues for Fraud Management (3) Structure and design of organizations with focus on systems theory and its impact with Economic Crime and adaptability to today’s environment.

ECM 601 Economic Crime Management Proseminar (3) Foundation for study of economic crime management. Focus on program thematic area: fraud management, economic crime, technology, and analytical and research skills.

ECM 603 Management of Fraud Prevention and Detection (3) Development of counter-fraud technology Proactive programs and tools for fraud detection and prevention in face-to-face transactions, e-commerce, and e-business. Business models for production of prevention and detection products. Personal digital assistants (PDAs), and cell phones.

ECM 604 Seminar in Fraud Management (3) Research and discussion of current policy and legal issues affecting fraud management, including privacy, security, ethics, auditing, and compliance.

ECM 611 Organizational Theory, Structure, and Design (3) This course is designed to familiarize students with the structure and design of organizations. Emphasis will be on new systems theory and its applicability to today's environment, identifying external environmental forces, designing optimal corporate structure for the organization mission, changing organizational structure, and analyzing the process and effects of corporate infrastructure.

ECM 612 The Manager in a Global Environment (3) The course is designed to familiarize students with the challenges faced by managers and organizations precipitated by the post-industrial knowledge-based global society. Discussion will include topics such as the changing concepts of technology and knowledge, impact of workforce changes on managers and organizations, the evolution of management thought, managing in foreign cultures, international laws, and a multi-cultural workforce.

ECM 622 Legal Concepts of Criminal Fraud (3) Analysis of business and economic crimes including the criminal liability of business entities, their officers, and managers. The case study method will be used extensively.

ECM 623 Advanced Fraud Investigation and Analysis (3) Types of criminal fraud, methods used to detect and analyze occurrence of fraud, techniques of fraud investigations, interviewing and interrogation, file and case management, interaction with external investigation, regulations, and law enforcement.

ECM 625 Homeland Security: Legal and Regulatory Issues (3) Evaluation, legal, ethical, and governmental legal and security issues raised by public laws, regulations, and Department of Homeland Security, including information sharing, privacy, risk and insurance, and aviation and transportation security Case method utilized.

ECM 626 Financial Investigations (3) Financial crime, international context of business operations; methods of detection; and methods of investigation, including analysis of financial documents, investigation process and techniques, and preparation of investigative case report.

ECM 627 Fraud Management: Risk and Compliance (3) The professional project will be directed of students with innovative analytical approaches used to perform complex fraud analysis. Topics include new financial technologies, international, and international issues. Applications for information sharing and privacy are reviewed using case study method approach.

ECM 642 Advanced Fraud Analysis (3) This course is designed to familiarize students with innovative analytical approaches used to perform complex fraud analysis. Topics include new financial technologies, international, and international issues. Applications for information sharing and privacy are reviewed using case study method approach.

ECM 653 Information and Communication Security (3) Issues and concepts related to the protection of information and information systems. Technology, the Internet, and external modes of communication. Security communications, information systems, and computers, including legal, ethical, and privacy issues related to information security.

ECM 653 Networks and Internetwork Security (3) The course will focus on the key components associated with the threats and vulnerabilities to computer networks. Students will develop an understanding of distributed systems and how they work, an appreciation for various methods of network and Internet security, and the necessary strategies to promote successful business plans/ policies. Legal, ethical, and privacy issues will be discussed.

ECM 654 Information: Policy and Applications (3) Focus on access, storage, distribution, and use of domestic and global information relating to national security, commerce, and international issues. Applications for information sharing and privacy are reviewed using case study method approach.

ECM 697 Continuous Enrollment (0) See ‘Continuous Enrollment’ in the section on Academic Policies.

Economics

ECN 511 Economic Analysis of Public Policy Issues (3) The economics of law and public policy intervention: basic tools of economics to examine and analyze selected contemporary public policy issues. Prerequisites: ECO 131 and ECO 141.

ECN 535 The Economics of Health and Health Care Policy (3) This course will focus on current health economics and health care policy which applies the basic tools of microeconomic analysis toward understanding the market behavior of the major players in health care markets including consumer, providers, insurers, and government entities.

ECN 565 Economics of Global Business (3) Application of microeconomics to global economic issues, globalization, free trade, barriers to trade, economic interdependence, macroeconomic policy, economic development. Prerequisite: ECO 141.

ECN 607 Quantitative Analysis for Managerial Decision Making (3) Scientific approaches to decision making; descriptive and inferential statistics, probability distributions, confidence intervals and hypothesis testing, analysis of variance and process control.

ECN 653 Thesis I (3) Planned research and writing directed by the student's thesis committee. The thesis proposal will be developed during this semester. The thesis will adhere to the Graduate Research Proposal Guidelines for the Economic Crime Management Program.


ECN 695 Independent Study: Advanced Fraud Examination and Investigation (3) Research for Advanced Fraud Examination Technology using data extraction analysis. Prerequisite: ECO 131 and ECO 141.

EDU 501 Foundations of Literacy (0-9) Pre-service or in-service course. Role of education. Rights and responsibilities. Child development and learning. Intraprofessional, Interprofessional, and course-based teaching strategies. State Learning Standards. Teaching children with special needs. School organizational and classroom management. Educational technology. Reporting child abuse and school bullying. Preventing alcohol, tobacco, and drug abuse; child abduction; and improving safety. This course is taught in modules. All modules must be successful, completed in order to earn credit for this course.


EDU 511 Introduction to Teaching (1) Ethical guidelines; identifying and reporting child abuse; prevention of child abduction; alcohol, tobacco & drug abuse prevention; safety education, fire and arson prevention; violence prevention; current issues. Students are advised to take this course early in their sequence of study.
EDU 512 Practical Teaching Methodologies (3) 

Focus on teaching practices, technology, communication skills, writing and learning, school-to-work, classroom technology, learning standards; 20 hours of field work required.

EDU 516 Social Studies/Literacy Methods: Birth-Childhood (3) 

Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics, science, and technology use in pre-school through grade six. Social studies and English Language Arts Learning Standards. 20 hours of field work required.

EDU 517 Math/Science Methods: Birth-Childhood (3) 

Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics, science, and technology use in pre-school through grade six.  Math, Science, and Technology Learning Standards. 20 hours of field work required.

EDU 520 Childhood Special Education Methods (3) 

Special education services for grades 1-6. Individualized Education Plans, teaching students with disabilities; transitional planning; teaching practices, curriculum implementation; assessment, service delivery models, team collaboration. 15 hours of field work required.

EDU 527 Adolescence Special Education Methods (3) 

Special education services for grades 7-12. Individualized Education Plans, transitional planning, and service delivery models, team collaboration. 15 hours of field work required.

EDU 526 Childhood Special Education (3) 

Individualized Education Plans, teaching practices, curriculum implementation; assessment, service delivery models, team collaboration. 15 hours of field work required.

EDU 527 Student Teaching Seminar (0) 

Discussion and quantitative research methodologies to make data-based decisions regarding student placement, teaching portfolios and development of effective teaching, program evaluation and school reform. Students are advised to take this course early in their sequence of study.

EDU 614 Inclusive Practicum (2) 

Field experience of 40 hours in inclusive settings. On-campus seminar every other week and written work required.

EDU 615 Learning and Cognition (3) 

Theoretical concepts underlying learning and cognition. Applications of the theoretical base to teaching in classroom with diverse student populations. Students are advised to take this course early in their sequence of study.

EDU 616 Environmental Design for Effective Inclusion (3) 

Adapting the physical, social, and instructional environment of the regular classroom so that students with disabilities have successful access to general education curriculum and assessment.

EDU 621 Inclusive Classroom Strategies I (3) 

Leader evaluation practices of students with disabilities. Classroom accommodations, assistive technology, and curriculum adaptations to provide access to the general education curriculum. 20 hours of field work in a special education setting required.

EDU 622 Inclusive Classroom Strategies II (3) 

Collaborative strategies of special education teachers to develop effective Individualized Education Programs. Adapting general education curriculum, using technology, instructional strategies, assessments, and grading for students with disabilities, prerequisites: EDU 621 or permission of instructor.

EDU 625 Leadership and Collaboration for Quality Inclusion (3) 

Collaborative models for inclusion. Leadership skills for collaborative teaching, data-based decision making, building partnerships for technological access, and school reform.

EDU 626 Current Issues in Inclusive Education (3) 

Advanced consideration of selected topics, in general and special education. Educational research, technology, school reform, school and community collaboration, current legislative issues. Lecture, discussion, and group exploration of issues with contemporary interest.

EDU 632 Data-Based Decision Making (3) 

Current research in the field of administration, the use of data, test construction, and measurement techniques in evaluating educational programs; the ethics of testing, validity and reliability of standardized tests.

EDU 633 Data Interpretation and Analysis (3) 

Review of current research and qualitative research methodologies. Application to inclusive education settings. Students will write a research proposal required and a literature review. Prerequisite: EDU 632.

EDU 634 Educational Administration: Theory, Research and Practice (3) 

Current research in the field of administration, the use of data, test construction, and measurement techniques in evaluating educational programs; the ethics of testing, validity and reliability of standardized tests.

EDU 635 Leadership for Political Systems (3) 

Developing skills for attracting and retaining quality staff, including planning for staffing needs, selection of personnel, determining compensation, employee dismissal and the role of collective bargaining. Due process rights of employees and labor relations.

EDU 636 Human Resources and Labor Relations (3) 

Role of supervision and development of skills necessary to empower staff in complex educational organizations. Exploration of the importance of working collaboratively toward shared goals.

EDU 637 Student Support and Community Communications: Research and Practice (3) 

Involve family, friends, colleagues in special education settings. Students will write a research proposal required and a literature review. Prerequisite: EDU 632.

EDU 638 School Business Management and Finance (3) 

Functions of the school business administrator, including financial planning, capital assets planning, facilities, risk management, and insurance; role of budgeting and site-based management.

EDU 639 Master’s Project (3) 

Completion of an approved master’s project. Inquiries required. Prerequisites EDU 631 or EDU 633, or permission of instructor.

EDU 644 Principles of Data-Based Decision Making and Curriculum Planning and Assessment (3) 

Knowledge and skills in curriculum development, program evaluation, and assessment, individualizing the curriculum and effective curriculum and implementation alignment.

EDU 647 School Law (3) 

Review of the framework of education law enabling administrators to achieve their mission while making sound and legally defensible decisions. Emphasis on the separation of church and state, due process, and equality and discrimination.

EDU 648 Leadership of Special Programs (3) 

In-depth review of the increasing array of special instructional and support programs in schools. Topics include special education, career and technical education, bilingual education, migrant education, and programs for the gifted and talented.

EDU 649 Becoming a Superintendent: Creating and Sustaining Vision (3) 

Knowledge, skills and attitudes necessary to become a successful superintendent. Topics include the history of superintendent, work/life balance, intercultural, intercultural administrative team, characteristics of urban, rural and suburban districts.

EDU 650 Leadership for Political Systems (3) 

Political forces and balance of power that define educational policy, developing skills for building alliances, planning, policy research and models for educational change.

EDU 655 Student Teaching I (4) 

Field Experience in school district education. Students may complete up to both the building and the district level.

EDU 665 Student Teaching Seminar (1) 

Preparing for student teaching; building good relationships with cooperating teacher, college supervisor, school district staff and principal. Student diversity and classroom expectations; important teacher characteristics and strategies; state certification. Permission of the Department Chair required. Corequisites EDU 675, EDU 676, EDU 677 or EDU 678.

EDU 675 Student Teaching I (4) 

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Prerequisite: With the exception of EDU 697, 698 or 699, completion of the pre-requisite course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, and Special Education. Permission of Director required.

EDU 676 Student Teaching Seminar (1) 

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Prerequisite: With the exception of EDU 697, 698, or 699, completion of the pre-requisite course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, and Special Education. Permission of Director required.

EDU 677 Student Teaching Seminar (1) 

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Prerequisite: With the exception of EDU 697, 698 or 699, completion of the pre-requisite course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, and Special Education. Permission of Director required.

EDU 678 Student Teaching Seminar (1) 

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Prerequisite: With the exception of EDU 697, 698 or 699, completion of the pre-requisite course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, and Special Education. Permission of Director required.

EDU 679 Student Teaching Seminar (1) 

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Prerequisite: With the exception of EDU 697, 698 or 699, completion of the pre-requisite course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, and Special Education. Permission of Director required.

EDU 680 Student Teaching Seminar (1) 

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Prerequisite: With the exception of EDU 697, 698 or 699, completion of the pre-requisite course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, and Special Education. Permission of Director required.

EDU 681 Student Teaching Seminar (1) 

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Prerequisite: With the exception of EDU 697, 698 or 699, completion of the pre-requisite course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, and Special Education. Permission of Director required.
EDU 676 Student Teaching II (4) Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Permission of Director required. Corequisite: EDU 671.

EDU 677 Mentored Internship I (4) For students with a full time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience includes discussions, formal lesson plans and evaluations. Permission of Director required. Corequisite: EDU 671.

EDU 678 Mentored Internship II (4) For students with a full time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience includes discussions, formal lesson plans and evaluations. Permission of Director required. Corequisite: EDU 671.

EDU 680 Independent Study (0-6) Individual research or writing in a topic of interest to the student and the instructor. Must be approved in advance by the appropriate program director.

EDU 697 Professional Development in Education: Graduate Dossier (3) Cultivating academic excellence culminating with dossier completed under direct supervision of course instructor. Includes key concepts and ideas across the curriculum including: theories of learning, curriculum development, assessment, and teaching techniques. Prerequisites: Completion of a minimum of 27 credits in the preparation course sequence in Childhood Education, Childhood and Special Education, Adolescence, or Adolescence and Special Education or by Permission of Department Chair.

EDU 698 Professional Development in Education: Current Issues (3) Cultivating academic experience concluding with a position paper and presentation on a current issue in education. Permission of Director required. Prerequisites: Completion of a minimum of 21 credits in the preparation course sequence in Special Education, Adolescence Apprenticeship Teacher Certification or Leadership and Instruction for Inclusive Classrooms or permission of Department Chair.

EDU 699 Professional Development in Education: Inquiry Project (3) Inquiry project completed as culminating academic experience under direct supervision of course instructor. Students integrate skills and methodology through collection, analysis, and interpretation of data resulting in a formal study or development of instructional materials. Completion of a minimum of 27 credits for those enrolled in the preparation of course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education or permission of Department Chair. Special Education, Adolescence Apprenticeship Teacher Certification or Leadership and Instruction for Inclusive Programs or permission of Department Chair.

EDU 997 Continuous Enrollment (for credit) Continuous Enrollment (in the section of Academic Policies).

English

ENG 500 Selected Topics (3) ENG 516 Studies in Literary and Literature (3) ENG 526 Reading and teaching literature; developing integrated curricula.

ENG 533 Mohawk Valley Writing Project Summer Institute (3-6) Professional development program available to area K-12 and college teachers by invitation. Writing workshops, teaching demonstrations, research in writing and learning. During school year following the Summer Institute, teacher consultants share learning through in-service presentations.

ENG 587 Approaches to Shakespeare (3) Introduction to critical and theoretical approaches to the plays of Shakespeare and the culture in which he wrote.

ENG 590 Independent Study (0-6) Individual experiences in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

ENG 596 Ethnic American Fiction (3) Study of the formal properties of ethnic literature including narrative structure, cultural detail, distinct language patterns. Emphasis on themes such as formation of American identity, cultural authenticity, connections between memory and history.

ENG 600 Selected Topics (3) Advanced study of a selected topic in English not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

ENG 600 Independent Study (0-6) Supervised research or writing in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Finance

FIN 533 Corporate Finance (3) Principles, concepts, and analytical tools of finance; corporate governance; cash flow analysis for capital budgeting; hurdle rates; raising capital through investment banks; financial restructuring; acquisitions. Semester project: estimating the value of a company.

Fine Arts

FIA 690 Independent Study -1 (6) Exploration of a problem, or problems, in depth. Individual and/or class study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic school.

Foreign Study

FST 380 Immersion Spanish in Mexico (1) FST 680 Foreign Study (0-12)

Geology

GOL 505 Earth System Science (3) Earths hydrosphere / cryosphere, geosphere, atmosphere, biosphere (with emphasis on understanding linkages between them). Pattern, causes, evidence and effects of naturally occurring and human- induced environmental changes through time.

GOL 590 Professional Development in Geology: Inquiry Project (3) Examination of patterns, causes, and effects of natural and human-induced environmental changes through time, with particular attention to climate change. Theoretical basis for indirect evidence of environmental change, particularly evidence preserved within sedimentary archives, and their application as tools reconstruct past environmental conditions.

Gerontology

GNT 503 Perspectives in Gerontology (3) Literature relevant to the study of gerontology: an overview of current aging issues; current career opportunities; and aging in the future. Seminar format.

GNT 505 Culture, Gender, and Aging (3) Beliefs, attitudes, and practices related to the aged within a comparative and cross-cultural framework, engendering deeper insight into the diversity of cultural traditions and worldviews.

GNT 603 Public Health Care Policies of Aging (3) Current public health policies and their inadequacy in reducing or preventing health associated diseases in the aging population.

GNT 605 Social Service Delivery Issues (3) Community-based services/programs put in place as result of Older Americans Act; examine challenges confronting network development, funding, implementing, administering, and coordinating programs and services.

GNT 613 Grant-Writing, Program Planning and Evaluation (3) Skills needed to develop health care/social service program proposals, especially those which are funded by grants. Introductory qualitative and quantitative methods are used to enhance effectiveness.

GNT 615 Community Design/Health and Mobility Issues (3) Basic natural physiological and psychological changes which accompany aging, creating challenges faced by elderly individuals during their transition to Special community mobility.

GNT 616 Livable Communities/Planning (3) History of efforts to structure communities, the desire of aging Americans to age in place and remain independent, the ability of communities to support that desire, and current and future trends in community design.

GNT 619 Professional Development in Gerontology: Inquiry Project (3) Students combine knowledge and skills learned in previous courses, and independent study to support that desire, and current and future trends in community design.

Health Care Administration

HCA 512 Health Care Systems: A Continuum of Care (3) Broad aspects of health care systems: Human Dynamics (R), mental models, systems thinking, organizational learning, organizational design and behavior, and their relationship to health care, and demographic issues facing health care.

HCA 525 Organizational Leadership (3) Broad aspects of organizational leadership and its relationship to health care; focus areas include Human Dynamics (R); and personal mastery. Governance-structure, roles, responsibilities, and alignment to leadership as it affects the health care system.

HCA 527 Ethical and Legal Issues (3) Legal principles of development, application and assessment in health care organizations. Leadership in applying ethics in business and public service, and the codes of ethics of health care professionals.

HCA 531 Leadership in Marketing and Strategic Planning (3) Broad aspects of service sector management, and strategic planning, including the consumer/reader in today’s marketplace. Emphasis is on an inter-disciplinary approach including epidemiologic, economic, and financial issues.

HCA 614 Quality and Performance Improvement in Evidence Based Health Care (3) Breadth and depth experience of comprehensive improvement initiatives that impact all levels of health care including clinical and financial issues.

HCA 615 Human Resources Management (3) Core concepts of understanding and managing human behavior in health care organizations. Legal aspects and evaluation as well as employee motivation, collective bargaining, and recruitment. Same as MGT 615. This course will assist the manager in developing his/her style of management.

HCA 616 Organization Dev and Change (3) Application tools and methods of the behavioral sciences to improve organizational performance. Key principles and conduct of internal/external consultants.

HCA 621 Nursing Home Administration (3) Insight into nursing home management issues, whether it be for the seasoned veteran or the health care neophyte private manager. This course will assist the manager in developing his/her style of management.

HCA 627 Health Informatics (3) Managerial perspectives on the effective use of data and information technology to improve organizational performance in health care settings.

HCA 631 International Health Care Systems (3) Effect of economic environments on access to health services on the health status of populations around the globe. Emphasis is on an inter-disciplinary approach including epidemiologic, economic, and financial issues.

HCA 645 Clinical Research (3) Research methods employed in clinical settings. Quantitative and qualitative methods: research designs related to clinical situations.

HCA 799 Capstone Project (3) Internship, program evaluation/development, or research project integrating course work in health care administration. Prerequisite: Completion of all required HCA program coursework.

Government

GOV 500 Selected Topics (3) GOV 563 International Organizations (3) Development, organization, and operation of social, economic, and political institutions.

GOV 664 International Protection of Human Rights (3) How the international human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

History

HIS 500 Selected Topics (3) HIS 515 The African-American Experience (3) African-American experience in the United States, with emphasis on the post-1865 period.

HIS 516 Public History (3) Public history is history, designed to reach a wide audience, presented outside the classroom or a textbook. We examine
monuments, museums, battlefields, oral traditions, and literature. Some research is required at local institutions.

HIS 517 National and Ethnic Identity in Europe (3) Nationalism and national identity in Europe. Reading and analyzing theoretical works.

HIS 518 Historiography (3) Introduction to modern historiography.

HIS 525 Ancient Cities (3) Development and functioning of ancient cities, with emphasis on the archeology of the ancient Near East. Importance of sedentism, agriculture, and imperialism for functioning of ancient cities.

HIS 527 Religion in the Ancient World (3) Ancient religions of the Near East that led to the development of Western religious traditions. Archetypal and anthropological perspectives of Mesopotamia and the Levant, including the development of Judaism and early Christianity.

HIS 590 Independent Study (0-6) Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

HIS 600 Selected Topics (3) Advanced study of a selected topic in history not normally included in the regular curriculum. May be repeated for credit provided the topic is different from any topic the student studied in a previous course.

HIS 619 Readings in African-American History (3) Overview of literature on the African-American historical experience in the United States from 1619 to present.

HIS 690 Independent Study (0-6) Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Humanities

HUM 600 Humanities Seminar (3) Specialized study in various topics in Humanities. May be repeated for credit, provided the topics are not the same.

Liberal Studies

LST 500 SelectedTopics (0-3) LST 503 Graduate Liberal Studies Seminar (1) Explores the significance of interdisciplinary approaches to Liberal Education, emphasizing critical thinking and connections across subject areas, and gives students insight into how interdisciplinary studies are designed, executed, and presented.

LST 540 Contemporary Topics in Science (3) Critical analysis of topics drawn from the popular media (television, newspaper, radio, Internet) using primary scientific literature. Topics chosen will reflect scholarly interests of specific faculty.

LST 600 Independent Study (1-6) Review literature in the field of study and develop a faculty-supervised thesis or a research project.

LST 690 Research II (1,3) Expands the significance of interdisciplinary studies into a new area, focusing on a faculty-supervised thesis or research project.

Management

MGT 501 Management and Marketing (3) Emphasis on broadly based principles in managerial and marketing functions and processes in business environments. An interdisciplinary approach to identifying key issues and developing appropriate solutions. Case study methodology will be used only in course.

MGT 531 Leadership in Marketing and Strategy (3) Broad aspects of service sector management, and strategic planning, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering health care. Restricted to HCA majors. Same as HCA 531.

MGT 601 General Topics in Management I (0,6) Strategic analysis of the value chain; competitive advantage; basic microeconomic issues in business, monetary theory and financial institutions; financial statement analysis.

MGT 602 General Topics in Management II (0,6) Business planning and management strategy; capital structure, cash flow analysis, operational, capital, and cash budgeting, demand theory; cost theory; business ethics; and decision making.

MGT 615/615 Human Resources Management (3) Core concepts of understanding and managing human behavior in health care organizations. Legal aspects and evaluations as well as employee motivation, collective bargaining, and union. Same as HCA 615.

MGT 617 Corporate Ethics (3) Successes and failures of intercultural and interprofessional business practices in the performance of their duties.

OCT 505 Theoretical Basis of Occupational Therapy (3) Theory and foundations of practice from historical and current perspectives; importance and role of occupation. Open only to students in the professional phase of the occupational therapy major.

OCT 506 Human Occupations (3) Exploitation into the relationship between participation in human occupation and quality of life throughout the life course. Includes activity analysis, assessment of occupational performance, and the use of occupation to facilitate participation in life contexts.

OCT 525 Case-Based Learning (3) Principles of documentation, case-based teaching and learning as applied to occupational therapy. Open only to students in the professional phase of the occupational therapy major.

OCT 526 Case-Based Discussion: Adolescents and Young Adults (2) Case-based discussion related to the role of occupational therapy with adolescents and young adults. Co-requisite: OCT 571.

OCT 549 Research Seminar I (3) Exploration of options for research project focused on occupation, culminating in submission of research proposal.

OCT 551 Community I (1) Theoretical analysis of community agencies; development and application of foundational skills, observation, interpersonal communication, advocacy, cultural competency, reflective practice, ethics. Includes 20 hours of fieldwork.

OCT 553 Fieldwork Level I (1) Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 555 Emerging Issues in the Community and Professional Contexts (3) Current issues relevant to the profession of occupational therapy with emphasis on emerging practice and services within home and community-based settings. Prerequisite: OCT 505, or OCT 506.

OCT 561 Professional Roles/Development (3) Introduction and the development of professional roles in practice settings with adults, emphasis on roles of educator, researcher, and administrator.

OCT 571 Occupational Performance III: Adolescents and Young Adults (0,4) Role of occupational therapy with adolescents and young adults ages 13-18; evaluation and intervention. Co-requisite: OCT 526.

OCT 572 Occupational Performance IV: Adults Role of occupational therapy with adults older than 40 years of age; evaluation and intervention.

OCT 601 Occupational Therapy: Children (0,6) Occupational therapy practice with children (ages 0-13); evaluation, intervention and outcomes. Co-requisite: OCT 604.

OCT 602 Synthesis: Occupation-Based Practice with Adults (2) Emphasis on best practice statements that reflect evidence-based practice and occupation-based practice within systems serving adults. Critical analysis of literature and creation of personal perspective on practice with adults.

OCT 603 Synthesis: Occupation-Based Practice with Adults (2) Constructing best practice statements that reflect evidence-based practice and occupation-based practice within systems serving adults. Critical analysis of literature and creation of personal perspective on practice with adults.

OCT 604 Case-Based Discussion: Children (2) Discussions across the occupational therapy process with emphasis on practice with children (ages 0 to 13). Open only to students in the professional phase of the occupational therapy major. Co-requisite: OCT 601.

OCT 606 Professional Writing (3) Documentation, publication, and other aspects of writing specific to profession of occupational therapy.

OCT 615 Synthesis: Theory to Practice (2) Synthesizing the approaches of occupation into a personal perspective of occupation and practice of occupational therapy.

OCT 616 Synthesis: Theory Into Action (3) Current issues relevant to the profession of occupational therapy with emphasis on emerging practice and services within home and community-based settings. Prerequisite: OCT 505, or OCT 506.

OCT 621 Community Experience III (1) Experiential learning in community settings with focus on teaching-learning process, identification of community resources, and professional communication. Requires 20 hours of fieldwork.

OCT 633 Fieldwork Level I (1) Practical application of course material through a second experience of supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/ fail basis.

Human Rights

HRA 500 Selected Topics (3) HRA 604 International Protection of Human Rights (3) Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

LST 500 Selected Topics (3) LST 503 Graduate Liberal Studies Seminar (1) Explores the significance of interdisciplinary approaches to Liberal Education, emphasizing critical thinking and connections across subject areas, and gives students insight into how interdisciplinary studies are designed, executed, and presented.

LST 600 Independent Study (1-6) Review literature in the field of study and develop a faculty-supervised thesis or research project.

LST 690 Research II (1,3) Expands the significance of interdisciplinary studies into a new area, focusing on a faculty-supervised thesis or research project.

LST 997 Continuous Enrollment (0)
OCT 636 Occupational Therapy (4)
Synthesis of principles of administration and impact of systems on provision of professional services to individuals in various populations and organizations.

OCT 637 Occupational Therapy Manager (3)
Synthesis and integration of principles of management and impact of systems on occupational therapy services to individuals in various populations and organizations.

OCT 649 Research Seminar II (3)
Implementation of approved research project under faculty sponsorship.

OCT 652 Community II (1)
Experiential learning in community setting with focus on occupation, professional development, and communication skills. Application to teaching-learning process, identification of community resources, and information dissemination. Requires 20 hours of fieldwork.

OCT 654 Fieldwork Level IIA (6)
First Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on a pass/fail basis.

OCT 655 Community III (1)
Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on a pass/fail basis.

OCT 656 Fieldwork Level IIB (6)
Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 657 Fieldwork Level IIC (0-4)
Occupational field work experience in an approved specialty area. Graded on pass/fail basis. May not be used to meet credit hour requirements for M.S. degree in occupational therapy.

OCT 662 Research Seminar III (3)
Completion of approved research project under faculty sponsorship.

OCT 669 Research Seminar III (3)
Completion of approved research project under faculty sponsorship.

OCT 679 Action Research Project Planning (3)
Introduction to action research as an approach to bring about change in practice setting. Students will identify an issue in practice setting and plan an action research study to address that issue. Prerequisites: HCA 645 and at least 18 credits in the Post-professional Occupational Therapy Program.

OCT 689 Action Research Project Implementation (3)
Preparation and action research as an approach to bring about change in practice settings. Students will implement and complete an action research study, disseminating the results to the instructor and fellow students. Prerequisites: OCT 679.

OCT 997 Continuous Enrollment (0)

Philosophy

PHI 503 Environmental Ethics (3)
Interconnectedness in ethics and nature, holistic ethical theories, relationship between environmenal and traditional ethics, and nature of value.

PHI 504 Evolution and its Discontents (3)
Foundations and claims of neo-Darwinism. Application to ethics, religion, social psychology, and philosophy, and attempts to refute it, particularly intelligent design theory.

PHI 505 Ethical Issues in Contemporary Science and Technology (3)
Ethical issues at the intersection of contemporary politics, science, and culture.

Physical Therapy

PHT 538 Introduction to Teaching and Learning (1)
Learners participate in seminars with facilitators to develop an understanding of theoretical constructs behind problem-based learning and self-direction in learning. Characteristics of the adult learner including readiness for learning and learning styles are discussed. Co-requisites: PHT 541, 543, 544, 545, 548, 549.

PHT 541 Case Based Discussion I (6)
Discussion groups integrate foundational and clinical sciences using case study. Emphasis on theoretical constructs that support autonomous clinical practice. Primary patient diagnoses involve the musculoskeletal system. Co-requisites: PHT 543, 544, 545, 548, 549.

PHT 543 Clinical Laboratory I (0.3)
Students initiate theoretical concepts in basic clinical skills and develop professional behaviors through application of the patient/client management framework in an autonomous clinical practice expectations for individuals with primary musculoskeletal diagnosis. Co-requisites: PHT 541, 544, 545, 548, 549.

PHT 544 Anatomy I (0.3)
Human cadaver dissection and discussion that explores structures of the thorax and extremities using regional and systemic perspectives. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 541, 543, 545, 548, 549.

PHT 545 Critical Inquiry Seminar I (2)
Group discussions, panel presentations and focused lectures provide students with foundational and clinical science knowledge, behavioral abilities, and practice expectations to current underlying models of physical therapy practice. Co-requisites: PHT 551, 553, 555, 557, 559. Prerequisite: PHT 549.

PHT 554 Anatomy II (0.3)
Discussion and discussion provide basic scientific foundation of neuroanatomy and neuroscience, introduction to clinical consequences of insult to nervous system. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 551, 553, 555, 557, 559. Prerequisite: PHT 549.

PHT 557 Professional Practice I (3)
Role, responsibility and accountability of the autonomous practitioner relative to the current health care environment. Emphasis on foundational and clinical science knowledge, behavioral abilities, and practice expectations to current underlying models of health care delivery, reimbursement and public and political systems. Co-requisites: PHT 551, 553, 555, 559. Prerequisite: PHT 549.

PHT 559 Caring for the Community II (1)
Students participate in assessment and intervention through community program. Students practice selected elements of the client management process under supervision of physical therapist Prerequisite: PHT 619. Co-requisites: PHT 551, 553, 555, 557, 559. Prerequisite: PHT 549.

PHT 565 Motor Dev, Learning & Control (2)

PHT 569 Caring for the Community I (1)
Students introduced to prevention and wellness in community program. Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty members and Module IV students. Prerequisites: PHT 538, 541, 543, 544, 545, 548 and 549. Co-requisites: PHT 551, 553, 555, 557, 559.

PHT 570 Foundations of Autonomous Practice (3)
Principles of management and impact of systems on occupational therapy services to individuals in various populations and organizations.

PHT 571 Foundations of Autonomous Practice (3)
Core professional values and professional roles in patient/client management are explored. A number of bases and outcomes models are applied to guide physical therapy diagnosis and screening for underlying pathology. Principles of management and impact of systems on occupational therapy services to individuals in various populations and organizations.

PHT 644 Anatomy IV (0-3)
Human cadaver dissection and discussion that explores structures of the head and neck, viscera, and spinal column. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 641, 643, 645, 649, 659. Prerequisite: PHT 629.

PHT 645 Critical Inquiry Seminar IV (3)
Group discussions, panel presentations and focused lectures provide students with foundational and clinical science knowledge, behavioral abilities, and practice expectations to current underlying models of health care delivery, reimbursement and public and political systems. Co-requisites: PHT 641, 643, 645, 649, 659. Prerequisite: PHT 629.

PHT 646 Anatomy V (0-3)
Human cadaver dissection and discussion that explores structures of the head and neck, viscera, and spinal column. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 641, 643, 645, 649, 659. Prerequisite: PHT 629.

PHT 647 Clinical Laboratory IV (3)
Selections of assessment and intervention practiced under supervision of physical therapy program faculty members and Module IV students. Co-requisites: PHT 641, 643, 644, 645, 649. Prerequisite: PHT 629.

PHT 659 Caring for the Community III (1)
Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while advancing the learning of Module II students.

PHT 663 Clinical Laboratory IV (3)
Students integrate knowledge, acquire clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice. Multi-system involvement and interaction with community program. Co-requisites: PHT 661, 664, 665, 669. Prerequisite: PHT 629.

PHT 670 Foundations of Autonomous Practice (3)
Principles of management and impact of systems on occupational therapy services to individuals in various populations and organizations.

PHT 671 Prevention and Wellness (2,3)
Explore epidemiology related to the role of physical therapy in primary care, emphasizing prevention and wellness programs, and develop programs to promote health and wellness and prevent injury and disease. Prerequisite: PHT 701.

PHT 671 Global Health Care Issues (3)
Current perceptions of the influence of health policy and professionalism on physical therapy practice are examined. Strategies for fostering leadership within profession are introduced. Principles of management and impact of systems on occupational therapy services to individuals in various populations and organizations.

PHT 701 Foundations of Autonomous Practice (3)
Principles of management and impact of systems on occupational therapy services to individuals in various populations and organizations.

PHT 721 Diagnostic Imaging I (2)
Fundamentals of diagnostic imaging for screening, evaluation, diagnosis, prognosis, and outcome assessment. Students will be introduced to underlying multiple imaging technologies will be covered. Prerequisite: PHT 701.

PHT 722 Diagnostic Imaging II (2)
Fundamentals of diagnostic imaging for screening, evaluation, diagnosis, prognosis, and outcome assessment. Students will be introduced to underlying multiple imaging technologies will be covered. Prerequisite: PHT 701.

PHT 723 Pharmacology and Pathophysiology I (2)
Principles of pathophysiology and pharmacology related to the practice of physical therapy. Prerequisites: PHT 602, 603, 604.

PHT 724 Pharmacology and Pathophysiology II (2)
Principles of pathophysiology and pharmacology related to the practice of physical therapy. Prerequisites: PHT 602, 603, 604.

PHT 743 Clinical Laboratory V (3) Application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with complex diagnoses. Multidimensional needs of individuals are incorporated to expand upon principles previously acquired while additional techniques are developed. Co-requisites: PHT 741, 743, 745, 747, 749, 759. Prerequisite: PHT 641, 643, 644, 645, 649, 659.

PHT 744 Anatomy V (0.3) Dissection and discussion building on PHT 594. Emphasizes depth with regard to clinical consequences of insult to the nervous system. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 741, 743, 745, 747, 749, 759. Prerequisite: PHT 641, 643, 644, 645, 649, 659.


PHT 748 Research I (1) Group project completed under direct supervision of faculty advisor. Integrate skills and knowledge of research methodology through a variety of projects such as case reports, demonstration project with community agencies, along with more traditional models. Co-requisites: PHT 741, 743, 744, 745, 747 Prerequisite: PHT 647.

PHT 749 Research II (2) Group project completed under direct supervision of faculty advisor. Integrate skills and knowledge of research methodology through a variety of projects such as case reports, demonstration project with community agencies, along with more traditional models. Co-requisites: PHT 741, 743, 744, 745, 747, 759. Prerequisite: PHT 641, 643, 644, 645, 649, 659.

PHT 750 Research for the Community IV (1) Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while promoting the learning of Module I students. Co-requisites: PHT 741, 743, 744, 745, 747, 749. Prerequisites: PHT 641, 643, 644, 645, 649, 659.

PHT 769 Clinical Education III (8) Students integrate theoretical and clinical concepts for individuals with multi-systenm involvement. Third of four clinical education experiences, in which students participate fully in patient care under the close supervision of an on site physical therapist. Prerequisite: PHT 748.

PHT 779 Clinical Education IV (8) Designed to allow students to integrate the multifaceted roles of clinicians into current practice within the health care system. Upon completion of this clinical experience, students exhibit practice level expectations of entry level professional. Prerequisite: PHT 751.

PHT 801 Teaching and Learning (3) Principles of teaching, learning, and development of effectiveness related to physical therapy role of educator, evaluator, consultant and collaborator. Outcomes of instructional process through effective teaching techniques and strategies. Prerequisite: PHT 701.

PHT 812 Measurement and Interpretation of Outcomes (3) Fundamental measurement properties of instruments used by physical therapists in determining level of impairment, differential diagnosis, outcomes measures, health status, and patient/client satisfaction. Strategies to assess and select between various instruments for clinical practice. Prerequisite: PHT 701.

PHT 813 Management in Health Care Delivery (3) Organizational management theory and principles. Quantitative analysis of health care issues. Supervision, quality assurance, and marketing are explored. Concepts of human resources and quality assurance including productivity, contracts and ethical/legal issues are examined. Prerequisite: PHT 701.

PHT 814 Research Methods (3) Fundamental concepts of scientific inquiry as they relate to clinical issues in health care. Levels of data, variance, sampling, reliability, validity, precision and statistical inference are discussed in the context of clinical questions. Prerequisite: PHT 814.

PHT 816 Practicum 1-6 Capstone course designed for individual student needs and professional interests. Students select education, management, or research as a focus. Individual or group experiences are planned with individual faculty. May be repeated once. Prerequisite: PHT 701.

PHT 997 Continuous Enrollment (0) Psychology

PSY 507 Psychology and the Visual Arts (3) Introduces students to elements of design and how they create psychological effects. Emphasizes the influence of visual arts on individuals and their creative work. Affords students opportunities to explore their creative and expressive potentials.

PSY 5602 Health Care in Developing Regions: Tanzania Practicum (6) Health Care in Developing Regions courses are designed for those who are interested in how less developed nations approach health care challenges (seminars) and in understanding those approaches first hand (practical). Students will experience the geopolitical setting, population, and institutions of the area with an emphasis on health care. Prerequisite: PSY/ANT 303/503 or application and permission of instructor.

PSY 604 Child and Adolescent Development:Implications for Educators (3) Developmental theory, principles, and research and their application to the effective education of diverse student populations. Twenty hours of field work required.

Physics

PHY 503 The History of Physics (3) The development of physics since the time of Aristotle and the early Greek scientists. Emphasis on physical theories and their historical significance.

PHY 517 Principles of Physical Science (3) Important principles of physics, chemistry, earth science. Historical contexts. Integration of principles to address complex global problems.

PHY 590 Independent Study 0-6 Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Sociology

SOC 537 Science & Social Power (3) Critical examination of science as a primary locus of social power. Socio-historical development of science as a power project; influence of socially constructed scientific reality in production & maintenance of inequality. Seminar format. Prerequisites: ANT 101, SOC 151, or permission.

SOC 532 Minority Exper in American Society (3) Minority experience in American society from historic and contemporary perspectives. Theories of dominance/ minority group relations. Contemporary issues and public policy. Intersection of race, ethnicity, gender, social class. Prerequisites: One of the following: ANT 101, SOC 151, SOC 252, SOC 510, or permission of instructor.

SOC 555 Community and Social Change (3) Analysis of challenges and opportunities facing American communities. Emphasis on communities in New York State, and on Utica in particular.

SOC 600 Special Topics (3) How cities are structured and how they function, what it is like to live in an urban setting; problems faced by urban places and how they are addressed. Will also examine different urban settings.

Spanish

SPA 500 Immersion Spanish in Mexico (3)
Joseph J. Bialek
B.A., M.A., Ph.D. Syracuse University
Associate Professor Emeritus of Accounting

William C. Blanchfield
B.S., M.S. Rensselaer Polytechnic Institute
Adjunct Professor Emeritus of Mathematics

Ronald L. Daniewicz
B.S. Rose Holman Institute of Technology
Adjunct Professor Emeritus of Physics and Italian

Annette M. Dixon, C.P.A.
B.S. State University of New York at Buffalo
Adjunct Associate Professor Emerita of Computer Science

Allyn R. Earl
B.A., M.A. Columbia University
Professor Emeritus of Philosophy

Helmut P. Eckertman
B.A. Marburg University, Germany
M.A. Columbia University
Professor Emeritus of Computer Science

Ralph A. C. Fimmano, PE, PLS
B.S. University of New York at Buffalo
Adjunct Professor Emeritus of Science

Lyn Hill, O.T.R., F.A.O.T.A.
B.S. University of New York at Buffalo
Adjunct Professor Emeritus of Physical Therapy

Jane Metzger
B.A. Carleton College
M.A., Ph.D. University of Minnesota
Professor Emeritus of Biology

Judith Mclntyre
B.A. Marquette University
M.A., Ed.D. Syracuse University
Professor Emeritus of Educational Administration

L. Richard Emmer
B.A. Hope College
M.A. Brown University
Professor Emeritus of Geology

Raymond J. Metzger
B.S., M.A. Syracuse University
Professor Emeritus of Biology

Barbara F. Oliver, O.T.R.
B.A. Utica College
Distinguished Professor Emerita of Occupational Therapy

Eugene Paul Nasser
B.A. Kenyon College
M.A. (Oxon) Worcester College, Oxford
Distinguished Professor Emerita of Mathematics

Richard B. Rosen
B.A. Loyola University
M.A. Georgetown University
Professor Emeritus of English

Ronald Lucchino
B.S. Pennsylvania State University
M.S., Ph.D. University of Delaware
Professor Emeritus of Chemistry

George N. Tzogas
B.S. Columbia University
Professor Emeritus of Educational Administration

B.S. State University of New York at Albany
Professor Emeritus of Education

Joanne Shih
B.A., M.A. San Diego State University
Associate Professor Emerita of English

Irving A. Heym
B.A. New York University
Distinguished Professor Emeritus of Chemistry

A.J. Speller
B.S. Utica College
Distinguished Professor Emeritus of Science

L. Richard Emmer
B.A. Hope College
M.A. Brown University
Professor Emeritus of Geology

Crisafulli Distinguished Teaching Award, 1987

Crisafulli Distinguished Teaching Award, 1990

Crisafulli Distinguished Teaching Award, 1999

Crisafulli Distinguished Teaching Award, 1994

Crisafulli Distinguished Teaching Award, 1985

Crisafulli Distinguished Teaching Award, 1982

Crisafulli Distinguished Teaching Award, 2003

Crisafulli Distinguished Teaching Award, 1998

Crisafulli Distinguished Teaching Award, 1986

Crisafulli Distinguished Teaching Award, 1989

Crisafulli Distinguished Teaching Award, 1992

Crisafulli Distinguished Teaching Award, 1993

Crisafulli Distinguished Teaching Award, 1991

Crisafulli Distinguished Teaching Award, 1988

Crisafulli Distinguished Teaching Award, 1995

Crisafulli Distinguished Teaching Award, 1984

Crisafulli Distinguished Teaching Award, 1997

Crisafulli Distinguished Teaching Award, 1992

Crisafulli Distinguished Teaching Award, 2001

Crisafulli Distinguished Teaching Award, 1996

Crisafulli Distinguished Teaching Award, 1990

Crisafulli Distinguished Teaching Award, 1976

Crisafulli Distinguished Teaching Award, 1981

Crisafulli Distinguished Teaching Award, 1979

Crisafulli Distinguished Teaching Award, 2000

Crisafulli Distinguished Teaching Award, 1983

Crisafulli Distinguished Teaching Award, 1980

Crisafulli Distinguished Teaching Award, 1998

Crisafulli Distinguished Teaching Award, 1985

Crisafulli Distinguished Teaching Award, 1986

Crisafulli Distinguished Teaching Award, 1992
Institutes and Centers

Center for Historical Research
Established during the Spring Semester 2000, the Center for Historical Research, sponsored by Utica College’s history department, provides resources and assistance to students, faculty, and members of the community, who are working on local and global history projects. The objectives of the center are to support students who are working on “The History Project,” an annual collaborative research project undertaken by graduates of Utica College history majors. • Publish the annual proceedings of “The History Project.” • Assist students and faculty in historical research. • Foster ties between Utica College and its surrounding communities. • Promote historical research. • Collaborate with the Ethnic Heritage Studies Center at Utica College. • Promote scholarly excellence through the Utica College chapter of the Phi Alpha Theta National Honor Society.

Center for Identity Management and Information Protection
The Center for Identity Management and Information Protection (CIMP) of Utica College is a research collaborative dedicated to the study of identity management, information sharing, data protection and the crimes of identity theft and identity fraud. Founded in June 2006, its ultimate goal is to impact policy, regulation, and legislation through research and technical assistance applications. CIMP’s stakeholders are committed to working together to provide resources, gather subject matter experts, provide access to sensitive data, and produce results that will be practically applied to the fields of identity management, information protection and the prevention and control of identity theft and identity fraud. CIMP study project results are put into action in the form of recommendations for best practices, new policies, regulations, legislation, training opportunities, and proactive initiatives.

Economic Crime Institute
The Economic Crime Institute (ECI) was formed in November 1988 to support the major economic crimes of economic crime investigations, prepare students to prevent, detect, investigate, and prosecute economic crimes; and provide continuing education opportunities for economic crime investigators. The mission of the ECI meets its goals by encouraging the exchange of expertise between educators and professionals in the field; placing students in internships, co-op programs, and professional positions with corporations and government agencies; sponsoring conferences, seminars, and lectures; and supporting research endeavors. The Institute has a distinguished board of advisors that includes individuals at the top of their fields in higher education, business, and the federal government. These board members, who are experts in insurance fraud, corporate fraud, health care fraud, investment fraud, fraud investigations, internal security, and corporate security, are working with Utica College faculty to assist in teaching and research. The ECI is providing the individuals to fight economic crime.

In addition, the ECI has developed a computer-aided instructional laboratory to be used by economic crime investigators, accounting, and computer science students for a variety of courses.

Education Consortium at Utica College
The mission of The Education Consortium at Utica College is to provide exemplary, cost-effective educational opportunities to meet the certification and professional educational needs of teachers, administrators, and other employees of consortia, BOCES, or other organization desiring to participate in its activities. The Consortium provides an opportunity for members to develop joint programs to meet shared needs for professional development, the sharing of information and resources, assistance in meeting state requirements, and professional networking.

Eugene Paul Nassar Ethnic Heritage Studies Center
Established in 1981 by Professor Emeritus Eugene Paul Nassar, the Ethnic Heritage Studies Center serves as a clearinghouse for the creation of courses, seminars, and publications in ethnic studies, especially dealing with ethnic groups of the central New York area. It oversees the development of the Frank E. Gannett Memorial Library book collection in ethnic studies. It also has coordinated ethnic festivals with the Friends of the Library, honoring the larger ethnic populations of Utica. The Center’s objectives are:
• To develop a library and other teaching resources in the field of ethnic studies.
• To promote the collection of historical and cultural materials.
• To support the publication of occasional papers, monographs, and other items on topics related to ethnic studies.

To sponsor an annual lecture and artist series.
To develop bibliographic references for area libraries, historical societies, and organizations housing research materials on ethnic studies.
To work with community organizations toward the preservation and dissemination of information on the ethnic experience in central New York.
To cooperate with The History Project at the Center for Historical Research sponsored by the Utica College history department.

Human Rights Advocacy Program
The Human Rights Advocacy Program of Utica College (HARP) was established in 1992 by attorneys Theodore Zang, Esq., and Utica College Professor Theodore Zang, Esq. HARP’s purpose is to counsel and train non-governmental organizations (NGOs) in transitional democracies. Accordingly, with the support of Utica College and private donations, it regularly works with human rights advocates in Eastern and Central Europe (e.g. Albania, Bulgaria, Kosova, Moldova, Romania, Slovak), Africa, and the Far East (Taiwan).
HARP’s approach is to provide in-field training and technical assistance to human rights NGOs and their supporters, as well as to provide counsel via international communications. HARP works closely with Helsinki Committees and independent human rights NGOs, supporting their legal defense efforts, the monitoring of human rights violations, and their human rights education programs, etc. It also provides technical support and training to university human rights centers in the Balkans and elsewhere.

As part of its training effort it invites young human rights advocates from traditional democracies to study and train at Utica College for a semester. By studying along with Utica College students, these advocates study human rights law and other specialties areas, bringing back to their own country skills and knowledge useful for human rights work. Utica College students benefit from their exposure to the experiences of these human rights advocates.

Institute for Excellence in Education
The Institute for Excellence in Education was established in January 2000. It is the academic and administrative unit of the College responsible for the coordination of all activities involving teacher education and preparation for administrative and supervisory service. The Institute also functions as the clearinghouse for communications with the New York State Education Department on matters of certification, the liaison office for the Education consortium with area school districts and BOCES, and the locus for all community relationships and activities related to teacher education and certification and administrative and supervisory certification.

Institute of Applied Ethics
The Institute of Applied Ethics at Utica College was founded in 1986 and has been affiliated with Utica College since 1987. Its fundamental purpose is to serve the Mohawk Valley region by promoting reflection upon and public discussion of ethical issues in health care, crime prevention, education, employment, ethics, law, management, information sharing, data protection and the crimes of identity theft and identity fraud. The Institute of Applied Ethics is committed to ethical education and action by professionals and the general public.

The Leadership Institute at Utica College
The Leadership Institute at Utica College is charted to create coalitions and partnerships that expand the professional internal and external organizational capacities of Utica College. Through linking UC faculty to research and community partners, the Institute facilitates the integration of research and applied practice through grant writing and evaluation, project management and change intervention and education. The Institute also partners with local businesses to assist them with professional development in leadership, project management and change strategies.

Mohawk Valley Center for Economic Education
The Mohawk Valley Center for Economic Education at Utica College opened in 2001. The center, one of nearly 300 nationwide, is affiliated with the National Council on Economic Education (NCEE), a nonprofit group of educators, corporation, and labor leaders devoted to improving the economic literacy of students throughout the United States. The NCEE developed Economics America, a set of programs aimed at integrating economics throughout the K-12 curriculum.

The Mohawk Valley Center’s major focus is to help local districts implement the Economics America program by providing training for local teachers in kindergarten through senior high school in both economic content and pedagogy. The center’s staff is also available to serve as consultants to school districts on curriculum development, needs assessment, and teaching strategies.